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THE EFFECTIVENESS OF THE READ-ASK-PARAPHRASE (RAP) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

The aim of this research was to improve students' reading comprehension at the X grade of SMA Negeri 1 Kasimbar. The method applied was 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. In the experimental class, the researcher applied The RAP strategy and for the control class, the researcher does not apply this strategy. The population of this research was the X grade of SMA Negeri 1 Kasimbar which consisted of 168 students. The sample of this research consisted of 20 students, with the selected date by using the purposive sampling technique, 10 students for X IPA 3 as experimental class and 10 students from X IPA 2 as control class. The instrument used in this research was a reading test. The test was used in the pre-test and post-test. The implementation of this research was to improve the reading comprehension of the students by the (RAP) strategy. The mean score on the reading test before treatment with the (RAP) strategy read ask paraphrase was 60 and after treatment, the mean score was improved by 79.5. It means that the read-ask paraphrase (RAP) strategy to improve students' reading comprehension at the X grade of SMA Negeri 1 Kasimbar is effective.

Keywords: RAP; Strategy; Reading; Comprehension.

INTRODUCTION

Reading is considered a significant aspect for students because it provides much information therefore students need to be trained so they could have good reading skills (Mickulecky, 1996). Reading is also the most important skill for EFL learners especially in an academic context because students need to comprehend and deal with all reading aspects and difficulties. Reading is not a simple subject in learning English, it is difficult to master. This stand to reason for reading involves determining the main idea, identifying specific information, reference, inference, and vocabulary. Having good reading proficiency

means that the researcher has abilities to understand the written statement or any type of written text accurately and efficiently (Mahfoodh, 2012).

Knowing that reading is one of the most vital English skills, it becomes a challenge for the English teacher to arouse students' motivation to read. Through reading, the students can improve the other three skills. They can get a lot of information from the texts they read, they can use the information to develop and learn other skills. The student's failure at school can be caused by their motivation in reading is low. Since the motivation is low, so they have some difficulties in reading comprehension. They cannot comprehend the content of the text well. They cannot grasp the information in the text they read. Since they grasp information from the text, they are not able to get the main idea of each paragraph they read. The students are also unfamiliar with the word used in the text or lack vocabulary. However, the factor that causes the student uninterested in reading is the technique for teaching reading used by the teachers is not appropriate to their needs.

In reading, the students do not only read the text, but they should know the meaning of the text they read. There are two types of meaning the text has, explicit meaning and implicit meaning. To know the explicit meaning the student does not need to be confused since it is stated explicitly in the text, but when they want to know the implicit meaning, they must read the text until they really understand and comprehend the text well. It means that when the student cannot comprehend and understand the text well, they will not be able to comprehend the implicit meaning of the text.

Therefore, teachers should use an appropriate strategy to make the teaching process interesting so that they can achieve the purpose of the teaching-learning process. The purpose of using strategy is to make the student easy to learn and understand the lesson. Besides making the student easier to comprehend, using a strategy in comprehending a text can make the teaching-learning process more effective and make the student more active. There are various reading strategies that can be used in order to assist the student's comprehension level as the goal of the reading activity. In this study, the researcher purposed to complete the RAP strategy because it provides meaningful stages; read the text, ask about the main idea of the text, and put the idea into the researcher's own words.

The RAP strategy can enhance learning skills for identifying main ideas, and it can effectively enhance reading comprehension. It was stated that the RAP strategy also allows the students to engage in self-questioning by looking at the first sentence and deciding whether or not the sentence highlights the main idea of the paragraph (Waston et al, 2012), if the first sentence is not indicative of the paragraph's main idea, a student must engage in the process of looking for repetitive word patterns. Instruction in main idea strategies using direct instruction meshed with the-self questioning strategy increases reading comprehension abilities.

The RAP strategy is used for students who have average decoding skills but struggle with comprehension. This strategy is most commonly used in the primary grades and older students who have cognitive disabilities. RAP is an acronym that stands for read, ask and paraphrase. During reading, students are told to read just one paragraph. At the end of the paragraph, they ask themselves questions about what they read, the main idea, and the detail of the paragraph. They then summarize the information by paraphrasing it into their own word.

There are no specific criteria for choosing the level of school for applying this strategy. So, the researcher chooses SMAN 1 KASIMBAR as the subject of the research. In

this research, as the researcher intended to apply this strategy in the first grade of senior high school. The research chooses a narrative text as the material because it is available in the syllabus of senior high school.

The question that needs to be solved is can the RAP strategy improve students' reading comprehension at the X grade of SMA Negeri 1 Kasimbar? The objective is to investigate the effectiveness of using this strategy at the mentioned school.

The researcher expects that the result of this research would be how the teacher adds this strategy, the first is to make it easier for the teacher to teach, and the second is to provoke students' interest in learning especially in English subjects. Hopefully, this research is beneficial for those who become a teacher in the future and this strategy is also useful for the development of student understanding, especially reading comprehension.

The research is conducted at SMAN 1 KASIMBAR. The students who were chosen are first-grade students. This researcher focuses on the use of Read, Ask, Paraphrase (RAP) strategy in improving students' reading comprehension in reading narrative text. The research measure five aspects of reading such as the main idea, supporting details, inference, reference, and vocabulary. The materials were taken from the students' handbooks and also some narrative text.

There have been several studies related to students' reading comprehension using the RAP strategy. The first is research conducted by Rinjani (et al, 2014) entitled *The Effectiveness of Using RAPQ Technique In Improving Students' Reading Comprehension*, the aim of this research is to find out the aspects of reading comprehension that can improve the most after being taught through RAPQ and identify the student response before and after being treated RAPQ teaching technique. The sample of the research was the second-grade students of SMPN, VIII B as trying out the test, and VIII C as an experimental class. The study employed one group pretest and posttest design and the students were given three treatments. The data were obtained by using a Repeated Measure t-test. In the pre-test, the mean score is 53.4 and it becomes 69.86 in the post-test. It means that there is an increase of 16.45 points. The result of the t-test shows that the t-ratio is higher than the t-table (7.849> 2.042) with the level of significance being $p < 0.05$ and a significant two-tail is p=0.000. It can be said that the RAPQ teaching technique improves the student's reading comprehension and gives a positive response.

The second is written by Dahlia (2014) entitled *The Effect of Using Read, Ask Questions, and Put Into Your Own Words (RAP) Strategy Toward Reading Comprehension of the Second Year Students at Senior High School YLPI Pekanbaru*, The research was administered at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. The subject of the research was the second-year students of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru, and the object of this research was the effect of using Read, Ask question, and Put into your own word strategy. The population of this research was all of the second-year students of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. The total population was 114 students. The writer took only two classes as the sample by using cluster sampling; class XI IPA 1, consisted of 35 students as the experimental class, and class XI IPA 2, consisted of 35 students as the control class, so the numbers of samples from the two classes were 70 students. The design used in this research was quasi-experimental research that was a non-equivalent control group design. In collecting data, the writer used a test, it was used in order to collect data on reading comprehension. The test consisted of two tests; a pre-test was used to determine

students' reading comprehension before getting the treatment and a post-test was used to determine students' reading comprehension after getting the treatment. By gathering data pre-test and post-test from both experiment and control class, the effect of treatment was analyzed with independent T-test formula. From the research findings, the score of to was higher than ttable, therefore, ho was rejected and ha was accepted, where tobserved shows 7.180 at significant level of 5%, ttable shows 2.00, and at level of 1%, ttable shows 2.65. Thus, Null Hypothesis (Ho) is Rejected, and Alternative Hypothesis (Ha) is Accepted, which shows 2.00<7.180>2.65. It can be concluded that students' reading comprehension after being taught by using Read, Ask question, and Put into your own word strategy was better than students' reading comprehension before being taught by using Read, Ask questions, and Put into your own words strategy.

Although it is the same in the use of the RAP strategy, it also has differences the first previous study by Rinjani, the RAP strategy was applied to junior high school students, while in this research, the RAP strategy is applied to senior high school students. The second previous study by Dahlia is experimental research the researcher uses a quasi-experimental research design. Meanwhile, in this research, the researcher used a Quasi-experimental non-equivalent control group and the type of the text is narrative text and the type of sample is the first grade in senior high school.

LITERATURE REVIEW

Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2002:9). It means that without comprehending and interpreting the meaning of the text, reading itself is useless. Reading is a skill that must be developed and can only be developed by means of extensive and conditional practice (Kustaryo, 1998:13).

Reading is an active process that depends on both the author and reader's ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written (Daiek & Anter, 2004:5).

RAP Strategy

RAP is a simple strategy that is easily incorporated into the existing curriculum without taking time away from critical content instruction. This three-step strategy (read, ask, paraphrase) can improve the reading comprehension of students. It can be used for elementary, middle, and high school students across many content areas.

The strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for a better understanding of what they read. Studies using the RAP strategy have shown it to be effective (Hagaman, 2010).

METHOD

There are two variables in this research. The first variable is RAP strategy (X1) and the second variable is student Reading comprehension as (Y1). The design of this research

uses a quasi-experimental design that will be focused on the non-equivalent control group. In conducting this research, two classes for the ten-grade students will be involved. The first class is the experimental class and the second class is the control class. The experimental class is the class using the RAP strategy and the control class is not using the RAP strategy. This design was a popular approach to quasi-experiments, the experimental group A and the control group B are selected by random assignment. Both groups took a pre-test and post-test.

The population of this research is the students of the X grade of SMA Negeri 1 Kasimbar. The population of this research is the X grade. The sample is two classes, class A (X IPA3) and class B (X IPA2). Class X IPA 3 students are considered an experimental class, while class X IPA 2 students are the control group. Those classes consisted of 10 students for the experimental class and 10 students for the control class. The technique used is cluster sampling. cluster sampling randomly selects the groups. The pre-test and post-test were administrated to two classes which consist of X IPA3 and X IPA2. The pre-test is administrated before the treatment and the post-test aim at finding out the students reading comprehension after treatment. The treatments are given by teaching the choral reading technique.

In analyzing the data, the researcher employed a simple statistical analysis. The researcher computed the students' scores both on the pre-test and post-test, followed by computing the mean score in each test for experimental and control class. After getting the standard deviation the researcher analyzed the data in order to know the significant difference or testing hypotheses by using tcount formula.

FINDINGS AND DISCUSSION

Pre-test Result

Table. 1 Score Range, Category, Qualification

Score Range	Category	Qualification
96 – 100	Very Good	Successful
86 – 95	Good	Successful
75 – 85	Fair	Successful
51 – 74	Low	Failed
0 - 50	Very Low	Failed

(Arikunto, 2006)

Table. 2 Result of the Pre-test of the Experimental Class

No.	Name	MC	Standard	Category	Qualification
1	Elvita K.	11	55	Low	Failed
2	Rani	13	65	Low	Failed
3	Elsa	15	75	Fair	Successful
4	Afrida	13	65	Low	Failed
5	Leni N.	12	60	Low	Failed
6	Ardika	9	45	Very Low	Failed
7	Ildha	14	70	Low	Failed
8	Aisyah	11	55	Low	Failed
9	Junita U.	10	50	Very Low	Failed
10	Ferli	12	60	Low	Failed
Total		120	∑X = 600		
Average		12	60		

Based on the table, it can be seen that the highest score for the pretest in the experimental class was 75, and the lowest score was 45. The researcher calculated the students' mean score by applying the formula proposed by Arikunto (2006) and the result shows that the students' mean score in the experimental class is 60.

Table. 3 Result of the Pre-test of the Control Class

No.	Name	MC	Standard	Category	Qualification
1	Sri Muliani	6	55	Low	Failed
2	Suciatini	7	50	Very Low	Failed
3	Nur Atika	4	35	Very Low	Failed
4	Wayan Keriani	5	45	Very Low	Failed
5	Siti Paramida	8	50	Very Low	Failed
6	Nuranisa	9	60	Low	Failed
7	Safriani	7	65	Low	Failed
8	Nursiam	4	30	Very Low	Failed
9	Mira	4	40	Very Low	Failed
10	Gita	9	55	Low	Failed
Total		65	∑Y = 485		
Average		6.5	48.5		

Based on the table, it can be seen that the highest score for the pretest in control class was 65, and the mean score after applying the formula is 48.5.

Post-test Result

Table. 4 Result of the Post-test of the Experimental Class

No.	Name	MC	Standard	Category	Qualification
1	Elvita K.	15	75	Fair	Successful
2	Rani	17	85	Fair	Successful
3	Elsa	18	90	Good	Successful
4	Afrida	17	85	Fair	Successful
5	Leni N.	15	75	Fair	Successful
6	Ardika	16	80	Fair	Successful
7	Ildha	17	85	Fair	Successful
8	Aisyah	13	65	Low	Failed
9	Junita U.	14	70	Low	Failed
10	Ferli	17	85	Fair	Successful
Total		159	∑X = 795		
Average		15.9	79.5		

Based on the table above, the highest score of experimental class was 90, and the mean score is 79.5.

Table. 5 Result of the Post-test of the Control Class

No.	Name	MC	Standard	Category	Qualification
1	Sri Muliani	12	60	Low	Failed
2	Suciatini	13	65	Low	Failed
3	Nur Atika	10	50	Very Low	Failed
4	Wayan Keriani	11	55	Low	Failed
5	Siti Paramida	12	60	Low	Failed

6	Nuranisa	12	60	Low	Failed
7	Safriani	15	75	Fair	Successful
8	Nursiam	12	60	Low	Failed
9	Mira	10	50	Very Low	Failed
10	Gita	12	60	Low	Failed
Total		119	∑Y = 595		
Average		11.9	59.5		

Based on the table, the highest score was 75 and the lowest score was 50. The mean score is 59.5.

By looking at the data it can be concluded that the student's scores in the experimental class were greatly improved on the post-test, while those of the control class were slightly improved. In other words, students' achievement in the experimental class was more significant than in the control class.

Deviation and Standard Deviation

Table. 6 Deviation and Square Deviation of the Experimental Class

No.	Name	Pretest X1	Posttest X2	Deviation X2–X1	Squared Deviation $(X2–X1)^2$
1	Elvita K.	55	75	20	400
2	Rani	65	85	20	400
3	Elsa	75	90	15	225
4	Afrida	65	85	20	400
5	Leni N.	60	75	15	225
6	Ardika	45	80	40	1600
7	Ildha	70	85	15	225
8	Aisyah	55	65	10	100
9	Junita U.	50	70	20	400
10	Ferli	60	85	25	625
Total		∑X1 = 600	∑X2 = 795	∑(X2-X1) = 200	$∑(X2-X1)^2$ = 4600
Average		60	79.5	20	460

After computing the mean deviation of the pretest and posttest of the experimental class, the writer determined that the highest score of deviation (d) for experimental class was 40 and the highest square deviation (d^2) was 1600. The lowest score deviation (d) was 10 and the lowest square deviation (d^2) was 100. Having calculated the square deviation, the writer computed the mean score of deviation of the experimental class and the result is 20.

Table. 7 Deviation and Square Deviation of the Control Class

No.	Name	Pretest Y1	Posttest Y2	Deviation Y2–Y1	Square Deviation $(Y2–Y1)^2$
1	Sri Muliani	55	60	5	25
2	Suciatini	50	65	15	225
3	Nur Atika	35	50	15	225
4	Wayan Keriani	45	55	10	100
5	Siti Paramida	50	60	10	100

6	Nuranisa	60	60	0	0
7	Safriani	65	75	10	100
8	Nursiam	30	60	30	900
9	Mira	40	50	10	100
10	Gita	55	60	5	25
Total		∑Y1 = 485	∑Y2 = 595	∑(Y2-Y1) = 110	∑(Y2-Y1)² = 1800
Average		48.5	59.5	11	180

The table shows that the highest score of deviation (d) of the control class was 30 and the highest square deviation (d^2) was 900. The lowest score deviation (d) was 0 and the lowest square deviation (d^2) was 0. After computing the deviation scores of the control class, the writer calculated the mean score of deviation and the result is 11. Thus, it is necessary to compute the sum squared deviation of both the experimental and control class. They are presented as follows:

Sum Square Deviation of the Experimental Class

$$\sum x^2 = \sum dx^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 4600 - \frac{(200)^2}{10}$$

$$\sum x^2 = 4600 - \frac{(40000)^2}{10}$$

$$\sum x^2 = 4600 - 4000$$

$$\sum x^2 = 600$$

Sum Square Deviation of the Control Class

$$\sum y^2 = \sum dy^2 - \frac{(\sum y)^2}{n}$$

$$\sum y^2 = 1800 - \frac{(110)^2}{10}$$

$$\sum y^2 = 1800 - \frac{(12100)^2}{10}$$

$$\sum y^2 = 1800 - 1210$$

$$\sum y^2 = 590$$

Therefore, the sum of the squared deviation of the experimental and control class from the computed were 600 and 590 respectively. The writer needed to find out whether there is a significant effect of the treatment on the students' vocabulary in the experimental class or not. The researcher applied the test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{n1 + n2 - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{20 - 11}{\sqrt{\left(\frac{600 + 590}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{9}{\sqrt{\left(\frac{1190}{18}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{9}{\sqrt{(66.1)(0.2)}}$$

$$t = \frac{9}{\sqrt{13.2}}$$

$$t = \frac{9}{3.6}$$

$$t = 2.500$$

To prove that the hypothesis of the research was accepted or rejected, the writer needed to find out the critical ttable by using 0.05 level of significance. Additionally, the degree of freedom (df) of this was 18. The writer showed the calculation as follows:

$$\frac{a}{b}\ X\ c$$

a = the subtraction of the degree of freedom obtained from the students' number in the sample and the degree of freedom whose figure precedes right before the df obtained on the table of critical values of students' distribution.
b = subtraction of two degrees of freedom whose precedes and comes after the degree of freedom on the table of critical values of the students' distribution.
c = the subtraction of values of degree in b.

Degree of freedom = Nx + Ny – 2 = 10 + 10 – 2 = 18

The degree of freedom was 18, between 10 and 20 on the t – distribution table. The writer counted the values of a, b, and c as shown below:

a = 18 – 10
a = 8
b = 20 – 10
b = 10
c = 10
c = 10 → 2.228
20 → 2.086
c = 2.228 – 2.086

c = 0.142

The value of a, b, and c were inserted into interpolation formula as follows:

$$\frac{a}{b} X\ c = \frac{8}{10} X\ 0.142 = 0.127$$

$$Df\ (18) = 2.228 - 0.127 = 2.101$$

By looking at the value above, it means that the hypothesis is accepted for the reason that the counted (2.500) was much higher than the ttable. To conclude, the RAP strategy is improved and effective for students reading comprehension.

The result showed that the students' mean score before using the RAP strategy (pretest) is only 60. While the students' mean and after the students use the RAP strategy (posttest) is 79.5. It means the RAP strategy can improve students' reading comprehension. Because the mean score of students' achievements in the post-test is larger than the mean score of students' achievements in the pre-test. After the data was calculated using ttest it was found that the value of ttest was higher than ttable at 1% and 5% level of significance ttest1.734<2.500>2.101. This finding indicated that the alternative hypothesis stated that there was any significant effect of the read ask and paraphrase to improve reading comprehension at the X grade of SMAN 1 Kasimbar.

Based on the result, it can be concluded that the RAP strategy was effective in improving students' reading comprehension in Senior High School, especially among the X-grade students of SMA Negeri 1 Kasimbar.

CONCLUSION

Based on the result of the research in the previous chapter, it is clear that The RAP strategy is effective in improving students' reading comprehension at X grade of SMA Negeri 1 Kasimbar.

The read-ask-paraphrase strategy gave a positive impact on students reading comprehension achievement. Before using this strategy, the students' reading comprehension is low the score was only 60 for the experimental class and 48,5 for the control class and after using the RAP strategy the score is 79,5 for the experimental class, and 59,5 for the control class.

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