



THE USE OF RAP STRATEGY TO IMPROVE READING COMPREHENSION: A SYSTEMATIC REVIEW

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Abstract

This article aims to conduct a systematic review of using RAP (Read, Ask, Put) to improve reading comprehension. The search strategy is based on the following keywords: "RAP (Read, Ask, Put) strategy", "Reading Comprehension" from Google Scholar. Based on the results of this article, only 6 articles were analyzed. One of the strategies to improve reading comprehension is Read, Ask, Put (RAP) because this strategy can make the students improve their reading comprehension, memory of important information, and also enlarge their vocabulary. RAP (Read, Ask, Put) is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas. This strategy can help the students improve their understanding of the text that is better than when they only read. The strategy needs students to be involved in reading materials through questioning and paraphrasing to enlarge their comprehension of the material. From the questioning and paraphrasing, students process information for a better understanding of what they read.

Keywords: RAP (Read, Ask, Put) strategy, Reading Comprehension

INTRODUCTION

Reading is an essential activity for enhancing information and knowledge, as it allows students to acquire knowledge and information, they weren't previously aware of. The ability to read plays a significant role in English learning as it encompasses other skills like vocabulary acquisition, grammar, writing ability, and speaking proficiency (Harmer, 2007, p. 99-101). If their reading skill are poor, they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance of success in their study. Therefore, reading is essential for achieving success in education. In line with (Isik, 2022). Reading is a dynamic activity in which the reader and author interact to make meaning of what is read.

In the teaching and learning process, reading activities focus on reading for comprehension, and students must understand the reading text. Petter (2010) stated that reading comprehension can be viewed from two terms. They are reading and comprehension. The term "reading" has two meanings. That is the first meaning deals with a product; reading means how something is interpreted and understood.

Program for International Students Assessment (PISA, 2022), the OECD's reading of students is 496; meanwhile, the mean score of students in Indonesia is 359, which is below the OECD average. It means that students should master reading skills because it's important to gain knowledge and learn something, but students still have many difficulties in mastering reading. Through reading, students can enlarge their vocabulary, listening, reading, writing, and speaking skills. In line with Richards and Renandya (2002), reading for comprehension is the primary purpose for reading." Therefore, students need to understand the reading text.

Many Indonesian students may struggle to comprehend what they read in different English materials. There are some reasons why students have difficulties in reading comprehension (Hamra and Syatriana, 2010). Contend that poor reading comprehension among Indonesian secondary learners occurs due to students' lack of vocabulary, learning support, and reading motivation. It demonstrates that teachers, as facilitators, significantly contribute to aiding students in resolving their comprehension issues.

A new strategy or method to improve students' reading skills was needed to overcome the problems. RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas (Hagaman & Reid, 2008). With the strategy, the students get to improve their understanding of the material that is better than when they only read.

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This article will discuss the use of RAP (Read, Ask, Put) to improve reading comprehension. This article's goal is to present empirical data through a thorough literature analysis of relevant research on how using RAP affects students' comprehension in reading. Previous research has mentioned various benefits of using RAP as an effective strategy to improve students' reading comprehension achievement. Therefore, researchers hope this article can provide insight for educators who want to use RAP in the teaching and learning process to improve reading comprehension.

The Concept of Reading Comprehension

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2002, p. 9). It means that reading will be useless without comprehending and interpreting the meaning of the text. According to (Klingner, 2007, p.2), reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency". It means that to the ability to understand a text. To comprehend a text, a reader must understand the meaning of a written text. Lems, et al. (2010) state that "reading comprehension is the ability to construct meaning from a given written text". Therefore, reading comprehension should be in conformity with the purpose and text of the reading.

There are three elements entailed in reading comprehension. Snow (2002) explains, "these three elements are the reader, the text, and the activity". The first element is the reader who is doing the comprehending. The second is a reader, when they try to comprehend a text, they bring all their capacities, abilities, knowledge, and experiences to the act of reading. The text that is to be comprehended also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes, and consequences associated with the act of reading. These three elements are connected in the reading process. From the experts above, it can be summarized that reading comprehension is understanding the meaning of a written text to get information related to the text.

Furthermore, Brown (2014) classifies eight aspects of reading comprehension, namely:

- a. Main idea
- b. Expression/idiom/phrases in context
- c. Inferences (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting ideas
- h. Vocabulary in context.

The Concept of RAP (Read-Ask-Put) Strategy

RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas (Hagaman & Reid, 2008). Through the RAP strategy, the students not only know how to get main idea but also help the students to become more interested in the process of reading and build their critical thinking in comprehending the reading text (Hagaman, et. al., 2010). It means that this strategy can help the students get to improve their understanding of the text that is better than when they only read.

Lebzelter and Nowacek (1999) emphasize that the RAP strategy teaches students to recall main ideas and facts from their reading materials. The purpose of RAP is to help students find the most important information in a given reading selection.

Watson, et al. (2012) state that the RAP strategy also allows 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; does it tell what the paragraph is about? 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. Jitendra and Gajria (2011) indicated that asking oneself what the main idea of a paragraph is has resulted in the improvement of reading comprehension and maintenance.

Schumaker et al. (1984) claim that paraphrasing is advantageous for students for some reasons. First, it requires that the students actively interact with the material rather than passively read it. Second, 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. In addition, the paraphrasing strategy requires that students "chunk" the material in a lengthy passage into small units and remember information in these smaller units.

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. As noted by Parker et al. (2002) that one particular paraphrasing strategy uses an acronym of RAP to help remember and implement a reading comprehension learning strategy. Fisk and Hurst, (2003) state that paraphrasing works so well because it integrates all modes of communication—reading, writing, listening, and speaking, which leads to a deeper understanding of the text.” So, it means RAP is a useful strategy to help students remember, which leads the students to comprehend the text easily.

According to Schumaker et al, (1984). There are three steps of the RAP strategy:

1. Read a paragraph.
Read the paragraph silently. As you read, be sure to think about 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?" This question helps you to think about what you just read. You could also quickly look 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.
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 the main idea. Based on the description above, students will be asked to read each word, and they are allowed to ask the teacher if there are words that are not known, but the students do not receive additional support or help from the teacher. They can take notes while reading the passage to help them remember what they have read.

METHOD

Description of the sample

This study adopts a literature review methodology to investigate the use of RAP to improve reading comprehension. Pandey (2024) states that a literature review is a systematic process that identifies, summarizes, and synthesizes existing knowledge relevant to a specific research question, serving as a foundational element in the research process. In the search strategy, this article used a set of keywords selected by the authors according to the title theme of the systematic literature. The keywords searched include RAP (Read, Ask, Put) strategy and Reading Comprehension. The search was conducted in several journal databases on Google. There are some criteria to be part of this article.

Article selection criteria

This article examines recent research according to the following inclusion criteria:

- a) Articles focus on the RAP (Read, Ask, Put) strategy and Reading Comprehension.
- b) Articles published from Google Scholar,
- c) Last 5 years, i.e., articles published from 2020 to 2024,
- d) Articles provide a clear explanation of strategies, methods, and discussion used by teachers.

While for exclusion criteria are:

- a) Articles not focused on the RAP (Read, Ask, Put) strategy and Reading Comprehension.
- b) Lack of empirical or theoretical basis
- c) Articles published before 2020
- d) Articles in non-English languages.

FINDINGS AND DISCUSSION

The purpose of this article is to summarize previous studies on using the RAP strategy to improve reading comprehension. This Article uses 6 studies on using the RAP strategy to improve reading comprehension published from 2020 to 2024 over the past 5 years. Information on article characteristics, research design, and related key findings is presented in Table 1. Summary and Characteristics of the Selected Final Article. Of the 10 studies reviewed, all studies found that using the RAP Strategy has proven to be able to improve students' reading comprehension. In addition, the RAP strategy is a reading strategy that can be used easily by the teacher in reading class. It is a simple strategy that can adapt or be adapted in many different functions and activities.

Table 1: Summary and Characteristics of the Selected Final Article

No	Authors	Sample	Research Design	Finding
1.	Que and Wakim (2020)	VIII of SMP Negeri 2 Dobo	Classroom Action Research (CAR). The procedure of the research consisted of four main steps: planning, implementing, observing, and reflecting through cycles	It is suggested that the teacher needs to use a RAP Strategy, especially in teaching reading comprehension. It is also suggested that further researchers can use the results of this research as a reference.
2.	Kharisma, Pramerta, and Arsana (2023)	VIII of SMPN 1 Kediri	Classroom action research (CAR)	The implementation of the RAP strategy could improve eighth-grade students' reading comprehension. Their learning experience in finding general information, specific information, textual meaning, and textual reference is also showing improvement. Further RAP strategy implementation is needed to be integrated with other language skills, with a larger number of participants
3.	Virgiyanti and Hafiz (2024)	Fourth-year students at Gontor for girls, 2nd campus	Quasi-experimental non-equivalent control group design.	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. 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
4	Mentari and Flora (2021)	XI majoring in business and marketing at SMKN 9 Bandar Lampung	The approach of the research was quantitative. The design used was a one-group pre-test and post-test.	It is suggested that the RAP strategy can facilitate students to improve their achievement in reading comprehension. In addition, students have positive perceptions of the application of the RAP strategy.
5.	Silitonga, Zalukhu, Manurung, et al., (2022)	XII students at SMP Negeri 1 Parmonangan	Classroom action research (CAR)	The RAP approach helps pupils enhance their reading comprehension success. As a result, the instructor can employ the RAP technique to teach reading comprehension.
6.	Baba, Kuliahana, and Zulfikri (2022)	X grade of SMA Negeri 1 Kasimbar	The method applied was the quasi-experimental design with no equivalent control group	The RAP strategy is effective in improving students' reading comprehension at X grade of SMA Negeri 1 Kasimbar

Reading as the main focus in the field of education is at the heart of everything formal learning skills (Priyanti et al., 2019). Reading comprehension is not only a process of recognizing and understanding words and meanings but also a complex cognitive process. In line with Snow (2002) stated that reading comprehension can be understood as the process of extracting meaning carried out by readers simultaneously through interaction and attachment to the written language in terms of text genres.

Six articles from Table 1 explain the sample, research design, findings, and strategy used by teachers to improve students' reading comprehension. The researchers suggest the teacher apply the RAP strategy because the previous related research from Que and Wakim (2020), Kharism et al (2023) and Baba (2022) proved that RAP strategy gives a significant effect of using the RAP strategy in reading comprehension.

In addition, according to Virgiyanti and Hafiz (2024), Mentari and Flora (2021), and Silitonga et al. (2022) 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; 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.

It can thus be seen that, across the past five years, there remains some similarity in the reading strategies being employed in the teaching and learning process. The findings of the evaluation show that teachers employ different methods, strategies, and educational programs to improve students' reading abilities. Hagaman and Reid (2008) state that 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 school. In line with Hagaman et al. (2010) defined the RAP strategy consists of reading, asking themselves what they read the main ideas and details or supporting words are in the paragraph and paraphrasing it. Another study by Hughes (2011) in his article said that using RAP strategy as an example, the strategy is presented as a way to help them learn to comprehend more independently and remember reading content by transforming it in ways that are personalized

Moreover, the RAP strategy can enhance students' understanding of the text and facilitate their ability to extract information from it. The students not only understand how to grasp concepts but also assist their peers in being more engaged and analytical when interpreting a text.

CONCLUSION

Based on the research overview of employing the RAP strategy when studying reading comprehension, several important things can be concluded: The RAP strategy is a reading set interaction method that consists of three phases. The first is, students read the text as clearly as possible. The second is, the students ask their self about the text, such as what is the main idea of the text, what is the details of the text, the lastly is the students express them in their own words.

The use of the RAP strategy increases the students' reading comprehension proven in various studies shows that consistent use of the RAP strategy significantly improves students' comprehension and proficiency with language. Teachers should consider using the RAP strategy as a useful teaching tool to improve students' reading comprehension. Therefore, the efficient learning strategy of using RAP has shown positive results and can be an effective strategy to improve students' Reading skills.

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