

The Effect of RAP Strategy in Teaching Reading

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ABSTRACT

RAP (Read, Ask, and Put) is a strategy that instructs students to focus their reading on a particular section of the text, consider the main idea and supporting ideas of the paragraph or passage, and then explain it in their own words. This study aims to determine the achievement of fourth-year students at Gontor for girls 2nd campus in reading comprehension using the RAP strategy since the researchers found that their reading comprehension is still low. This research used a quantitative experimental method with an experimental non-equivalent control group design. The population in this study were all fourth-year students of Gontor for girls 2nd campus with 79 students and used probability sampling which is simple random sampling. The method used in data collection is the test method and is complemented by some documentation. For the data analysis, it used the formula SPSS 22. This study concluded that the use of the RAP strategy in teaching reading comprehension on reading subjects proved effective with the formula-test acquisition value of Sig.(2.tailed) $0.009 < 0.05$. Based on the conclusion, the researcher provided suggestions, they are (1) the RAP Strategy is very likely to be used to teach the reading subject to students because the students try to think critically and will understand the text with comprehension; (2) it is hoped that teachers will develop and try to apply the RAP strategy in teaching reading. Thus, the students can independently find the main idea and use their prior knowledge of vocabulary.

Key words: RAP strategy; Reading Strategy

INTRODUCTION

Reading in English language education refers to the process of acquiring the ability to read and comprehend written texts in the English language. It is a complex process that involves decoding, vocabulary acquisition, and comprehension. Reading skills are one of the skills that encourage and compliment other English language skills, they are listening, speaking, and writing. Even though learning involves reading, the goal can be related to other skills, especially the reading-writing connection (Brown, 2015). Therefore, reading can update a student's knowledge. In addition, reading is an important tool and very useful for extending one's knowledge of the language and understanding a foreign culture. Reading is not only a source of information and pleasurable activity but also a means of

consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understand a foreign culture (Patel, 2008). Besides, reading can help students' general English language proficiency, including their vocabulary, speaking and writing abilities, concepts, knowledge, and experiences (Lai, Chen, & Lee, 2019; Szanto, 2020). It implies that without reading, students will not be able to understand writing or other language abilities like speaking, listening, or listening comprehension. As reading will aid in students' language acquisition, it is therefore crucial for them (Asna & Mimi, 2016; Pertiwi, Sumarno, & Dwi, 2019).

Reading comprehension is one of the most important ways for learning English and it has close relationship with something written (Nurteteng, 2018). Reading comprehension is the ability to process written text, understand the meaning of the text, and integrate it with what the reader already knows or reader prior knowledge. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Caldwell, 2008). Teaching reading comprehension is a complex process of transferring knowledge from teacher to students by using a certain method or strategy and a certain material to master reading itself, intending to make students become effective and efficient readers. When teaching reading in the classroom, the teacher's responsibilities in helping learners or students achieve these goals are to motivate reading by selecting or creating appropriate texts, designing the fit reading assessment, and setting the effective strategy and technique (Harmer, 2007). However, understanding the message or intent of the text is not easy and becomes a problem for students (Sudarmawan, 2021).

Based on the observation, the researchers know that the students' reading comprehension is low. Most of students are still afraid and assume that learning English is boring and difficult, especially in reading comprehension. Then they start to underestimate the lesson and do not try to understand because they think they understand more when discussing with friends after class, and less interaction between the teacher and the students because the teacher becomes a center of the class. According to the above condition, the students feel not interested in reading class because the teaching strategy does not challenge them to be more involved in the learning process. Therefore, the students only focus on memorizing the right answers when given exercises in each chapter of the reading subject.

For those reasons, the students need an appropriate strategy in purpose to interest them in learning reading. Therefore, in this research, the researchers suggest the teacher apply the RAP strategy because the previous related research from (Wikandari, 2022) and (Baba, 2022) proved that RAP strategy gives a significant effect of using the RAP strategy in reading comprehension ability. RAP strategy also allows the student to engage in self-questioning by looking at the first sentence and determining whether the sentence highlights the main idea of the paragraph (Wikandari, 2022). Although this method can be applied to students at any grade level, it is most frequently employed in younger children and older students who

have cognitive difficulties. The students not only comprehend the text after employing the RAP approach, but they also assist other students in doing the same.

Furthermore, the researchers chose this topic because there are no previous articles that discuss this, especially for *pesantren* students as the subject. Most of the subjects of RAP strategy range from elementary school to senior high school students. Thus, the difference between this article with previous articles is that this article uses *pesantren* students who have different background knowledge and learning environments compared with other junior and senior high school students.

LITERATURE REVIEW

Previous Related Study

Yunita Dwi Wikandari (2022) entitled “The Effectiveness of RAP Strategy in Teaching Reading Comprehension”. This research was done in the post-experimental quasi-experimental design only which was conducted over two classes. They are X-TKJ 2 as the experimental class and X-TKJ 1 as the control class. Both classes used different methods to help students learn how to read comprehensively. So, the conclusion can be described as follows: The result of the post-test showed the average score that was gained by the experimental class was 80,64 and the control class was 64,34 while both classes had the same character. It was proven by the result of the homogeneity test, the score of the F-value was 1,57 higher than the t-table ($1.85 > 1.57$). it means that H2 is accepted because there is any significant effect of using the RAP strategy reading comprehension ability.

The second article was written by the student of the Islamic University Datokarama Palu entitled “The Effectiveness of the Read-Ask-Paraphrase (RAP) Strategy to Improve Students Reading Comprehension” by Ali Baba (2022). This research was done in the quasi-experimental design with no equivalent control group, the design involved two groups of class. One group was treated as the experimental class, and another class group was the control class, the researcher does not apply this strategy. Then, the conclusion can be described as follows: the mean score on the reading test before treatment with RAP strategy was 60, and after treatment, the mean score was improved by 79,5. It means that the RAP strategy to improve students' reading comprehension at the X grade of SMA Negeri 1 Kasimbar is effective.

The next article is entitled “Teaching Reading Comprehension by Using RAP (Read-Ask-Put)” by Apriyani (2019). The study's goal is to increase students' reading comprehension by applying the Read, Ask, Put (RAP) method. A pre-test post-test non-equivalent control group design was employed in the quasi-experimental designs. There were 31 of the 95 students at SMP Tamansiswa Palembang were chosen using cluster random sampling and served as the sample. To get the information, a reading comprehension exam was employed. The findings demonstrated a substantial difference in reading comprehension proficiency

between the students who received instruction utilizing RAP and the control group. Compared to the t-table value of 1.697, the value of t-obtained was 1.952 greater.

Based on the previous studies above, here the researchers conducted a research study in teaching reading comprehension by using RAP strategy as well. Although it was the same in the use of the RAP strategy, it also has differences. The first previous study written by Yunita Dwi, design a post-experimental quasi-experimental to measure the effectiveness of the RAP strategy in teaching tenth-grade students of SMK Pemuda Mojokerto. The second previous research written by Ali Baba used the quasi-experimental design with no equivalent control group to measure the improvement of reading comprehension of the students at SMA Negeri 1 Kasimbar by the RAP strategy. The last used a quasi-experimental design to measure students' reading comprehension at SMP Tamansiswa Palembang. Meanwhile, in this research, the researcher uses a pre-experimental method. That was a one-group, pretest-posttest design. Thus it describes the effectiveness of using the RAP strategy in teaching reading comprehension ability by comparing the students' scores before taught RAP strategy and taught by using RAP strategy.

Read, Ask Question, and Put into Your Own Words (RAP) Strategy

RAP strategy is based on a theory that identifies paraphrasing as a key skill to help improve students' memory of the main ideas and details in the text. RAP stands for R: Read a Paragraph; A: Ask yourself what the main idea and two details are; and P: Put the main idea into your own words. RAP is a strategy that instructs students to focus their reading on a particular section of the text, consider the main idea and supporting ideas of the paragraph or

passage, and then explain it in their own words. RAP stands for, "Read a paragraph, Ask yourself what were the main ideas and details in the paragraph and Put the main idea and details into your own words (Hagaman et al., 2010). This technique helps students read more effectively by directing their attention to the paragraph's most crucial details as they interact with one another. However, RAP is a simple strategy that is easily incorporated into the existing curriculum without taking time away from critical content instruction. Hughes (2011) conducted additional analysis and reported in his article that the RAP technique, when used as an example, is given as a means of assisting students in learning to absorb and retain reading content through personalized transformations. This three-step strategy (read, ask, put/paraphrase) can improve the reading comprehension of students. It can be used for elementary, middle, and high school students across many content areas. In short, the RAP strategy helps students to understand the main idea of a text more effectively and precisely. This strategy can also foster student activity because they discuss and interact with each other. The RAP methodology is a reading comprehension strategy that inquires understudies to discover the most thoughts and subtle elements of each passage they studied and after that summarizes the information orally (Nurhidayati, 2021).

In teaching reading, the RAP strategy is used as a reading comprehension strategy and its effectiveness is for students answering comprehension questions, or retelling reading passages. So, it means RAP is a useful strategy to help students remember which leads the students to comprehend the text easily. For the activities of the RAP itself, students are instructed to read one paragraph at a time when reading. They reflect on what they have read, the main theme, and the specifics of the paragraph by asking themselves questions at the conclusion. The information is then rephrased into their terms as a summary. This approach can improve students' comprehension of the material and make it simpler for them to understand the information in the text. In addition to learning how to comprehend a text using the RAP technique, the students also support other students in becoming more active and critical readers of texts.

There are several benefits for using RAP strategy in teaching reading comprehension. The first, RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. Secondly, keep students focused because the division of the reading passage into small units and the alternation of activities (reading, questioning, paraphrasing, reading, etc) require that the students maintain a high level of attention during the reading activity. Last, this strategy can improve the reading comprehension of students. It can be used for elementary, middle and high school students across many different content areas. From the questioning and paraphrasing, students process the information for better understanding of what they read.

RAP consists of three steps: After reading a passage, identify the primary theme and two supporting details. then rephrase it in your own terms. This method for teaching reading consists of three parts, they are: (1) Read a paragraph. Read the paragraph silently. As you read, be sure to think what the words mean. (2) Ask yourself. After reading the paragraph, ask yourself, "*What were the main ideas and details?*" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea. (3) Put the main idea and details in your own words. Put the primary idea and specifics into your own words at this point. This will aid in your memory of the details. Try to include two details that are somewhat connected to the primary theme. According to the description given above, the students will be required to read each word-processed paragraph. They are permitted to ask the teacher about any words they are unsure of, but they did not receive any more help or support from the teacher. While reading the paragraph, they can make notes to assist them remember what they have read.

Reading

Reading is one of the skills that is important to be possessed by the students. Reading is a talent that involves describing and interpreting the meaning found on written pages (Grabe and Stoler, 2002). Reading is the ability to comprehend written language, comprehend the topic being read, and develop meanings from the

text (Healy, 2002). Besides, according to Khand (2004) reading is a receptive language process. This indicates that since understanding the idea presented in a text is the primary goal of reading, readers must be able to understand its meaning. Another way an author can communicate is through reading, which enables them to express the message they want to get (Astiantih, 2022). Moreover, one communication method that is frequently used to help someone find different kinds of information is reading (Triani & Jufri, 2018).

Besides, a less than strategic approach to comprehension, including the use of ineffective or inefficient strategies, limited vocabulary knowledge, inadequate decoding and word identification skills, recognition and proper application of prior knowledge, and limited comprehension of common text structures are some of the challenges that students face when it comes to reading comprehension (Graham and Bellert, 2007). The student's inability to read comprehension will make it challenging for them to understand the content. Students will not be able to interpret the material if they are unable to identify and apply background knowledge. The teacher should choose the best method for the situation to assist students in solving their reading comprehension problems. It is clear from the previous explanation and problem that reading comprehension plays a key role in the teaching and learning process. As a result, the teacher's participation in the teaching and learning process becomes crucial, particularly when it comes to selecting instructional tactics and resources. An appropriate teaching method should be used to assist students in understanding the text's message from what they read.

METHOD

Design and Sample

The research method used by the researchers in this study is the quantitative experimental method which is the type of quasi-experimental non-equivalent control group design. The definition of experiment research method is a research method of action or treatment which is a trial (Sugiyono, 2017). Therefore, the two groups are given a pretest to determine the situation before treatment. The experimental group is given special treatment, which is RAP strategy, while the control group uses the conventional method which is a direct method of teaching reading. After the treatment, the two groups are given a post-test to measure the variables. Then, it can be seen whether the RAP strategy gives good results or not (Sugiyono, 2017).

The researcher determined that the population used in her study was all students of class 4 in Gontor for Girls 2nd Campus Mantingan Ngawi. The total number of students was 318 and spread across 8 classes. Class 4B has 40 students, class 4C has 40 students, class 4D has 42 students, class 4E has 42 students, class 4F has 39 students, class 4G has 38 students, class 4H has 38, and the last 4I has 39 students. In this study, the technique used for sampling was a probability sampling technique using simple random sampling (SRS) (Sugiyono, 2017). Therefore, the researchers chose 4E as a control class with 42 students and class 4F as an experimental class

with 39 students. Thus, the researchers used 81 students as samples in this study. These two classes were chosen by the researcher because they were middle-class fourth-year students. Moreover, there is class 4B as the highest class and class 4I as the lowest class.

Instrument and Procedure

Sugiyono in his book explained that instruments are measured in research used by researchers to measure observed natural or social phenomena. The measuring instrument used by the researchers in this study is a test and documentation. In general meaning, a test can be defined as a tool used to measure knowledge or mastery of an object or a particular material. Documentation is one of the measuring instruments that can measure students' learning progress without testing but by checking documents (Mahmudi, 2020). In this study, documentation was taken to obtain the data profile of the students.

Data Analysis

Descriptive statistic analysis is used to analyze data by describing the data that has been collected without intending to make generally accepted conclusions or generalizations (Sugiyono, 2017). After the researchers obtained the data, then statistical analysis was carried out to find out the effect of teaching reading comprehension by using the RAP strategy. Statistical analysis in this study was carried out using the *SPSS 22* program. Then, a normality test is used to determine whether the data comes from a normally distributed population. A normal distribution is a symmetrical distribution with the mode, mean, and median being centered. If the data analysis uses the parametric method, then the normality requirement must be derived from the normal distribution. The general formula used to measure normality is Kolmogorov-Smirnov (Sugiyono, 2017).

Furthermore, the homogeneity test is a statistical test procedure intended to show that two or more groups of sample data come from populations that have the same variance. Homogeneity testing is also intended to provide confidence that the data collection manipulated in a series of analyses indeed comes from a population whose diversity is not much different from one another (Sugiyono, 2017). The hypothesis statistics used are the two-average difference test for independent samples, also called the independent sample. Independent samples T-test in this analysis are those whose presence does not affect each other. Independent samples can also be defined as two samples that are not correlated with each other or are independent (Sugiyono, 2017). Therefore, in this study Independent Sample T-test was used to measure the difference in values between the experimental group which was taught by RAP strategy, and the control group which used the conventional method using the help of *SPSS 22*. This T-test is used to find out whether the RAP strategy has a significant effect on students' reading comprehension.

RESULT AND DISCUSSION

According to Sugiyono, descriptive statistics are used to analyze data by describing the data that has been collected without intending to make generally accepted conclusions or generalizations (Sugiyono, 2017). The hypothesis test used in this study to prove the following hypothesis formula :

H₀ : The Read, Ask and Paraphrase (RAP) strategy did not give a significant effect in teaching reading comprehension for class 4 of students at Gontor for girls 2nd Campus Mantingan Ngawi. H₀ was accepted if the t-table was more than 5%.

H_a : The Read, Ask and Paraphrase (RAP) strategy had a significant effect in teaching reading comprehension for class 4 of students at Gontor for girls 2nd Campus Mantingan Ngawi. H_a accepted if the t-table is less than 5%.

The hypothesis test was performed using *Independent Sample T-test* statistics, because the normality test and homogeneity test had been prove previously stated normally distributed and homogeneous data. The calculation of this hypothesis using the help of SPSS 22, is as follows:

Table . Hypothesis Test (Pre-test & Post-test) Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Students' score Pre-test Experiment	27	53.30	11.893	2.289
Students' score Pre-test Control	27	53.30	11.893	2.289
Post-test Experiment	27	72.07	9.008	1.734
Post-test control	27	65.37	9.136	1.758

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.030	.862	2.715	52	.009	6.704	2.469	1.749	11.659
Equal variances not assumed			2.715	51.990	.009	6.704	2.469	1.749	11.659

Therefore, the interpretation of the *Independent Sample T-test* hypothesis test shows the sig.(2-tailed) value for the equal variances assumed category of 0.009 where is (2-tailed) value $0.009 < 0.05$. this mean there is an average difference in the study result scores of the experiment group or there is the significant effect in teaching reading with RAP strategy because in the result score of post-test experiment and control group there is average difference. Therefore, it can be interpreted that H_0 rejected and H_a received. Which means the use of Read, Ask dan Paraphrase (RAP) strategy in teaching reading comprehension give the significant effect in reading subject of fourth year students of students. Furthermore, H_a accepted if the t-table less than 5% and H_0 accepted if the t-table more than 5%.

Based on the result of the pre-test and post-test of control class it was found that the average pre-test score was 53,29 and for the average post-test score is 65,37. While the other class which is the experiment class, the result of the pre-test and post-test it was found that the average pre-test score was 53,29 and for the average post-test score is 72,07. after that the data was calculated using SPSS 22 to test normality, homogeneity and independent sample T-test. For the normality test using *Kolmogorov Smirnov* and the results obtained were true for the significant values of control class on the pre-test had a significant level of 0.200 and the post-test was 0.062. While in the experiment class the pre-test had a significant level of 0.200 and pos-test 0.160 . Thus, from this four data result can be declared the data is normality distributed because they have a significant level higher than > 0.05 .

After the data is proven to be normal, it is continued with the homogeneity test. The researcher calculated the homogeneity level of post-test in control and experiment class by using SPSS 22. And the result of significant level 0.862. So that, it can be declared that the data is homogeneous because $0.862 > 0.05$. After obtaining the results of the data having a normal and homogeneous distribution, it can be concluded that the hypothesis test will use the Independent Sample T-test because it meets the requirements of parametric statistics. This hypothesis test also using help of SPSS 22 with the statement if the significant level is lower than < 0.05 then is accepted. The meaning of RAP strategy in teaching reading comprehension in reading subjects has a significant effect and influences students better than the conventional method. The result of the independent sample T-test of the sig.(2-tailed) reached 0.009 which means H_a accepted because $0.009 < 0.05$. Based on the result statistical data, it revealed that the RAP strategy is beneficial for students in improving their reading skills. It was supported by several factors such as students' commitment to following teacher instruction in applying the RAP strategy in teaching activities. Besides, it is also affected by the teacher's consistency in implementing RAP strategy steps in teaching reading to the students.

Based on the previous related research findings, the first research from Wikandari (2022), the effectiveness of RAP in teaching tenth-grade students of SMK Pemuda Mojokerto is very significant. It proved that the RAP Strategy was effective for students' reading comprehension. The second research by Baba (2022), proved that the RAP strategy improves the reading comprehension of the tenth-grade students SMA Negeri 11 Kasimbar effectively. The two studies mentioned have a population and sample of tenth-grade senior high school (SMA/SMK) which is very suitable to support this research because the fourth year of students is equivalent to the tenth grade in senior high school. This proved that the RAP Strategy has a significant effect on students' reading comprehension effectively. According to their academic level in understanding the text and applying their prior knowledge of vocabulary. Thus, students at the senior high school academic level can hone their ability to understand text and their critical thinking. The use of the RAP strategy, in fact, can increase students' reading comprehension Que & Wakim (2020). By putting it into practice, the students will be able to actively participate in the debate process, express their opinions, and become self-directed learners. They are therefore inspired to participate in the conversation process, which can aid in their understanding of the content. It is clear from the findings and the interpretation offered in the preceding chapter that the student's reading and writing skills have significantly improved (Afriadeni & Inderawati, 2021). Additionally, there were notable variations between the reading comprehension scores and summary writing accomplishments of students who received instruction utilizing the RAP approach and those who did not.

CONCLUSION

Based on the results of research that has been completed, it can be concluded that there is a positive and significant influence of the use of the Read, Ask and

Paraphrase (RAP) strategy in teaching reading comprehension in reading subject of fourth year students of Gontor for Girls 2nd Campus. Based on the hypothesis test T-test, the obtained value of significant $0,009 < 0,05$, thus concluding that H_a was accepted, it means that RAP strategy has positive effect in teaching reading because the average grades in the experiment class are higher than the control class. The RAP approach helps students improve their reading skills, according to the statistical data that was obtained. Numerous elements, including the students' dedication to adhering to the teacher's instructions while using the RAP technique in instructional activities, provided support for it. Additionally, it is impacted by how consistently the teacher uses the RAP technique steps to teach the students to read.

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