

# The Effectiveness of RAP Strategy in Teaching Reading Comprehension

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## Abstract

Reading is one of the important skills in learning English. The purpose of this study is to measure the effectiveness of the RAP (Read-Ask-Put) strategy in teaching tenth-grade students of SMK Pemuda Mojokerto to read in the 2016/2017 academic year. The design of this research was a 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. The experimental class was taught the read-ask-put (RAP) strategy and the control class was taught the no-read-ask-put (RAP) strategy. In a study of 60 students, 31 students in the experimental group and 29 students in the control group were observed. 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 H<sub>2</sub> is accepted, and H<sub>0</sub> is rejected. So, there is any significant effect of using the RAP strategy on students reading comprehension ability.

**Keywords:** English Learning Process; Reading Comprehension; RAP Strategy

## INTRODUCTION

Reading is one of the English skills that crucial in the English learning process. Reading is a key language skill that has a significant impact on teaching and learning a foreign language. Reading ability is a process that is related to thinking and other communication abilities in writing, speaking, and listening activities (Brown, 2007). That is why reading is important to be mastered by students before they learn other skills. Reading is more than simply recognizing letters of the alphabet; reading involves more than just recognizing words. Furthermore, comprehension is an important part of reading, and without comprehension, no reading can take place. In a reading activity, someone can't read the text without any purpose. The purpose of reading is to understand the point of the text or the process of constructing process so that all of the components of the reading process work together as a text in the reader's brain. In this activity, the reader can show the result of their reading by demonstrating what they understand or not. Reading comprehension is the ability to understand what is read (Joelle, 2022.). Knowing that reading is a complex activity, it becomes a challenge for the English teacher to increase students' motivation to read. Motivation to read is one of the consequences of students' failure when they study at school. Students' motivation to learn to read is low. Since the motivation is low, the students have some problems with reading comprehension. They have difficulty understanding the subject matter in the text. The students were not able to extract the information from the text they read. Since they cannot understand the text, they cannot glean the main idea. The problems identified with students' reading comprehension suggest that they need more time to read because they can't read quickly and need more time to finish the text and understand the meaning of what they are reading.

In reading comprehension, students not only read for comprehension or to answer the text, but they also should know the meaning of the text they are reading. The two possible meanings of the text are explicit and implicit. Explicitly stated in the text, the students don't need to be confused with the explicit meaning. But if you want to know the implicit meaning, you have to read the text until you understand it well. That means that students need to understand the text they read to know the implicit

meaning of the text. When the students cannot easily understand and understand the text, they will not be able to understand the implicit meaning of the text. It means that by the difficulties of reading comprehension, the students need more time allocation in reading meanwhile they can't read fast and comprehend the text in a short time (Mikulecky, 2008).

To make the teaching process interesting and help the students learn the purpose of the teaching-learning process, the teacher needs a different strategy. Its use is to facilitate students' learning and understanding of the material. In addition to making, it easier for students to understand, using strategies for understanding texts can make the teaching process more applicable and students more active (Duke & Pearson, 2004). Many approaches can be used to help students improve their reading comprehension skills. In this research paper, the author suggests using the RAP strategy. Because it provides meaningful stages; read the text, ask about the main idea of the text, and turn the thought into the reader's own words (RAP).

The RAP strategy can improve the student's ability to identify key ideas and can effectively improve reading comprehension. 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. A student must engage in the process of looking for repetitive word patterns if the first sentence is not indicative of the paragraph's main idea. indicated that asking oneself what the main idea of the paragraph is improves reading comprehension and retention. Guidance on major idea strategies using direct guidance that engages with self-questioning and self-answering strategies enhances reading comprehension. A simple strategy that can easily be integrated into existing curricula without taking away time from critical content instruction (Hagaman et al., 2010). This strategy can be used with students of any grade level but is mostly used in primary grades and older students with cognitive disabilities. RAP is an abbreviation that means "read, ask and bet". While reading, students are taught to read one paragraph at a time. At the end of the paragraph, they ask themselves questions about what they have read, the main idea, and the details of the paragraph (Sugiono, 2010). They summarize the information by putting it into their own words. This strategy requires engaging in reading material by questioning and paraphrasing to increase comprehension of the material (Hagaman et al., 2010). In comprehending the text using the RAP strategy, the students not only understand it but also help other students to do the same.

Based on the opinion above, it is important to conduct a research study to improve reading comprehension through RAP strategies. The researcher decides to conduct research by the title the effectiveness of the RAP Strategy in teaching reading comprehension to the tenth-grade students of SMK Pemuda Mojokerto in the academic year 2016/2017.

## **METHODOLOGY**

To adequately address this research need, a suitable plan should be devised. For these reasons, if a researcher wants to succeed in their research, they must follow the research design. The researcher used the research by using quantitative research through quasi-experimental using two groups. According to states that experimental research is a powerful research method to establish a cause-and-effect relationship. This design is used to measure the effect of manipulated variable that is being examined. The kind of quantitative research is quasi-experimental design. In this research, there are two groups are chosen by using random sampling. a quasi-experimental design is characterized in that the sample used for the experimental or control group is drawn from a specific population through randomization techniques (Latief, Adnan 2014).

In this study, the researcher used a post-test design. Post-test design steps; First: The researcher randomly selected two classes as the experimental group and the control group. Second, there is a different treatment for each of the classes, the experimental class is taught using the RAP strategy and the control class is taught using non-RAPs, the treatments will be performed three times. Third, both classes will need to take a test after the treatments (Wekke, 2019). Then the results of both classes are related to determining the different significance between both classes, there is an experimental class and a control class, which the researcher taught using RAPs and non-RAPs.

## A. The subject of the Research

The subject of this research is the tenth grades students of SMK Pemuda Kutorejo in the academic year of 2016/2017. There are three classes, so the researcher will take only two classes the experimental and control classes. There are 31 students of the X-TKJ 2 class as the experimental class and 29 students of X-TKJ 1 as the control class. The experimental class taught reading comprehension using the RAP strategy, while the control class taught reading comprehension using the non-RAP strategy.

## B. Experimental Treatment and Control Treatment

In a quasi-experimental design, the purpose of the treatment is to determine the difference in outcomes between groups who have been assigned to receive the treatment. There are different methods of teaching classes, with the experimental group taught using the RAP strategy, while the control group is taught using a non-RAP strategy. Treatment is indicated as follows:

### 1. Experimental group

In the experimental treatment class, the students teach by using the RAP strategy that consists of four steps; first, *the* teacher has students preview the text of descriptive. Second, the teacher tries to make students ask a question about the text. Third, students find the main idea by putting their own words on paper. Fourth, the teacher questioning to measure how understand what they read.

### 2. Control group

In the control treatment class, the students were taught by using the non-RAP strategy. There are some steps of the strategy. First, the teacher makes a small group. Second, the teacher explains the descriptive text and gives the students a descriptive text to translate and identify based on the text. Third, the teacher gives a chance for students to ask based on the text. Fourth, each group performed their work in front of the class. Fifth, the teacher reviews the student's performance and gives the assessment.

After the treatment is given, the researcher gives a test for both classes, there is an experiment class and a control class at the end. It is a post-test. The purpose is to identify the effect of using the RAP strategy in teaching reading comprehension, especially in descriptive text. The results of the test will be compared.

### 3. Instrument

In this study, the researcher used tests as instruments. The right tool will make the data correct and reliable. All of the questions involve the validity and reliability of the research. Validity is a measure of the level of validity and authenticity of a tool (Arikunto, 2010). Valid means that the instrument can be used to measure what it is supposed to measure. In addition to validity, the tool also uses reliability. Reliability means that the instrument used as the data collector for that instrument is considered good. If the data is consistent with reality and how many times taken will be the same, it means the instruments will produce data that can be trusted.

The instrument contains 50 questions of multiple choice. The question of post-test given by the researcher consists of 7 descriptive texts including the main idea, language features, and generic structure. In a multiple-choice test, every item has five choices, and at the end of the research, the writer takes the post-test to both classes and compares the score between the control group and the experiment group.

### 4. Data Collection

In this study, the researcher used quantitative research to evaluate the effectiveness of the RAP strategy. They used a test to obtain data. The data is obtained from collecting data which is included in three steps. First, preparing the test there are 50 multiple choice items taken from the student's book and examination test from the previous year. Second, the researcher will give the test and get the score based on the student's post-test result. Third, the researchers will compare the posttests of the experimental and control classes. The formula used to evaluate the result of the test is as follows:

$$\text{Scoring} = \frac{\text{correct answer}}{\text{to the number of question}} \times 100$$

## 5. Data Analysis

Data are taken from both classes of the experimental group and the control group. Collecting the data was the final step of the research process to obtain the desired outcome of the research. In this study, the researcher used the T-test formula as a technique of data analysis. A t-test is a statistical test used to determine the difference in means between two groups. The difference in scores between the experimental and control groups can be ascertained by looking at the data. states that the student's t-test is a parametric statistical method also used to test comparisons of relationship data (Sugiono, 2010). The purpose of this study is to determine whether there is a significant difference between the two variables.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

In which:

$\bar{x}_1$ : mean of the first sample,

$\bar{x}_2$ : mean of the second sample

S: Deviation Standard

$n_1$ : the number of the first sample

$n_2$ : the number of the second sample.

To calculate the t-test, several steps will be the next steps shown as follow:

### a. Mean

is The technique of explanation group based on the average score from that group (Sugiono, 2010). The student that is meant is the students who take a sample of the research.

The formula of the mean is:

$$\bar{X} = \frac{\sum x_i}{n}$$

In which:

$\bar{x}$  : Means

$\sum x$ : Total score

N: Amount of Sample

### b. Standard Deviation (SD)

According to Sugiono (2010) the simple way to calculate deviation is by using the formula :

$$S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n - 1)}}$$

In which :

S: Deviation Standard

$\sum (X_1 - \bar{X})$ : Sum of mean square

N: Amount of sample

### c. United Variant

After the standard deviation is gained, the researcher calculates a united variant of data by using the formula :

$$S^2 = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n - 1)}}$$

In which :

$S^2$ : United Variant

S1: Standard Deviation group 1

S2: Standard Deviation group 2  
 $n_1$ : Sample of group 1  
 $n_2$ : Sample of group 2

## RESULT AND DISCUSSION

In this section, the researcher presents the achievement of students in reading comprehension trained using RAP (Read, Ask, Insert) and trained using a non-RAP (Read, Ask, Insert) strategy in teaching reading. To know the degree of achievement of students' reading comprehension, researchers are taught using RAP (Read, Ask, Put) strategies and non-RAP (Read, Ask, Put) strategies. The investigator used two steps: treatment with RAP strategy (Read, Ask, Put) and post-test as treatment class, and treatment with non-RAP strategy (Read, Ask, Put) and post-test as control class. A pre-test was given to students. They had to answer questions about the descriptive text. The test practice of multiple choice consists of 50 items. The post-test questions given by the researchers consisted of 7 stories. In a multiple-choice test, each item has five possible answers. There are A, B, C, D, and E. There were 31 students in the treatment class and 29 students in the control class as the subject of the research.

The test was performed by the investigator using the RAP (Read, Ask, Put) strategy in the treatment class and the non-RAP (Read, Ask, Put) strategy in the control class. This test was designed to assess how well students are being taught to read using different reading strategies.

The researcher administered treatment in both classes using a RAP strategy (reading, asking, putting) and a non-RAP strategy (reading, asking, putting). The researchers used the RAP (Read, Ask, Put) strategy to ask the treatment class to read the story about the descriptive text. After that, the researcher asked the students to paraphrase the main idea in each paragraph in their own words. In the control class, the researcher asked the students to read a story about the descriptive text. After that, the researcher asked the students to translate the text and read it out loud in front of the class.

When the researcher finished, the researcher conducted a post-test to know the performance of the students taught with the RAP (Read, Ask, Put) strategy and with the non-RAP (Read, Ask, Put) strategy became. 31 students in the treatment class and 29 students in the control class are the subjects of this study. The test questions are 50 multiple-choice practice questions. In a multiple-choice test, there are five possible answers, A, B, C, D, and E. The question after the test showed that the students' reading achievement significantly improved. Data on student performance was taught using the RAP (Read, Ask, Put) and non-RAP (Read, Ask, Put) strategies.

In this research, the researcher also analyzed the post-test score in each class to test the hypothesis. The data analysis in this research contained accounting for the mean score, accounting for the standard deviation, accounting variants, testing homogeneity variants, and testing the hypothesis.

In this research, the researcher did an analysis manually toward the data. The data analysis in this research included accounting for the mean score, accounting for the standard deviation, accounting variants, testing homogeneity variants, and testing the hypothesis. The deep explanation of the analysis was explained below:

### 1. The Mean Score

After the researcher got the post-test score in each class (experimental class and control class), the researcher did the first step in analyzing the data by accounting for the mean score. The researcher used this formula:

$$\underline{X} = \frac{\sum x_i}{n}$$

#### a. Mean score in the experimental class

$$\underline{X} = \frac{2500}{31}$$

$$\underline{X} = 80,64$$

#### b. Mean score in the control class

$$\underline{X} = \frac{1866}{29}$$

$$\underline{X} = 64,34$$

From the calculation of the mean scores above, it was known that the experimental group's mean post-test score was 80,64 and the control group's mean post-test score was 64,34. The study found that the mean score in the experimental class taught by Read, Ask, and Put (RAP) strategy was higher

than the mean score in the control class taught by the non-Read, Ask, and Put (NRA) strategy. The next step was to calculate the mean score for each class and determine the standard deviation and variances.

## 2. The Standard Deviation and Variants

After getting the mean score, the researcher continued to find out the standard deviation and variants of this sample. It was also used to test the homogeneity of the sample. Before counting the standard deviation and variants, the researcher counted out the difference value between each student's score and the mean score in the experimental class and control class. The deep calculation about it was explained in the following table.

After getting the number of difference scores in each class, the researcher continued to find out the standard deviation and variants in each sample.

### a) Experimental Class

$$S_1 = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}}$$

$$S_1 = \sqrt{\frac{2400,56}{(31-1)}}$$

$$S_1 = \sqrt{\frac{2400,56}{(30)}}$$

$$S_1 = \sqrt{42,86}$$

$$S_1 = 6,54 \text{ (Standard Deviation)}$$

$$S_1^2 = 42,77 \text{ (Variant)}$$

### b) Control Class

$$S_2 = \sqrt{\frac{\sum (x_2 - \bar{x})^2}{(n-1)}}$$

$$S_2 = \sqrt{\frac{1888,39}{(29-1)}}$$

$$S_2 = \sqrt{\frac{1888,39}{(28)}}$$

$$S_2 = \sqrt{67,44}$$

$$S_2 = 8,21 \text{ (Standard Deviation)}$$

$$S_2^2 = 67,40 \text{ (Variant)}$$

From the calculation above, the researcher conclude that the standard deviation of sample 1 (  $X_1$  ) was 6,54 and the variant was 42,77. The standard deviation of sample 2 (  $X_2$  ) was 8,21 and variant 67,40.

## 3. Homogeneity of The Variants

Before testing the hypothesis, the researcher examined the homogeneity of each sample variant. In testing the variant homogeneity, the research use Fischer (F) formula. The variants are homogeny if the value of F is lowest or equal (  $F_h \leq F_t$  ) to the value of  $F_{table}$  in significant (  $\alpha = 0,05$  ). The explanation of the variant homogeneity is explained below :

### Homogeneity Testing ( F-test Formula )

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{67,40}{42,77}$$

$$F = 1,57$$

After getting the value of F, the researcher compared it with  $F_{table}$  (  $df_1 = N_1 - 1 = 31 - 1$ ;  $df_2 = N_2 - 1 = 29 - 1$  ). Based on  $df_1 = 30$  and  $df_2 = 28$  with significant = 5% (  $\alpha = 0,05$  ) the researcher found that the value of  $F_{table}$  was 1,85. After the researcher compared the value of  $F_h$  with the value of  $F_t$ , the researcher concluded that  $F_h$  was lowest than  $F_{table}$  (  $1,57 < 1,85$  ). It means that  $H_0$  is accepted, and  $H_a$  is rejected. It signed that the variances were homogeny. The result of this test was used to test the hypothesis. Hypothesis testing was explained in the next point.

## Testing The Hypothesis

In this research, the researcher used *the t-test* formula to test the research hypothesis. As the researcher explained in chapter three, there were two t-test formulas in testing the hypothesis with two independent samples. They were *separated into Variants* and *Polled Variants*.

After the researcher knew that the variants were homogeny (  $\sigma_1 = \sigma_2$  ) and the number of samples in the experimental class was different from the samples in the control class (  $n_1 \neq n_2$  ), the researcher used the polled variants t-test formula for testing the hypothesis.

**1. Pooled Variance ( t-test formula ) :**

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

which:

- $\bar{X}_1$  = The mean of Experimental group scores
- $\bar{X}_2$  = The mean of Control group scores
- $s_1^2$  = Variance of Experimental group
- $s_2^2$  = Variance of Control group
- $s_1$  = Standard Deviation of Experimental group
- $s_2$  = Standard Deviation of Control group
- $n_1$  = Number of Experimental groups
- $n_2$  = Number of Control group

$$t = \frac{80,64 - 64,34}{\sqrt{\frac{(31 - 1) 42,77 + (29 - 1) 67,40}{31 + 29 - 2} \left(\frac{1}{31} + \frac{1}{29}\right)}}$$

$$t = \frac{16,3}{\sqrt{\frac{(30) 42,77 + (28) 67,40}{58} (0,03 + 0,03)}}$$

$$t = \frac{16,3}{\sqrt{\frac{1283,1 + 1887,2}{58} (0,06)}}$$

$$t = \frac{16,3}{\sqrt{\frac{3170,3}{58} (0,06)}}$$

$$t = \frac{16,3}{\sqrt{54,66 (0,06)}}$$

$$t = \frac{16,3}{\sqrt{3,27}}$$

$$t = \frac{16,3}{1,80}$$

$$t = 9,05$$

From the result of the calculation above, the t-total obtained value of the research was 9,05 with a degree of freedom (df) was ( 31 + 29 - 2 ) = 58 and level significant 5% (  $\alpha = 0,05$  ), so the value of t-table was 1,671. It meant that the t-obtained value was higher than the t-table (  $t_o > t_t$  ).

The result of the t-test was used to refuse the  $H_0$  (there is no difference *significant in reading* achievement between the tenth-grade students at SMK Pemuda Mojokero taught by using the RAP strategy nor without using RAP strategy) and to accept  $H_a$  (the tenth-grade students at *SMK Pemuda Mojokerto* taught by using RAP strategy achieve better score in reading descriptive text than those taught using non-RAP strategy). Since the obtained t was higher than the t-table, it means that  $H_a$  was accepted and  $H_0$  was rejected. From the analysis above, it appears that using RAP strategies to teach reading descriptive text is more effective than not using RAP strategies.

**CONCLUSION**

As per the research result, the researcher found that teaching descriptive text reading using the RAP strategy was better than without using the RAP strategy. This was evidenced by the average score in each group (experimental and control). The average score for the experimental class was 80,64, and the average score for the control class was 64,34.

After getting the average score, the researcher continued to find out the standard deviation and variances. After calculating the data, the researcher got the standard deviation of the experimental class was 6,54 and the variance was 42,77. On the other hand, the standard deviation of the control class

was 8,21 and the variance was 67,40.

In the next step, the researcher continued to test the homogeneity of both samples. The researcher used Fischer (F) formula. By using this formula, the researcher just divided the biggest variances and the smallest variances from both samples. The biggest variance was 67,40 and the smallest variance was 42,77. The researcher entered them into the F formula and the result was 1,57. After that, the researcher compared the F value with the F table with a degree of freedom (  $df_1 = 30$  and  $df_2 = 28$  ) with a significant 5% (  $\alpha = 0,05$  ). The value of the F table was 1,78. Because the  $F_{Total}$  was smallest than  $F_{table}$  (  $1,57 < 1,85$  ), the researcher conclude that the variances of both samples were homogeny.

In the last step, the researcher started to test the hypothesis by using the t-test formula. There are two kinds of t-test formulas, *separated formula* and *pooled formula*. Because the variances were homogeny and the number of both samples was different (  $n_1 \neq n_2$  ), so the researcher used pooled formula. The result of the t-test was 9,05. After getting the t-test score, the researcher compared it with the t-table (  $df = n_1 + n_2 - 2 = 58$ ; significance 5% = 0,05 ). The value of the t-table was 1,671. It means that  $t_0$  is highest than  $t_{table}$  (  $9,05 > 1,671$  ). It was signed that  $H_a$  was accepted and  $H_0$  was refused. It means that the tenth-grade students at *SMK Pemuda Mojokerto* who were taught by using the RAP strategy gained better scores than the tenth-grade students at *SMK Pemuda Mojokerto* who were taught without the RAP strategy.

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