

Implementation of RAP Strategy to Improve Learners' Reading Comprehension

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ABSTRACT

This research discussed the implementation of Read, Ask, and Paraphrase (RAP) Strategy to improve students' achievement in reading comprehension. It conducted at SMA Taman Siswa Medan of 2023 academic year. The purpose of this study was to determine whether using RAP strategy may help students enhance their reading comprehension success. The instruments used observation sheet and Reading Comprehension test which consists of 20 multiple choices. Sample of data were 44 students. Method of research used classroom action research, it conducted two cycles. Pre-test, the average score was 44.9. First cycle of Post-test, the average student score was 65.8 and second cycle of Post-test, the average was 80.5, students who scored more than 75 in cycle 1 were 24 students and the percentage was 54.55 percents, students who scored more than 75 in cycle 2 were 42 students with a percentage of 95.45 percents. The use of RAP technique was effective, according to the results, as the success criteria had been met. 75 percents of pupils must meet the minimum completeness criterion in order to meet the success criterion. This suggests that the use of RAP Strategy can increase student performance in reading comprehension.

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I. INTRODUCTION

English is an extremely significant language that is utilized globally. In Indonesia, English is taught as both a foreign language and a subject of significance. (Dalman, 2013, p. 1) stated that basically learning language is learning to communicate. In this case, language learning emphasizes the four aspects of language skills, namely: listening, speaking, reading and writing. The writer of this study exclusively addresses reading abilities. Reading habits can raise student accomplishment since reading is one of the most crucial and essential language skills in the teaching and learning process. Students need reading skills to get information from books, magazines, novels and the internet. And the purpose of reading is to obtain good understanding, if readers cannot understand the text then they cannot obtain information and knowledge. Reading comprehension is an interactive process.

According to (Snow, 2002, p. 5) Reading comprehension is defined as the process of extracting and building meaning while interacting and engaging with written language. In other words, during reading comprehension lessons, students must determine the meaning of the text since failure to do so indicates a lack of contact with the writer's writing. And the purpose of reading comprehension is to help students understand a written language. So teachers don't just teach students how to read, but how to understand and find the meaning of the text. English

teaching strategies are needed to improve students' reading skill. Therefore, teachers should use the right strategies to make the teaching process interesting so as to achieve the goals of the teaching and learning process. The purpose of using strategies is to make students easy to learn and understand the lesson. The writer intends to use the RAP Strategy in this investigation. The RAP strategy is appropriate for resolving issues that pupils encounter. The acronym for the RAP strategy is Read, Ask, and Paraphrase.

Therefore, the writer wants to overcome the problems in students' reading comprehension, in the teaching and learning process it is necessary to apply the RAP Strategy which can help comprehension and retain the main ideas and details they get. Applying the RAP Strategy is expected to solve the problem and bring good improvement to students' reading comprehension. Based on the explanation above, the researcher is interested in conducting a study entitled: The Implementation of RAP Strategy in Improving the Learners' Achievement in Reading Comprehension.

According to Healy (Anum Sahara, Syamsul Bahri, 2018) state reading comprehension is about understanding, that is understand about the written word, understanding of the content that had been read and understand about the consruction of meaning a text.

Smith (Surayatika, 2018) states that there are four levels of reading comprehension, these four levels are:

(1) Literal Comprehension

In literal levels the readers can attempt to answer the question. The question is what did the author say? At this level, the readers have the access to the surface of the text, and can recall which have been directly related. The skill in this level are identification and remembering simple or detail information.

(2) Critical Reading

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension. Meanwhile, critical reading is an area which has been the center of attention of critical pedagogies for many years. Read critically is to make an argument about the whole of the text.

(3) Creative Reading

In applied level, the reader can attempt to answer the question how would the author's message apply to other situation given what you memorized and understood. In the other hand, creative reading is based on experience of the students or reader and then applied to understanding the text, paragraph, or sentences.

In the teaching and learning process, teachers must use effective strategies as a way to make students more active. (Hagaman & Reid, 2008) The RAP strategy has several advantages compared to other interventions: it can be used with students at all levels, elementary school, junior high school, or high. Next (Hagaman et al., 2010) defined the RAP strategy consists of reading, asking themselves what they read the main ideas and details or supporting words in the paragraph and paraphrasing it. In teaching reading, this strategy has three steps by (Hagaman et al., 2010). They are as follows:

(1) Read a paragraph

Read the paragraph silently. As you read, be sure to think what the words mean.

(2) Ask yourself

“What were the main ideas and details of this paragraph? After reading the paragraph, ask yourself, “What were the main ideas and details of this paragraph?” This question helps you to think about what you just read.

(3)Put the main idea and details in your own words.

Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to main idea.

II. METHODS

This study conducted with classroom action research. The sample of data stated by (Sani, 2022, p. 91) used purposive sampling is a sampling technique with certain considerations or intentions. They were students of class XI IPS. The writer taken class XI IPS consist of 44 students. This class was selected for the task because, based to the pre-survey, the reading comprehension ability of students in class XI IPS is quite low compared to class XI IPA.

In classroom action research of 2 cycles by applying the model developed by Kemmis and Mc. Taggart's CAR model. The model developed by Kemmis and Mc. Taggart is as follow:

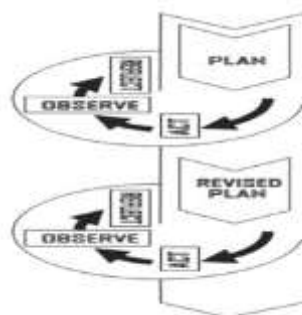


Figure 1. CAR Model by Kemmis and Mc. Taggart (1988)
Adopted by (Mashud, 2021, p. 91)

The cycles carried out with learning activities and evaluations or formative tests are held for students. Each cycle includes the following stages:

(1) Cycle I

a. Planning

In this study, researchers did some planning, namely first of all, researcher prepare lesson plans that applied the Read, Ask, Paraphrase (RAP) Strategy and prepare research instruments in the form of learning materials and media used in teaching English through the application of the Read, Ask, Paraphrase (RAP) Strategy, namely observation sheets and multiple choice tests.

b. Action

In this action, researcher conduct pre-test, treatment and post-test to the students. This action is carried out in several meetings, in this implementation the researcher follow the schedule of the English subject in the class. The researcher act as a teacher in the classroom and carried out several activities namely, the researcher stand in front of the students and began to attract students' attention, and asked about their knowledge of descriptive text. Then, give a test to the students about descriptive text as the pre-test of the research and the initial score in RAP Strategy.

c. Observation

Observations made to collect data, namely student activity during the learning process. While observing, the researcher use an observation sheet to write down important things during the learning process. From the observation sheet, researcher can find out the results of student learning activities.

d. Reflection

At this stage, researcher analyze how the effect of the action, what things should be improved and what things need to be considered in the next action. Then the results of the reflection are used as a guide to make a new plan in the next cycle.

(2) Cycle II

Researchers conduct cycle II if in cycle I improvements are still needed and any weaknesses in cycle I will be revised in cycle II.

Collect of data used tests, observation, field note and documentation. And data analysis of techniques taken from quantitative data. Quantitative data is used to analyze students' scores. Writer analyzed the data with the formula for calculating the average value as follows:

$$\bar{X} = \frac{\sum X}{N} \quad (\text{Arikunto, 2007, p.299})$$

And to calculate the percentage of student scores, researchers used the following formula:

$$P = \frac{f}{N} \times 100$$

III. RESULT AND DISCUSSION

Result of study implemented to the class, the writer as the English teacher and Mrs. Puskarinda Siahaan as partner of classmate conducted the research of two cycles, the first cycle consisted of planning, implementation, observation and reflection.

(1) Pre-test

The pre-test results can be seen from the average and the percentage of students' score, it can be analyzed that there were 14 (31.82%) students who passed the pre-test and 30 students failed the pre-test because they did not reach the minimum mastery criteria for English lessons. The lowest score in the pre-test was 15 and the highest score was 80. This shows that students' reading comprehension is still low.

In addition, from the pre-test results, the researcher obtained an average score of 44.9. This is the reason why the researcher used the RAP strategy to improve students' reading comprehension skills.

(2) Post-test cycle I

The post-test was conducted to find out how students' reading comprehension skills were after being given treatment. The researcher gave 20 multiple choice questions. The results of the post-test cycle I can be seen from students' score, it can be analyzed that the average score of students is 65.8. The highest score was 95 and the lowest score was 20. Based on the minimum completeness criteria, there were 24 (54.55%) students who had passed the post-test I or scored ≥ 75 . This means that in cycle I student achievement has improved enough, but not yet successful.

From the results of the pre-test and post-test I, it is known that there is an increase in the scores obtained by students, this can be seen from the average pre-test score of 44.9 and the average post-test I score of 65.8. Although there was an increase in student learning outcomes, cycle I was not successful because only 24 students (54.55%) passed the post-test I. It can be concluded that cycle I was not successful because only 24 students (54.55%) passed the post-test. It can be concluded that cycle I has not been successful because the success indicators have not been achieved and researchers must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

(3) Post-test cycle II

The results of post-test II can be seen from students' score, it can be seen that the average score of students in post-test II is 85.9. The highest score was 100 and the lowest score was 70. Based on the minimum completeness criteria, 95.45% of students passed this test. Most students were able to improve their reading comprehension skills. This shows that cycle II was successful. Based on the results of research in cycle II, it can be concluded that cycle II was successful. The researcher was satisfied with the results of the study. There were $>75\%$ of students who passed

the test. This means that students' reading comprehension has improved. From the above results, the researcher concluded that this research had been successful and would not be continued to the next cycle.

Based on the result, it can be concluded that the RAP strategy can improve students' reading comprehension skills because there was an increase from the average in post-test cycle I of 65.8 to 85.9 in post-test cycle II. In cycle II, most students could develop their reading comprehension skills.

Discussion of this study was first cycle, writer given a pre-test to students individually with the aim of knowing students' reading comprehension skills before being given treatment. In the pre-test, there were only 14 students who passed the pre-test and 30 students who did not pass the pre-test. In addition, in the pre-test, the lowest score was 15 and the highest score was 80.

After conducting the pre-test, the researcher gave treatment to students in cycle I. The treatment was carried out by teaching students using the RAP Strategy. Furthermore, the researcher gave a post-test at the next meeting and the post-test was called the cycle I post-test. After that, by analyzing the results of the first cycle post-test, the research concluded that there were 24 students (54.55%) who passed the first cycle post-test. The lowest score was 20, the highest score was 90 and the average score was 65.8.

From the results of student scores on the pre-test and post-test I, it can be seen that there is an increase in the value of student learning outcomes. This can be seen from the average in the pre-test 44.9 and post-test cycle I 65.8. Although there was an increase, cycle I was not successful because only 24 students (54.55%) passed the cycle I post-test. This means that in cycle I, student achievement was quite improved but the success indicator had not been achieved.

And second cycles, after analyzing students' scores on the cycle I post test, researchers had to do the next cycle because only 24 students (54.55%) passed. In the next cycle, researchers gave treatment twice, namely the post-test cycle II. Furthermore, the researcher analyzed the results of the post-test II and concluded that there were 42 students (95.45%) who passed the test because they scored ≥ 75 . In this post-test, the lowest score was 70 the highest score was 100 and the average score was 85.9.

From the results of student scores in post-test II, it can be concluded that there was an increase in scores, the increase in scores can be seen from the average score. The average value in post-test cycle I and post-test cycle II is 65.8 and 85.9, so the increase in value is 20.00. In the pre-test, post-test cycle I, and post-test cycle II, the number of students who scored ≥ 75 were 14, 24, and 42 students. Because student achievement has increased enough and the success indicator has been achieved, the research is successful and can be stopped in cycle II.

IV. SUGGESTION AND CONCLUSION

Suggestion of this study, as follows:

- (1) For students, it is suggested to be more active in learning English in order to understand the material given by the teacher and also use the Read, Ask, and Paraphrase (RAP) Strategy in learning English because it can improve their achievement in reading comprehension.
- (2) For teachers, it is suggested to English teachers to use Read, Ask, and Paraphrase (RAP) strategy as an alternative strategy in the classroom because this strategy is effective to improve students' reading comprehension in the teaching and learning process.
- (3) For other researchers, this study can be used as a reference for other teaching, because the Read, Ask, and Paraphrase (RAP) Strategy is easy to implement.

Conclusion of this study was an increase in student achievement in reading comprehension by applying the Read, Ask, and Paraphrase (RAP) Strategy in class XI IPS SMA Taman Siswa Medan. The Read, Ask, Paraphrase (RAP) strategy can be used as an alternative way in teaching reading because this strategy is easy to implement and student activities in the implementation of cycle I and II are very active. This means that the Read, Ask, Paraphrase (RAP) strategy is a good way to teach reading comprehension.

The increase in student achievement can be seen from the average student activeness in cycle I of 66.48%, then increased to 92.05% in cycle II. Meanwhile, the Read, Ask, Put (RAP) strategy can also improve reading comprehension skills. This can be seen from the increase from pre-test to cycle I and cycle II. The pre-test average score was 44.9 with a percentage of 31.82% and in cycle I it was 65.8 with a percentage of 54.55% while in cycle II it was 85.9 with a percentage of 95.45%.

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