

The Use of RAP Strategy in Improving Reading Comprehension Of EFL Students

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Abstract

The aim of the study was to find out whether there was a significant improvement of students' reading comprehension achievement after being taught by using RAP strategy or not. The population was all the students of Information System at Indo Global Mandiri University. The sample consisted forty students which was selected by using Purposive sampling. In collecting the data, a test was used and there was fifty items of multiple choice questions. The data was analyzed by using t-test (Paired Samples t-test). The findings showed that RAP strategy was significant in improving the EFL students' reading comprehension achievement. It can be seen from the mean of the pre-test and post-test which shows that there was significant difference in students' reading comprehension after being taught reading by using RAP Strategy. The students who were taught reading by using RAP Strategy had better higher achievement in comprehension after having the treatment. In conclusion, the use of reciprocal teaching strategy could improve the students' reading comprehension.

Keywords : reading comprehension, RAP strategy

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dari pencapaian pemahaman membaca siswa setelah diajarkan dengan menggunakan strategi RAP atau tidak. Populasinya adalah seluruh mahasiswa Sistem Informasi di Universitas Indo Global Mandiri. Sampel dalam penelitian ini terdiri dari empat puluh siswa yang dipilih dengan menggunakan Purposive sampling. Tes terdiri dari lima puluh pertanyaan pilihan ganda yang digunakan sebagai teknik untuk mengumpulkan data. Dalam penelitian ini, t-test digunakan sebagai teknik untuk menganalisa data (Paired Samples t-test). Temuan menunjukkan bahwa strategi RAP signifikan dalam meningkatkan pencapaian pemahaman membaca siswa EFL. Hal ini dapat dilihat dari hasil rata-rata pre-test dan post-test yang menunjukkan bahwa ada perbedaan yang signifikan dalam pemahaman membaca siswa setelah diajarkan membaca dengan menggunakan Strategi RAP. Siswa yang diajar membaca dengan menggunakan Strategi RAP memiliki pencapaian pemahaman yang lebih baik. Dapat disimpulkan bahwa penggunaan strategi pengajaran RAP dapat meningkatkan pemahaman membaca siswa.

Kata kunci: pemahaman bacaan, strategi RAP

1. Introduction

In learning English, one of the aspects that should be mastered is reading. Reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Therefore, the reader should have concern and pay attention when read a text to get the meaning and information from the whole of texts. Reading is establishing and structuring the meaning in the related literature, is evaluated as an effective process that involves the stages of pre-reading, while pre-reading and post-reading stages within (Pilten, 2016, p. 232). Moreover, Alyousef (2006, p. 64) argues that reading can be seen as an “interactive” process between a reader and a text which leads to automatically or (reading fluency). It means that, the reader interacts seriously with the text to elicit the meaning of the sentences, paragraph of the text. In addition, Aliponga (2013) states that the students may use their productive skills, yet still be able to comprehend texts with some degree of proficiency (p. 73). From this statement, when students reading a text can comprehend the text obviously. In the other hand, the students should pay attention fully to the text.

Teaching reading comprehension to further education level has become increasingly important. Teacher as a source of knowledge has to be more innovative in finding or choosing appropriate method and interesting material for students in classroom practice. In increasing the students’ comprehension of texts, it is mainly recommended for the teacher to teach reading material which material which is interesting, motivating and impressing so that the students are interestedly learn reading comprehension. Furthermore, reading comprehension is understanding, gaining meaning and interpreting the text depends on a variety of reader-related, text-related, and situational factors.

Reading comprehension is the process of making meaning from text. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing or printing. Most of ESL/EFL learners have certain difficulties while reading English because they are not aware of the effective ways of reading and understanding a text, which might cause resistance and affect their attitude towards reading in English. In Indonesia, one of EFL countries, English language learning especially reading skill seems to be the big problem to the students. The main reason is most of them find English difficult and lack of motivation in reading.

Based on PISA (2015), Indonesians’ reading skill is in the 61th rank among 70 countries with 397 scores. Looking for data from PISA, Indonesia in low performance in English especially in reading. While, in Indonesia learning English still become a difficult lesson to the students including when they are reading a text, especially in junior and senior high school in Indonesia. When the students read a text, there are some problem

they will find, like difficult to get the meaning of the sentences and then make them don’t know what is the purpose of the text and the main idea of the text. Sometimes the students just focus on reading the text while to getting the meaning of the text they need to read again one more time. That is generally happening with the students in Indonesia.

There are many teaching models that may be used by the teachers to teach reading comprehension. RAP Strategy is one of teaching techniques used in reading class. It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile technique, which has been adapted and used, in an endless number of ways. According Ellis and Graves (1990), RAP is a strategy that can improve your reading comprehension and help you remember what you read. However, in this strategy the teacher become a facilitator to the students when the student can’t gain the meaning or information of the text the students can make dialogue or question to the teacher. In short, RAP is collaborative comprehension instruction that focuses on the strategies of read, ask, and put.

In fact, RAP strategy was a tool to improve reading comprehension where emphasize the reader or the student to read carefully, asking, and putting the summary to make the students more easier to gain the information, knowledge, new vocabulary in the whole of the text.

For that reason, it is important in reading comprehension that students can clarify their idea about the text because reading consists of many words. To get an information from the text necessary to read obviously what is the meaning of the text. Many strategies can enhance the reading skill. In this case, RAP Strategy was applied in order to help the teacher of English. It is hoped the strategy can make the students can comprehend the text and get the information, knowledge from reading because reading is part of daily life and easy to do.

By applying this technique, all of the students knew each other in discussion session. The group will support each member and provide opportunities to practice and discuss the content of the material or task given. Therefore, based on the background of the study above, the problems of the research is to find out the significant improvement of the EFL students’ reading comprehension achievement by using RAP strategy?

A. Literature Review

1. The concept of reading

Reading is one of the most important activities in any language teaching and learning classroom. It means that reading is an activity where can access in everywhere, every time in our daily life and from reading we can get more new knowledge who don’t know before. Meanwhile, Sagirli (2016) argue reading is the first step on the road to learning (p. 105). In the other word, the researcher assumed that the first step we learn is reading as when we want to get in to the room we need to open

the door first and reading is like the door in the room, that's why reading is the first step on the road to learning. Meanwhile, there were many students didn't want to reading with a reason too lazy or when reading would make a sleepy and the other reason. Actually, that the problem why the students getting less knowledge. Because, they didn't want to reading or less reading. The researcher wished with the concept of reading who the researcher using in this research could make the student more interest to reading more and gain more knowledges. Reading was the window of the world. In addition, reading was one of the most important skills, because reading could make the students' practice the other skills. From reading the students could make their speaking more fluently with much reading and then with reading the students could make their listen more good, when the students listen some conversation or listen a question they could answer because they have read the word. And the last one is writing skill, with reading the students could learn how to write well. In conclusions, reading was the bridge for the students to learn the other skills as the saying reading was the window of the world.

2. The concept of reading comprehension

Comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. From this definition the researcher took a conclusion if reading comprehension is the point of reading which is when reading a text there was a purpose to reach in the reading. Such as, the main idea of the text, at least the students getting an information and knowing what is the text about. Because, sometimes there were the students just reading the text without give attention to the meaning of the text. Smith (2007) states that there 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 details 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. Interpretive Comprehension

In this level, the students are attempting to understand what the author meant by what she/he said in the stories, paragraph or textbook. The students go beyond what is said and read for deeper meaning at this level. The process their ideas based on what is not stated, but implied by author, including point the author intended the reader to deduce.

3. 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.

4. 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.

3. The Concept of RAP Strategy

RAP stood for: R: Read a Paragraph. A: Ask yourself what is the main idea and two details. P: Put the main idea into your own words. For example, the teacher described RAP by saying aloud: RAP is a strategy that can improve your reading comprehension and help you remember what you read (Ellis & Graves, 1990). It can help you retell a story or answer questions about a story in class or on a test. Using RAP can help reading comprehension in many places at school, including reading class, guided reading, science, social studies, and health. The student can also use RAP at home while you are reading. You should use RAP whenever you are reading and want to remember what you read. Using RAP can help the students do better at school while they have to read this passage. The first step of RAP is read a paragraph. The first step is to read a paragraph. The students read the paragraph, what do they do next. They need to move on to the next step of RAP which is A. A stands for ask themselves what is the main idea and two details. The main idea of this paragraph was that spiders can be helpful to humans. Two details that support the main idea is spiders eat pests that can bother humans and that spiders only bite when bothered. The last step is P which means put the main idea into my own words (Davey & Macready, 1990). It means to put something into their words. Therefore, they need to say the main idea in a way they can understand, but they can't use the exact same words as the book. The steps of RAP were memorized with verbal rehearsal, written rehearsal, and physical activity including throwing a ball back and forth while practicing saying each step of the strategy aloud. Also, participants rehearsed where to first look for a main idea of a paragraph, practiced how to find two details, and attempted putting main ideas into their own words.

4. The hypothesis of the study

The hypothesis of this study was proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). It was as follows:

Ho₁: There was no significant improvement of students' reading comprehension achievement between the students who were taught by using RAP strategy.

Ha₁: There was significant improvement of students' reading comprehension achievement between the students who were taught by using RAP strategy.

B. Method of the Study

1. Methods of the study

In this study, the writer used Pre-Experimental method. That was one-group, pretest-posttest design. The sample might be chosen in this study by the teacher of English at school because the teacher of English at school usually determines which class can be taken as sample and which one cannot. Therefore, the sample of this study will consist of one class. Frankel and Wallen (1991, p. 236) state that in the one-group pretest-posttest design, single group measured or observed not only after being exposed to a treatment of some sort, but also before.

2. Variables of the study

According to Fraenkel and Wallen (1991, p. 77) variable is a concept a noun that stands for variation within class of objects. This study will use two kinds of variables, there are Independent variable and Dependent variable. The independent variable is presumed to have an effort on, to influence somehow, another variable. The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. The independent variable of this research is RAP strategy. The dependent variable of this research is students' reading comprehension achievement.

3. Operational Definition

The title of this study was "The Use of RAP Strategy in Improving Reading Comprehension of EFL Students". For the purpose of the study, some terms used in the title are defined operationally to avoid misinterpretation. In this study, there were two variables that need to be defined: RAP strategy and reading comprehension. In using the media in teaching reading comprehension, the researcher uses reciprocal teaching strategy as the guidance of teaching and learning activity. In RAP strategy, there were some strategies, namely: *read, ask, and put*. *Read* was a process when the students read what the text or materials was about, they could use the keys or clues from the title of the text. *Ask* was a process when the students had some question about the reading material. *Put* was the conclusion of the reading text. In this case, both of students and the reasearcher could give their explanation about the last conclusion. In this study, reading refers to the activity with many purposes for gaining an information, expanding knowledge. Although, many students think reading is boring, RAP strategy could make reading activity more interested. There was an activity that can make the students more active in reading and make reading more fun than the students think before.

4. The population of the study

The population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Fraenkel & Wallen, 1991, p. 68). The population of this research is all the Information system students at Indo Global Mandiri

University in academic year 2017-2018 with a total number of 150 students.

5. Samples of the study

In selecting sample from the population, the researcher used purposive sampling. The sample are from the same level, the same teacher, and the same of English score of the students is average. There researcher takes 40 students to be the sample of this research. The researcher determined the group by writing each name of students' in a piece of paper, rolling the papers, putting them in a glass and then shakes the glass to take the students' name or lottery.

6. Technique for collecting data

In this study, test was divided into two. The first was a pre-test and the second was a post-test. A pre-test was given before conducting experiments to the students and a post-test was given after the treatment. The test was given in both groups – experimental and control groups. The purpose of the tests was to find out whether there was significant in reading comprehension achievement between the students who were taught by using reciprocal teaching strategy and those who were not. For pretest and posttest, the researcher used 50 multiple choice questions for reading test

7. Technique for analyzing the data

The data collected from the pre-test and post-test were analyzed by using the analysis of paired sample t-test.. On the other hand, paired simple t-test is used to see was there any significant improvement in the experimental group. In finding the individual scores of the pretest and posttest, the researcher used as the following:

Table 1. The Score Distribution

Score Interval	Category
86 – 100	VERY GOOD
76 – 85	GOOD
66 – 75	AVERAGE
55 – 65	POOR

To analyze the data, the researcher used t-test. T-test was used to know the significant improvement of the group. In this study, the researcher used paired samples t-test and Independent samples t-test. Paired samples t-test will be used to see the progress in each group before and after treatment. In this case, the Statistical Package for Social Science (SPSS 22) was employed.

2. Finding and Interpretation

A. The findings of the study

The result showed that there was a significant difference of students' reading comprehension before and after the treatment. The data of this study was collected by the test in pre-test. It was given before treatment. The pre-test was given to 40 students. In the pre-test, the students were given written test consisting

of 50 multiple choices questions. Therefore, the maximum score would be 100. In the other hand, every correct answers equal to 2 score. Based on the result of the test, the highest score of the pre-test was 82 and it was gained by one student and the lowest score was 40 and it was gained by two students. Students's average score in pre-test was 6.5.

In the group of pre-test 23 students were in category very poor, and 15 students were in category poor, then 2 students were in the category average with. It was concluded that the students in pretest scores was *very poor, poor, and average category* with the mean 53.36 and standard deviation 8.494. After giving the treatment, the post test was done for the same students in pre-test. There were 50 questions (multiple choice) which were given to 40 students. In the group of post-test 10 students were in category average, and 22 students were in category good, then 8 students were in category very good. Based on the percentage, it was concluded that the students in posttest scores was *average, good, and very good category* with the mean 83,00 and standard deviation 7,825.

To analyze the students' scores in the pre-test and post-test, the data calculated by using t-test formula. The mean score of the pre-test 53,36 where the post-test was 83,00. Thus, the mean differences of the pre-test and post-test of one experimental group within was 29,63. Then, the significance level of students' reading comprehension achievement was 000. It means that there was a significant improvement from the group of pre-test and pos-test. The improvement was proved from the mean difference of both group from the pre-test and post-test. So, the students' score of posttest group was higher than pretest group. In conclusion, the students' reading comprehension improved significantly after being taught by using RAP strategy.

B. The interpretation of the study

Some interpretation could be drawn based on the findings. In this study, the treatment was given to the experimental group. During that period, students were taught by using RAP. The data analyses showed a great progress of the students. In the statistical analysis of reading comprehension achievement, it was found out that the mean score of the pre-test 53,36 where the post-test was 83,00. Thus, the mean differences of the pre-test and post-test of one experimental group within was 29,63. Then, the significance level of students' reading comprehension achievement was 000. It means that there was a significant improvement from the group of pre-test and pos-test. The improvement was proved from the mean difference of both group from the pre-test and post-test.. It can be inferred that students of experimental group had a progress after they were taught by using RAP strategy. The statistical summary of paired sample t-test on reading comprehension achievement of experimental group concluded there was a significant improvement on reading comprehension achievement between pre-test and post-test of the students. Practiced readers proceed very differently when they are reading

for pleasure or to obtain a quick impression of the gist, then when they are attempting to overcome a comprehension failure (debugging state), or when they are reading to meet strict criteria of understanding or retention (studying). RAP strategy provides the interaction among teacher and in the classroom.

This study also found out that RAP strategy also worked well for students of experimental group to improve them understanding about how to get the main idea, detail, sequence, cause and effect, inference and vocabulary. The four stages in RAP strategy (read, ask, and put) supported students to deal with the questions in pre-test and post-test. Viewed from the mean difference, the data showed that RAP teaching strategy significantly improve students' ability to work most on main idea questions.

3. Conclusions and Suggestion

Conclusion

Based on the analysis of the data gained, there was significant improvement on reading comprehension between the students who are taught by using RAP strategy. It can be seen from the mean of the pre-test and post-test which shows that there was significant difference in students' reading comprehension after having taught reading by using RAP strategy. The students who were taught reading by using RAP strategy had better higher achievement in comprehension before having the treatment.

The improvement was proved from the mean difference from the pre-test and post-test. So, the students' score of pretest was higher than posttest. It means that, teaching reading comprehension by using RAP strategy was effective.

In short, RAP strategy increases the comprehension of the students. It is an appropriate, enjoyable and interesting technique for teaching reading. Therefore, most of the students like learning reading by using RAP a lot. In other words, RAP startegy can help the students to increase their reading comprehension.

Suggestions

In order to make teaching successful especially teaching reading comprehension, teaching reading should be arranged in such a way in order to help the students to understand the text better and to improve their reading ability. The teachers may take different way to teach reading in order the students can comprehension the text easier. One of them is RAP Strategy. So, the students can understand what they have read

Considering that English is learnt as foreign language in Indonesia, students need higher motivation from their learning environment. Teachers have an important role in stimulating the students to learn language. And it is also necessary for them to find students' difficulties in reading comprehension achievement and get creative ways to make students interested in comprehending the

reading. It is hoped that both teachers and students are able to function RAP strategy as one of the strategy might be used to support reading activities in the classroom. Therefore, it is suggested that the teachers choose RAP strategy as one of the recommended strategies which provides chance for students to interact actively among them. It is also important for the teachers to choose particular reading materials which are appropriate to students' reading level. Having a good cooperation with educational staffs will also help teachers in exposing students to experience reading activity. Librarian might be one of the educational staffs which are possible to invite students to deal with many kinds of books which are related to their study.

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