

IMPROVING THE READING COMPREHENSION OF THE EIGHTH YEAR STUDENT OF SMP 5 PINRANG THROUGH RAP (READ-ASK-PUT) STRATEGY

¹Nurhidayati, ²Baso Jabu, ³Ammang Latifa

¹ Prodi Pendidikan Bahasa Inggris PPs UMPAR

Hidayatinur0906@gmail.com

² Prodi Pendidikan Bahasa Inggris UNM

basojabu@gmail.com

³ Prodi Pendidikan Bahasa Inggris PPs UMPAR

latifa_ammang@yahoo.com

ABSTRACT

This research is aimed to investigate whether Read-ask-put (RAP) Strategy improves significantly students' reading comprehension. A quasi-experimental method was conducted in this research with a time-series design consisting of one pretest-posttest group. The population of this research was the student of class VIII SMP 5 Pinrang in the 2018/2019 academic year which consisted of 10 classes. The sample was taken by purposive sampling technique, VIII.1 class as the experimental group and VIII.2 as the control group. The number of experimental groups was 30 students and 30 students in the control group. The research instrument used was reading the test. Based on the data analysis, the mean score of the experimental group was higher than the controlled group ($79,6 > 72,76$). This showed that the reading comprehension of the students who are taught through rap strategy was better than the students who are taught through reading aloud. The result of t-test value (3,07) was greater than t-table for $\alpha = 0.05$ with $df = 58$ is 1.671. It means that the alternative hypothesis was accepted. The study concluded that teaching English through RAP Strategy improved the students' reading comprehension in SMP 5 Pinrang.

Keywords: RAP, students' reading comprehension, experimental group, controlled group.

RINGKASAN

Penelitian ini bertujuan untuk mengetahui apakah Strategi Read-ask-put (RAP) meningkatkan pemahaman bacaan siswa secara signifikan. Penelitian ini dilakukan dengan menggunakan metode eksperimen semu dengan desain time series yang terdiri dari satu kelompok pretest-posttest. Populasi dalam penelitian ini adalah siswa kelas VIII SMP 5 Pinrang tahun pelajaran 2018/2019 yang terdiri dari 10 kelas. Pengambilan sampel dilakukan dengan teknik cluster random

sampling, kelas VIII.1 sebagai kelompok eksperimen dan VIII.2 sebagai kelompok kontrol. Jumlah kelompok eksperimen adalah 30 siswa dan 30 siswa pada kelompok kontrol. Instrumen penelitian yang digunakan adalah tes membaca. Berdasarkan analisis data, rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol ($79,6 > 72,76$). Hal ini menunjukkan bahwa pemahaman membaca siswa yang diajar melalui strategi RAP lebih baik daripada siswa yang diajar melalui teknik membaca nyaring. Hasil nilai t-test (3,07) lebih besar dari t-tabel sebesar $\alpha = 0,05$ dengan $df = 58$ adalah 1.671. Artinya hipotesis alternatif diterima. Studi tersebut menyimpulkan bahwa pengajaran bahasa Inggris melalui Strategi RAP meningkatkan pemahaman membaca siswa di SMP 5 Pinrang.

Keywords: RAP, students' reading comprehension, experimental group, controlled group.

Introduction

Reading is one of the four language skills, it can support the students in the mastering of English in addition to speaking, listening, and writing. Four English language skills must be mastered. They speak, listen, write and read. Reading is a receptive skill in the process of teaching English. In reading, students are taught how to read and understand the text well (Brown, 1996).

Reading aims to get the information from the reading text. Then, to understanding the reading text, the readers must master of several skills. They must be able to determine the topic of sentences, mastery of vocabularies, analyze the texts, etc. Without reading skills, the readers may get the difficulties finding out information from the text that they read. So, the students are required to master reading skills to gain knowledge and information from their texts. Reading requires the ability to understand the text. Many people can read, but not all can understand what they are reading.

There are several problems in understanding the reading text. For example, they do not know to understand reading texts, are less than words, do not pay attention when the teacher is giving lessons, and so on. If they don't have the ability, they won't automatically know the contents of the text. If students have low reading comprehension, students will not be able to understand the text and they will not be able to apply learning strategies. Some researchers conducted their research about teaching reading in the classroom.

Dahlia (2015: 45) found that RAP can progress reading comprehension of students with and without disabilities and is exceptionally adaptable. It can be used for the basic, center, and high school students in numerous diverse substance regions. The RAP

methodology may be a reading comprehension strategy that inquires students to discover the most thoughts and points of interest of each passage they examined and after that rewords the data orally. This procedure aims to assist students gotten to be effectively engaged in reading through finding the most thoughts and points of interest in sections and after that changing that data through rewording to form it personally meaningful.

Blume (2010) in her research suggests that the use of RAP includes a positive impact on reading comprehension with the foremost considerable advantage for inferential comprehension questions. Two months after the intervention, all three students kept up progressed reading comprehension from standard or kept on making strides in their reading comprehension. Blume moreover expressed that the reason for the RAP procedure is to help reading comprehension by making a difference student discover the foremost critical data in a given reading choice. Schumaker et. Al. detailed that students who were instructed the RAP procedure made strides in their content review from 48% to 84%. In expansion, numerous analysts who moreover use the RAP technique in learning to read get good results from their research, for example; Ellis and Graves used the RAP methodology with 47 center school students with Learning Incapacities (LD) to evaluate its impact on students' capacity to discover the most thought of the story. The results of the multiple-choice test indicated that compared to control students, students who were given the RAP procedure were able to recognize essentially more fundamental thoughts from the section than control students.

Based on the previous studies, the researcher indicates that to improve student's ability in understanding texts, students need the right strategies and techniques to help them solve their problems. Based on the above phenomena, the writer wants to offer a strategy in learning English that can improve students' reading comprehension. One of the effective strategies to use in reading is called RAP. Reading, Asking, and Putting in Your Own Words (RAP) was one of the strategies Schumaker developed. RAP is a strategy that can improve students' reading comprehension without disabilities and flexibility. It can be used for elementary, middle, and high school students in many different content areas. RAP is a strategy that can help students understand and remember what they have read. This means that this strategy is used to help students understand and remember what they read and can help the learning process in the classroom. Based on the explanation above, it can be denied that this strategy can be used to teach teaching reading. Based on the explanation and phenomena above, the writer is interested in conducting a research entitled "Improving the

Reading Comprehension of the eighth-year student of SMP 5 Pinrang through RAP (Reading-ask-put) strategy

The Concept of reading, Ask Question and Put into Your Own Words (RAP) Strategy

RAP could be a technique that can move forward reading comprehension of students with and without incapacities and is exceptionally adaptable. It can be used for all the students in every school in various content areas. This technique requires students to lock in reading fabric through addressing and rewording to extend their understanding of the fabric. From addressing and summarizing, students prepare data to way better get what they read. RAP may be a three-step technique: Reading passages; inquire yourself, "What is the most thought of the paragraph?" and use your claim words. RAP may be a technique that can offer assistance to students get what they read and can offer assistance the learning handle within the classroom.

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. Joseph Boyle and David Scanlon state that this technique aims to assist students who ended up actively involved in reading through looking for the most thoughts and subtle elements in passages and after that paraphrasing the data to create it significantly. The Benefits of the RAP Strategy are: Allowing personal work or collaborative, empowering consideration to detail and understudy involvement, taking a small instructor preparation, and being straight forward and simple to clarify and understand

RAP Strategy Procedure

RAP could be a three-step technique: Read a passage; inquire yourself, "What are the most thought and two details?" and Put it into your claim words. In instructing reading, this technique has three steps. They are as follows: (1) Read paragraph: Read the passage quietly. As you studied, be beyond any doubt to think what the words mean. (2) Inquire yourself, "What were the most thoughts and points of interest of this paragraph?": After reading the section, ask yourself, "What were the most thoughts and points of interest?" This address makes a difference for you to think approximately what you fair studied. You'll too see rapidly back over the paragraph to assist you to discover the most thought and the points of interest related to the most ideal. (3) Put the most thought and points of interest in your claim

words: Now put the most thought and subtle elements into your possess words. This will assist you to keep in mind the data. Attempt to provide at slightest two points of interest related to the most thought. Based on the portrayal over, the students will be inquired to examined each word-processed entry and they are permitted to inquire for the educator on obscure words, but the students did not get extra bolster or help from the educator. They can take notes whereas reading.

Method

This research was conducted at SMP 5 Pinrang. The participants of this study were students VIII.1 as the experimental class and VIII.2 as the control class consisting of 60 respondents. This study aimed to see students' reading comprehension, ask questions, and word input (RAP) strategies of your own and those using conventional techniques and to see the significant effect of using Read, Ask questions, and Input. in your own words (RAP) strategy towards student reading comprehension. In the treatment of the study, researchers greeted students primarily to liberate, introduce Read, Ask questions and put into your own words of strategy (RAP), student researchers' theories, and reading techniques. After the meeting (including the pre-test), the post-test was administered. The results of the post-test for the experimental class were analyzed and used as the final data for this study. The researcher gave a post-test in which the researcher was immediately given a post-test and the researcher stopped the research program by gave a test.

Results and Discussion

In this research, the researcher found that teaching reading comprehension to the eighth-year students of SMP 5 Pinrang by applying the *RAP (Read-Ask-Put) strategy* is better than teaching students through reading aloud. The findings of the study have covered the description of the result of data analysis about the students' reading comprehension through the RAP Strategy. The data was obtained through the reading test of the eight-year student 2018/2019 academic year. The researcher gave e multiple choices as tests in each class, controlled and experimental group.

Table 1. The Frequency and Rate Percentage of Experimental Group

NO	Classification	Pretest		Post-test	
		Freq	%	Freq	%
1.	Very good	2	6,667%	7	23,333%
2.	Good	7	23,333%	18	60%
3.	Fair	16	53,333%	3	10
4.	Poor	5	16,667%	2	6,667
5.	Very Poor	-	-	-	0
Total		30	100%	30	100%

The table above shows the score classification of students' pretest and posttest in reading skills. Its frequency and percentage also show about the score classification of students' pretest and posttest in reading skill. Its frequency and percentage also accompany the classification. The pretest score shows that there are 2 (6,667%) of students got very good, 7 (23,333%) of the students got good, 16 (53,333%) of students got fair and 5 (16,667%) of them got poor. As we notice in the table above, most of the learners were at a low level in reading skills. While the posttest shows that 7 (23,33%) of students got very good, 18 (70%) of the 3 got fair (10%) and 2 students got poor (6,667%), most of the learners could achieve the goals of Read-ask-put (Rap) strategy.

Based on the classification above, we can say that after giving a treatment by using the read-ask-put (RAP) strategy, there are improvements in their reading skill. The result of their posttest improved, most of the students are classified in good and very good categories, it is shown from the result of pretest and posttest, no student got very good classification on the pretest, based on data on the table above, the reading skill of the students after giving the treatment improved. the result demonstrates that there was a statically significant difference between pretest and posttest. Also, the RAP strategy had a prominent effect in enhancing students' reading comprehension.

Table 2. The Rate frequency and percentage of reading comprehension score of the control group

NO	Classification	Pretest		Post-test	
		Freq	%	Freq	%
1.	Very Good	-	-	-	-
2.	Good	13	43,333%	15	50%
3.	Fair	14	46,667%	12	40%
4.	Poor	3	10%	3	10%
5.	Very poor	-	-	-	-
Total		30	100%	30	100%

The table of the control group shows the score classification of students of the pretest and posttest in reading skill. The pretest score shows that 0 (0%) of the students got very good, 13 (43,333%) of students got good, 14 (46,667%) of students got fair, 3 (10%) of students got poor and Most of the students were low in reading comprehension. While in posttest of the control class shows that 15 (50%) of students got good, 12 (40%) of students got fair, 3 (10%) of students got poor.

Based on the percentage in the table of control class indicates that the students reading skill doesn't improve. It is indicated from very good classification until very poor classification has 0% improvement., it means the result of pretest unchanged after treated by using a conventional strategy or reading aloud as the method. Concerning the data of both tables above the researcher concluded that teaching English by using Read-ask-put (RAP) strategy gives more improvements compare with teaching by using conventional strategy

Conclusion and Suggestion

Referring to the findings and the discussion delivered in the preceding chapter, the researcher attempts to accomplish this study which is focused on reading comprehension of the eighth year of SMP 5 Pinrang in the Academic year 2018/2019. It proved that *RAP Strategy* in the teaching process has enhanced the students' reading comprehension. It is supported with the aid of way of the data, which the mean score in the pre-test of the

experimental group (71,86) has increased in post-test (79,6). In other words, the student's scores improved significantly.

The results showed a significant difference in students' reading achievement before and after implementing the RAP (Read-Ask-Put) strategy as a treatment. Therefore, the author tries to give some suggestions as follows: after the students obtaining the material using the RAP strategy, students are expected to increase their learning achievement about a text in reading comprehension, and students are more activated and creative to finished their exercises. The students expected to have more interested in teaching and learning activities using many strategies and the English teachers hoped can motivate the students to be more interested in teaching and learning activities. The teacher expected to use various strategies in teaching English. The students do not feel bored in class. The researcher suggests the teacher use the RAP strategy in teaching reading. It is hoped can stimulate the students for easy to understand the reading text.

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