

## ABSTRACT

**N., Veronika. 2103121048. The Effect of RAP (Read, Ask, Paraphrase) Strategy on Students' Reading Comprehension in Reading Analytical Exposition Text. A Thesis: English Education and Literature Department. Faculty of Languages and Arts. State University of Medan. 2015**

This study focused on finding out the effect of applying RAP (Read, Ask, Paraphrase) Strategy on students' reading comprehension in reading analytical exposition text. This study was conducted in experimental design. The population of this research was the second year of students in SMA Swasta Katolik Budi Murni 2 Medan. There were seventy students of the second year senior high school students as the sample of the research. This study was conducted with two randomized groups namely Experimental Group and Control Group. The experimental group was taught by applying RAP Strategy, while the control group was taught by applying conventional strategy. The instrument of collecting the data was multiple choice tests which consisted of 25 items. To obtain the reliability of the test, the researcher used Kuder–Richardson (KR-21) formula. The calculation shown the reliability was 0.47 (moderate). The data were analyzed by using t-test formula. The calculation shown that t-observed (5.36) was higher than t-table (1.994) at the level of significance ( $\alpha$ ) 0.05 with the degree of freedom (df) 68. It means that there was a significant effect of applying RAP Strategy on students' reading comprehension in reading analytical exposition text. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

*Keywords: RAP Strategy, Reading Comprehension, Analytical Exposition Text*

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