# THE EFFECT OF USING READ PAIR SHARE (RPS) STRATEGY IN READING DESCRIPTIVE TEXT MASTERY AT THE GRADE VIII OF SMP NEGERI 1 SIPIROK

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## Abstract

*The research was conducted by the researcher at the Grade VIII SMP Negeri 1 Sipirok. The aims of this research was to find out if there a significant effect of using Read Pair Share (RPS) strategy in reading descriptive text. In order to achieve the purpose of this research, the writer carried out in quantitative method by applying experimental types. The population of this research was the Grade VIII SMP Negeri 1 Sipirok. They were 64 students, the researcher used total sampling technique to get the sample. The samples were 32 students. Reading descriptive text was applied as the instrument of this research, the writer used "t" tes formula. Based on the data that has been analyzed, it can be found that (1) the students' achievement in reading descriptive text without using Read Pair Share (RPS) strategy was "enough" (66.8), (2) their value by using Read Pair Share (RPS) strategy can be categorized "good" (72.8), and (3) there was a significant effect the result of reading descriptive by using Read Pair Share (RPS) strategy. It meant that the hypothesis was accepted.*

***Key words:*** *Read PairShare (RPS) Strategy, Reading, Descriptive Text*

## INTRODUCTION

Reading  is one of  skills that students need to master English. For students Junior High  School, reading  was one of  the  problems  that  they  should face. In reading, students  need  ability and  more concentration  to comprehend the text. As   Antonioul (2007:1) said that reading comprehension is the biggest problem that almost students face when they study English. A large number of studies have shown   that most students (80%) with  learning  disabilities  manifest  with  difficulties  in  reading  acquisition,  particularly comprehension of written material.

Successful understanding of written text involves certain prerequisite skills.  Briefly, the main prerequisites for successful reading comprehension include the ability to  decode words  and  to  read  fluently,  as  well  as  the  use  of  active  strategies  to  understand  the meaning of printed text. As Pardo (2004:272) said that reading  comprehension  was  the process  of meaning  construction as  a result of blending content and message of the text with  the  readers existing knowledge and skills during reader text interaction. Therefore, reading comprehension was a combination of knowledge and text oriented constructions. It was  the  result  of  a  systematical  reading  process  that  integrates  basic  as  well  as  higher-order reading skills.

Furthermore, In Indonesia, English has become a foreign language that should be taught from Elementary School up to college or university level. In understanding language, there were four language skills that have to be mastered by students in learning English. They were reading, listening, writing, and speaking. Among those skills. Reading was one of the skills to be developed and mastered in English language. Talking about reading, there were so many types of text in reading, such as descriptive text, recount text, argumentative text, etc, and one of the texts that students need to master was descriptive text. In contrast, there were still some students who got difficulties in comprehend descriptive text, such as: vocabulary mastery, understanding social function, generic structure, language feature, and so forth.

Based on my observation in SMP Negeri 1 Sipirok, students' still find many difficulties in English, includes reading descriptive text. It can be seen in their AKM. Their average was 60 while their minimal target was 70. Due to this condition, there were some problems in learning process of reading. The first problem was from the teacher. In learning process of reading, the teacher should be more creative in creating the reading technique. In order to make the teaching learning process fun and easy. As the matter of fact, the teacher of this school uses any inappropriate method or technique in learning process. So, it cannot make students easy to comprehend the reading.

In order to assess the extent to which students retrieved and used reading strategies, they were introduced to a reading-strategy knowledge test that was based on the metacognition questionnaire and further modified. Reading strategies and guiding students towards self-regulated reading routines were promising approaches to fostering reading comprehension in students with learning disabilities.
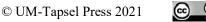
Departing the statement above, we need a suitable technique in teaching. There were so many techniques that teacher can apply mastering reading comprehension for students. One of the techniques that writer want to research was Read Pair and Share (RPS) strategy. Read Pair and Share (RPS) strategy as a strategy which ensured meaningful reading and encourage concise writing and thinking. Read Pair and Share (RPS) strategy was also a technique for imprinting information in long term memory. Thus, the writer thought it was very important to search about the Effect of Using Read Pair and Share (RPS) Strategy in Reading Descriptive Mastery at the Grade VIII of SMP Negeri 1 Sipirok.

## 1. Reading Descriptive Text Mastery

Reading was an important skill in English language. To learn reading, reader absolutely need to know the definition of reading. Wixson (2012:64) said that reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

As Heilman (2011:8) said that reading is process of getting meaning from printed word-symbols. It is not merely a process of making conventionalized noises associated with these symbols. It meant that reading was a process of interpreting meaning of symbol. It also involves getting meaning with associated to the symbol.

As Grabe and Stoller (2002:9) say that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The quotation meant that reading was the reader ability to make drawing meaning from text or printed material with appropriate information. This process involves interpreting information due to the symbol.

Scanlon, Anderson and Sweeney (2010:13) say, "Reading is a language skill. Children need to develop the vocabulary and other language skills upon which reading comprehension depends." It indicated that reading was related with vocabulary mastery and language skill. Therefore, it was needed to have them in getting comprehension.

As students gain in their processing abilities, teachers can have them do activities to develop their skills to skim, scan, read for through comprehension, read critically, read extensively, and read dramatically. As Gebhard said that there are some kinds of reading, as follows:

**a)  Critical  Reading**

There were at least three things to remember when asking students to do critical reading. First, when students are asked to read critically, they still need to do the kinds of activities that lead the full comprehension, as discussed earlier in this chapter. Second, students are asked to make judgments about what they read: Do I agree with the author's point of view? How was my view different? Does the author persuade me to change my view? Was the author's evidence strong? Third, we need to be careful about what we asked students to make judgments on. In other words, we need to select content that was not only interesting to the students as readers but also something they can relate to.
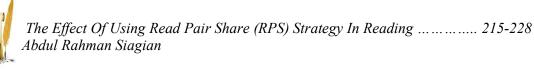
**b)  Extensive Reading**   ·

The goal of extensive reading was to improve reading skills by processing a quantity of materials that can be comprehend and pleasurable. Teachers who implement extensive reading set up an open library (in the classroom or school library) where students can select from an assortment of reading materials. The teachers' job was to guide the reader to materials that are comprehensible, letting the students make their own choices.

As a part of the extensive reading experience, teachers often ask students to report on what they have read. One way to do this was to have students interview each other through the use of question prompts. As Broughton (2003:91) said, there are some kinds of reading. First, *reading aloud* was primarily an oral matter. For those who teach foreign languages it was closer to pronunciation' than it was to comprehension'.  While it was perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language of which stretches the linguistic capabilities of the learners to the utmost. It requires  a familiar  text  whose content  and language  are clearly understood, detailed explication and practice of the special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud was limited. Few people are required to read aloud as a mater of daily routine, radio newscasters, clergymen, perhaps actors and that was all. To the huge majority its importance was minimal. Second, *silent reading* was interpretation was most likely for the term. This was perhaps the nearest approach to the essence of reading, the A – C of it. It was obvious that by far the greatest amount of reading that was done in the world was silent. A reading room was a silent room.

Reflecting  to  the  statement above,  the  researcher  can  infer  that  kinds  of reading  are  diveded  into  two  kind  they  critical  reading  and  extensive  reading. Crtitcal reading meant tha reader try to respond the text critically. While extensive reading the reader read the text to find out the general information from the text.

Talking about descriptive text meant getting information in a kind of text which descrive something as it was. It was suitable with the definition of descriptive

text it self. Before discuss it deeply, the researcher ellaborated the experts definition of descriptive text.

Descriptive text was a kinds of English text which descriptive something as it was. According Kurniawan (2002:22), ***"Descriptive text adalah teks yang isinya mendeskripsikan sesuatu/seseorang secara khusus/spesifik."*** It meant descriptive text was a text which list to description something/someone with specific. And he adds the purpose of text was to give information. Description it significant to make the other feeling they see, hear and sense.

Similarly, Schacter (2012:5) said, "Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it." It meant that descriptive text described a place, person or thing in order to reader can visualize it. After reading descriptive text a reader was able to know something therefore she/he has not known before.

Related to the quotation above, Djuharie (2008:24) said, ***"Teks deskripsi adalah untuk menggambarkan seseorang, sesuatu, suatu tempat, seekor binatang".*** It meant descriptive text was a type of written text which has the specific function to describe person, thing, a place, or an animal. It described person, thing, a place, or animal as it was. In this case, the description explained the general characteristic, behavior, attitudes and soon.

Based on the quotation above, the writer took conclusion that writing descriptive text meant as activity to write a kind of text which give description about something by using sentences which can be described. Furthermore, the writer should pay attention to the social function of generic structure and lexicogrammatical features in writing descriptive text. Therefore, the writer gave explanation about them in following explanation.

**a) Social Function of Descriptive Text**

Social function of descriptive text refers to function of the text in using. Actually, descriptive text has social function to describe an object in descriptive text. The object described as it was. By this description a reader can guest or know the object without seeing.

According to Pardiyono (2007:34), description is a type of written text which has the specific function to give description about an object (human or non human). It meant that social function of descriptive text was describing an object description. It describes the object as it was. The description should involve the specific characteristic of the object.

Furthermore, Knapp and Watkins (2005:98) explained that descriptive text used when the students describe about picture, character or place in the story, and report on an animal. It meant that social function of descriptive text was describing about picture, character, or object of description. While, Setiawaty (2010:2) pointed that, "The purpose of descriptive text was to engage a readers attention, to create the characters, to set a mood, or create an atmosphere to become life."

Based on the quotation above, the writer took conclusion that social function of descriptive text was describing object of description, such as: somebody, something, place, or animal. In other words, it can be said that social function of descriptive text was description about an object human or non human.

**b) Generic Structure of Descriptive Text**

Generic structure of descriptive text meant as component which build the descriptive text. Actually, descriptive text was build by identification and

description. According to the Djuharie (2008:24) that generic structure of descriptive text are following below.

    1) Identification: introduction of the subject or things that was describe.

    2) Description: information about the characteristic of the subject, such as looking of subject, quality, kinds, and so forth.

Pardiyono (2007:34) gave addition that descriptive text is build by identification and description. It meant that descriptive was constructing with identification and description. In other word, the generic structure of descriptive text was identification and description.

Moreover, Pardiyono (2007:33) stated that identification was a way to introduce thing or object which described and description was a way to describe the thing or object. It meant that the descriptive text was constructed with identification and description.

Based on the quotation above, the writer took conclusion that generic structures of descriptive text are identification and description. Identification belongs to introduction or general names of the objects description. Meanwhile, description belongs to information or classifies of objects description in the text.

## c) Lexicogrammatical Features of Descriptive Text

Lexicogrammatical feature of descriptive text refered to the language feature which was used in the descriptive text. Because descriptive text gave description, thus it common uses noun, simple present tense, adjective, and relational process in the text.

According to Djuharie (2008:24-25) stated that descriptive text usually use lexicogrammatical feature, namely: specific noun, such as: *father, school, my dog*, simple present tense, detail noun phrase, such as: *an intelligent tall student, k*ind of adjective, relational process, such as: *my car has four doors, ad f*igurative language. It meant that lexicogrammatical feature which was used in the descriptive text are noun, simple present tense, noun phrase, and so forth.

Furthermore, Knapp and Watkins (2005:99-100) stated that descriptive text use some grammatical features or lexicogrammatical, such as: present tense, relational verbs, action verbs, mental verbs, adjective, personal noun, and so forth. It meant that descriptive text use many lexicogrammatical features, such as: present tense, relational verbs, action verbs, mental verbs, adjective, personal noun, and so forth.

In addition, Pardiyono (2007:34) stated that descriptive text seldom use declarative sentence, present form, and conjunction. It meant that language feature which was always used in descriptive text are declarative sentence, present form, and conjunction.

Based on the quotation above, the writer took conclusion that there are many lexicogrammatical feature of descriptive text which was used, such as: present tense, relational verbs, action verbs, mental verbs, adjective, personal noun, and so forth.

Finally, based on the previous explanation and quotations, the writer took conclusion that descriptive text refers to the text which gave description about an objects, such as place, characters, animals, and so on. Next there are many aspects descriptive text, namely social function, generic structure, and lexicogrammatical features or language features of descriptive text. Therefore, reading comprehension of descriptive text should focus on the three aspects.

## 2. Read Pair Share (RPS) Strategy

The Read-Pair-Share strategy, based on the work was based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about texts.

According to Letendre (2012:23) Read-pair-share was just like think-pair-share, but only students read first, rather than think. This was a collaborative strategy in which students can either read the required reading together or individually, but then the pairing has to occur.

According to Ledlow (2001:25), Read Pair Share (RPS) strategi was a low-risk strategy to get many students actively involved in classes of any size. It can be said low risk startegy because of the student was active in reading the text. They were motivated by competition in each pair.

Furthermore, according to Himmele (2000:32) stated that read pair share was a powerful tool, it was only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various pointed of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Azlina (2010:23) stated that read-pair-share also called as multi-mode discussion. It was a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. The general idea of read pair share technique was having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.

Based on the quoatation above, the researcher concluded that Read Pair and Share (RPS) strategy was a strategy in which readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about texts.

## METHODLOGY

In order to achieve the purpose of this research, the writer carried out in quantitative method by applying experimental types. The population of this research was the Grade VIII SMP Negeri 1 Sipirok. They were 64 students, the researcher used total sampling technique to get the sample. The samples were 32 students. Reading descriptive text was applied as the instrument of this research, the writer used "t" tes formula

## RESULT

## 1. Reading Descriptive Text before Using Read Pair Share (RPS) Strategy

The data of the research for the reading descriptive text taught by using Read Pair Share (RPS) Strategy was the score of the students in doing the test. The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The writer described as follows: the lowest score was 50 and the highest score was 80, it was concluded in order to know the description of the data, from the calculation. From the calculation, it was known that the mean of reading descriptive text to the grade VIII students of SMP Negeri 1 Sipirok was categorized "enough". It meant that reading descriptive text by using Read Pair Share (RPS) Strategy at the Grade VIII of SMP Negeri 1 Sipirok was not satisfied.

In order to be clear the writer served it on the following table:

**Table 1:**
**The Data of Reading Descriptive Text Taught before Using Read Pair Share**
**(RPS) Strategy at the Grade VIII of SMP Negeri 1 Sipirok**

| No. | Students' Name | Score |
|---|---|---|
| 1 | Sri Wahyuni | 70 |
| 2 | Khoirunnisa | 65 |
| 3 | Mirna Khairani | 65 |
| 4 | Zulhadi | 65 |
| 5 | Novita Sari | 65 |
| 6 | Wafiatul Khoiriah | 55 |
| 7 | Mifhtahul wahdi | 60 |
| 8 | Israr Ali Lubis | 65 |
| 9 | Rahma Yanti Rambe | 70 |
| 10 | Satrio Arsunna | 50 |
| 11 | Ika Roslina | 60 |
| 12 | Ihsan syaputra | 65 |
| 13 | Ulfah Putri | 60 |
| 14 | Aswita Riana Nasution | 70 |
| 15 | Fitri Rhinda Sari | 60 |
| 16 | Sakinah :Lubis | 70 |
| 17 | Andesyah putri | 80 |
| 18 | Ahmad Fauzi | 60 |
| 19 | Ahmad Muhajir | 50 |
| 20 | Haqqul Yakin | 65 |
| 21 | Hamsaruddin | 55 |
| 22 | Riswandi | 75 |
| 23 | Faisal Adanan | 60 |
| 24 | Ira sulistinawati | 65 |
| 25 | Riski Ardiansyah | 75 |
| 26 | Muhammad Abduh | 65 |
| 27 | Fadilah dalimunthe | 65 |
| 28 | Ayu Gita Irma dani | 70 |
| 29 | Putri Yani | 60 |
| 30 | Siti Azizah Nur | 80 |
| 31 | Mega Mahrani | 75 |
| 32 | Riski Ramadansyah | 55 |
| **Totals** | | **2070** |

It shown in the score of each indicator can be explained as follows:

a. Reading descriptive text with the indicator identifying the social function and taught by using Read Pair Share (RPS) Strategy was categorized "enough". It can be showed by the students means score are 62.5% or 300 from 480.

b. Reading descriptive text with the indicator identifying generic structure and taught by using Read Pair Share (RPS) Strategy was categorized "enough". It can be showed by the students means score are 64.28% or 720 from 1120.

c. Reading descriptive text with the indicators identifying language features taught by using Read Pair Share (RPS) Strategy was categorized "enough". It can be showed by the students means score were 63.75% or 1020 from 1600.

The following table shown the mean, median and modus score of reading descriptive text taught by using Read Pair Share (RPS) Strategy:

a. Mean

Mean was the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following:

$$M = \frac{\sum X}{N}$$

$$M_y = \frac{2070}{32}$$
$$= 64.7$$
$$= 65$$

b. Median

Median was the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was questioning (number head together ) method in reading descriptive text . The data were: 50 – 50 – 55 – 55 – 55 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 65 – 65 – 65 - 65 – 65 – 65 – 65 – 65 -65 – 65 – 70 – 70 – 70 70 – 70 – 75 – 75 – 75 – 80 – 80.

Median of the data was 65 - 65. Median took from devided the all data into two part. And then, took the score in the midle. It can be seen on the following

$$Me_y = \frac{65+}{2}$$
$$= 65$$

c. Mode

Mode was the most appearance score of the data. As showed in the previous table, it was reading descriptive text by using Read Pair Share (RPS) Strategy. The data were: 50 – 50 – 55 – 55 – 55 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 65 – 65 – 65 -65 – 65 – 65 – 65 – 65 -65 – 65 – 70 – 70 – 70 70 – 70 – 75 – 75 – 75 – 80 – 80.

Mode of the data was 65. Thus, the most appearance score was 65.

Based on the above explanation, the mean score was 65 the median was 65 and the mode was 65 while the range of theoretic score was 0 – 100 in which the mean of theoretic score was 50. The mean of reading descriptive text taught before using Read Pair Share (RPS) strategy was higher than the mean of theoretic score.

The following table shown the data distribution of the students in reading descriptive text taught before using Read Pair Share (RPS) Strategy:

Range = highest score – lowest score
= 80 – 50
= 30

K = 1 + 3.3 log n
= 1 + 3.3 log 32
= 1 + 3.3 (1.51)
= 1 + 4.98
= 5.98
= 6

i = R/K
= 30/6

= 5

**Table 2**

**The Frequency Distribution of Reading descriptive text Taught by Using Read Pair Share (RPS) Strategy to the Grade VIII of SMP Negeri 1 Sipirok**

| No | Interval Class | Freq | $Fk_b$ | $Fk_a$ | Mid | Fx |
|----|---------------|------|------|------|-----|-----|
| 1 | 50 – 54 | 2 | 32 | 3 | 52 | 104 |
| 2 | 55 – 59 | 3 | 30 | 5 | 57 | 171 |
| 3 | 60 – 64 | 7 | 27 | 8 | 52 | 434 |
| 4 | 65 – 69 | 10 | 20 | 15 | 67 | 670 |
| 5 | 70 – 74 | 5 | 10 | 25 | 72 | 360 |
| 6 | 75 – 79 | 3 | 5 | 30 | 77 | 231 |
| 7 | 80 – 84 | 2 | 2 | 32 | 82 | 164 |
| N = 32 | | | | | | 2134 |

Based on the frequency distribution above, the writer had found that the students who got score 80 – 84 were 2 students or 6.25%, the students who got the 75 – 79 were 3 students or 9.37%, the students who got score 70-74 were 5 students or 15.62%, the students who got score 65 - 69 were 10 students or 31.25%, the students who got score 60 - 64 were 7 students or 21.87%, the score 55 - 59 were 3 students or 9.37% and the students who got score 50 – 54 were 2 students or 6.25%.

## 2. Reading Descriptive Text before Using Read Pair Share (RPS) Strategy

The data of the research for reading descriptive text taught by Read Pair Share (RPS) Strategy was the score of the students in doing the test. The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The writer described as follows: the lowest score was 65 and the highest score was 90, it was concluded in order to know the description of the data. From the calculation, it was known that the mean of reading descriptive text taught by using Read Pair Share (RPS) Strategy to the grade VIII of SMP Negeri 1 Sipirok was categorized "good". It meant that reading descriptive text taught by using Read Pair Share (RPS) Strategy was satisfied.

**Table 3**

**The Data of Reading Descriptive Text Taught by Using Read Pair Share (RPS) Strategy at the Grade VIII of SMP Negeri 1 Sipirok**

| No | Students Name | Score |
|----|--------------|-------|
| 1. | Sri Wahyuni | 75 |
| 2. | Khoirunnisa | 70 |
| 3. | Mirna Khairani | 70 |
| 4. | Zulhadi | 75 |
| 5. | Novita Sari | 85 |
| 6. | Wafiatul Khoiriah | 75 |
| 7. | Mifhtahul wahdi | 90 |
| 8. | Israr Ali Lubis | 70 |
| 9. | Rahma Yanti Rambe | 65 |
| 10. | Satrio Arsunna | 75 |
| 11. | Ika Roslina | 70 |

| 12. | Ihsan syaputra | 85 |
| 13. | Ulfah Putri | 70 |
| 14. | Aswita Riana Nasution | 65 |
| 15. | Fitri Rhinda Sari | 80 |
| 16. | Sakinah :Lubis | 70 |
| 17. | Andesyah putri | 80 |
| 18. | Ahmad Fauzi | 80 |
| 19. | Ahmad Muhajir | 75 |
| 20. | Haqqul Yakin | 75 |
| 21. | Hamsaruddin | 75 |
| 22. | Riswandi | 70 |
| 23. | Faisal Adanan | 75 |
| 24. | Ira sulistinawati | 75 |
| 25. | Riski Ardiansyah | 90 |
| 26. | Muhammad Abduh | 80 |
| 27. | Fadilah dalimunthe | 75 |
| 28. | Ayu Gita Irma dani | 75 |
| 29 | Putri Yani | 90 |
| 30. | Siti Azizah Nur | 80 |
| 31. | Mega Mahrani | 75 |
| 32. | Riski Ramadansyah | 90 |
| Total | | 2450 |

It shown in the score of each indicator can be seen in the explanation below:

a. Reading descriptive text taught by using Read Pair Share (RPS) Strategy with indicators identifying the social function was categorized "fail". It can be showed by the students' means score are 55.83% or 268 from 480.

b. Reading descriptive text taught by using Read Pair Share (RPS) Strategy with indicators identifying generic structure was categorized "very good". It can be showed by the students' means score are 80.95% or 914 from 1120.

c. Reading descriptive text taught by using Read Pair Share (RPS) Strategy with the indicators identifying language features was categorized "good". It can be showed by the students' means score are 79.87% or 1278 from 1600.

The following table shown mean, median and modus score of reading descriptive text taught by using Read Pair Share (RPS) Strategy:

a. Mean

Mean was the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2450}{32}$$

$$= 76.6$$

$$= 77$$

From on the calculation above, the writer had found that the mean was 77. The students' score shown that their weaknesses was in language features mastery. Thus, thes students needed to master more about language feature of descriptive text in order to increase their achevement in reading descriptive text.

b. Median

Median was the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was reading descriptive text by Read Pair Share (RPS) Strategy. The data were: 65 – 65 – 70 – 70 – 70 – 70 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 - 75 – 75 - 75 – 75 75 – 75 – 75 – 80 – 80 - 80 – 80 – 80 – 85 – 85 – 90 – 90 - 90.

Median of the data was 75 - 75. Median took from devided the all data into two part. And then, took the score in the midle. It can be seen on the following:

Median $= \dfrac{75-75}{2}$

$= 75$

From the calculation above, it was shown that the median was 75.

c. Mode

Mode was the most appearance score of the data. As showed in the previous table, it was translation ability by using inquiry. The data were: 65 – 65 – 70 – 70 – 70 – 70 – 70 – 70 – 70 – 75 – 75 – 75 – 75 – 75 – 75 – 75 - 75 – 75 75 – 75 75 – 75 – 75 – 80 – 80 80 – 80 – 80 – 85 – 85 – 90 – 90 - 90. Mode of the data was 75. Thus, the most appearance score was 75.

The following table shown the data distribution of the students reading descriptive text taught by using Read Pair Share (RPS) strategy:

Range = highest score – lowest score

$=$ 90 – 65

$= 25$

K = 1 + 3.3 log n

$=$ 1 + 3.3 log 32

$= 1 + 3.3 (1.51)$

$= 1 + 4.98$

$= 5.98$

$= 6$

i $=$ R/K

$= 25/6$

$=$ 4.1

**Table 4**
**The Distribution Frequency of Reading Descriptive Text Taught by Using Read Pair Share (RPS) Strategy to the Grade VIII of SMP Negeri 1 Sipirok**

| No | Interval Class | Freq | $Fk_b$ | $Fk_a$ | Mid | Fx |
|----|---------------|------|------|------|-----|-----|
| 1 | 65 – 69 | 2 | 32 | 2 | 67 | 134 |
| 2 | 70 – 74 | 7 | 28 | 9 | 72 | 504 |
| 3 | 75 – 79 | 12 | 16 | 21 | 75 | 900 |
| 4 | 80 – 84 | 5 | 11 | 26 | 82 | 410 |

| 5 | 85 – 89 | 2 | 9 | 28 | 87 | 174 |
|---|---------|---|---|----|----|-----|
| 6 | 90 – 94 | 4 | 5 | 32 | 92 | 368 |
| **N = 32** | | | | | | **2490** |

Based on the frequency distribution above, the writer had found that the students who got the score 90 – 94 were 4 students or 12.5%, the students who got the score 85 – 89 were 2 students or 6.25%, the students who got score 80-84 were 5 students or 15.62%, the students who got score 75 - 79 were 12 students or 37.5%, the students who got score 70 - 74 were 7 students or 21.87%, and the score 65 – 69 were 2 students 6.25%.

1. The calculation of the data of reading descriptive text taught by using Read Pair Share (RPS) Strategy to the grade VIII of SMP Negeri 1 Sipirok can be seen on the following.

   a. Mean by using Read Pair Share (RPS) strategy

   $$M_{inq} = \frac{\sum X}{N}$$
   $$= \frac{2450}{32}$$
   $$= 76.6$$
   $$= 77$$

   b. Standard deviation before using Read Pair Share (RPS) strategy

   $$SD_x = \sqrt{\frac{\sum X}{N}}$$
   $$= \sqrt{\frac{2450}{32}} = \sqrt{76.56} = 8.7$$

   c. Standard error of variable 1 or X variable

   $$SE_{MX} = \frac{SD_X}{\sqrt{N-1}} = \frac{8.7}{\sqrt{31}} = \frac{8.7}{5.6}$$
   $$= 1.55$$

2. The calculation of the data of reading descriptive text taught before using Read Pair Share (RPS) Strategy to the grade VIII of SMP Negeri 1 Sipirok.

   a. Mean before using Read Pair Share (RPS) strategy

   $$M_y = \frac{\sum X2}{N} = \frac{2070}{32} = 64.7 = 65$$

   b. Standard deviation before Read Pair Share (RPS) Strategy

   $$SD_y = \sqrt{\frac{\sum X2}{N}}$$
   $$= \sqrt{\frac{2070}{32}}$$
   $$= \sqrt{64.68}$$
   $$= 8.05$$

   c. Standard error of variable 1 or variable X2

$$SE_{MY} = \frac{SD_{x2}}{\sqrt{N-1}} = \frac{8.05}{\sqrt{31}} = \frac{8.05}{5.6}$$
$$= 1.43$$

3. The calculation of Standard errors of $X_1$ and $X_2$ variables, and calculation to get the score of $t_0$ of the grade VIII students of SMP Negeri 1 Sipirok.

   a. The calculation of Standard errors of $X_1$ and $X_2$ variables by using formula as follows:

$$SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2}$$
$$= \sqrt{(1.55)^2 + (1.43)^2}$$
$$= \sqrt{2.4 + 2.04}$$
$$= \sqrt{4.44}$$
$$= 2.1$$

   b. The score of $t_0$ by applying the formula as follows :

$$(t_0) = \frac{M_1 - M_2}{SE_{M1-M2}}$$
$$= \frac{77 - 65}{2.1}$$
$$= \frac{12}{2.1}$$
$$= 5.71$$

Based on the previous calculation, the writer has found that the coefficient of $t_0 =$ 5.71. It was compared with the score of $t_t$ on degree of freedom (df) 62 or $(N_1 + N_2 - 2) =$ 32 + 32 -2 = 62. The score of $t_t$ was 2.00 at 5% significant degree. It meant that the score of $t_0$ was greater than the score of $t_t$ namely = 5.71 > 2.0. It meant, there was Significant Effect of Using Read Pair Share (RPS) strategy in Reading Descriptive Text at the Grade VIII of SMP Negeri 1 Sipirok. In other words, the hypothesis was accepted.

**CONCLUSION**

There were many conclusions that would be given by the writer in this research, especially for the grade VIII of SMP Negeri 1 Sipirok. The conclusions included into following elaboration.

a. The result of the data description shown that the mean scores of students in reading descriptive text by using Read Pair Share (RPS) Strategy was in criteria was good. It can be seen from students' understanding about lexicogrammatical feature of descriptive text.

b. The result of the data description shown that the mean scores of students in reading descriptive text without using Read Pair Share (RPS) strategy was in the criteria was enough. It meant that students' understanding about languag features of descrtive text needed to be improved.

c. There was a significant effect using Read Pair Share (RPS) strategy in reading descriptive text at the grade VIII of SMP Negeri 1 Sipirok or $t_0$ was greater than the score of $t_t$.

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