

THE EFFECT OF USING READ, ASK, PARAPHRASE (RAP) STRATEGY ON STUDENTS' READING COMPREHENSION

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ABSTRACT

This research aimed to find out the effect of using RAP strategy on students' reading comprehension at SMK Zainul Hasan Balung of the tenth grade students who are taught by using RAP strategy. The design of the research was quasi experimental using non-randomized pre-test and post-test design. The population of this research was tenth grade students of SMK Zainul Hasan Balung 2019/2020 academic year. The sample of this research was X PBS 1 as experimental group who taught by using RAP strategy and X TKJ 1 as control group who taught by using Grammar Translation method for comparison after gave the treatment. Each class consists of 24 students. The instrument of this research was objective test using multiple choice test consist of 50 item tests. The result of this research showed that the mean of score, in pre-test the mean is 60,54 increased to 78,58 in post-test. Then, the mean of score pre-test control class who taught using Grammar Translation method is 57,58 and in post-test increased to 71,50. Then, the analyzing T-test of post-test experimental and control group is 0,002. It means that, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. It can be concluded that, the use of RAP strategy has significant effect on students's reading comprehension.

Keywords : RAP Strategy; Reading Comprehension.

Grabe and Stoler (2002, p.3) state that reading is a skill to describe the meaning from printed page and interpret the information properly. It means that, the readers must be able to comprehend the meaning of the text, because the main purpose of reading is to know the thought expressed. Furthermore, reading to comprehend is called reading comprehension.

However, according to Graham and Bellert (2007, p.76) there are some students' difficulties on reading

comprehension such as recognizing and properly implementing background knowledge, poor decoding and word identification skills, limited vocabulary knowledge, underdeveloped reading fluency, a less than strategic approach to comprehension, including the use ineffective strategies or inefficient strategies, and limited comprehending about common text structures. Those difficulties in reading comprehension will make it hard for the students to comprehend the text. One of them is recognizing and

Based on explanations above. It can be concluded that, reading comprehension is the process of constructing the meaning of the text, interpret the text appropriately with coordinating complex processes on reading comprehension

There are four levels of reading comprehension achievement of comprehension. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. (1) Word Comprehension. Baker (1991, p.11) defines word is the smallest unit of language that can be used by itself. Comprehending of the word meaning is important in reading comprehension. It means that word is one important aspect to measure of the students' understanding of what they read from the text.

(2) Sentence Comprehension. Andersen (2014, p.1) defines sentence is a complete group of words that express meaning. It means that, it is better to comprehend the meaning of words constructed in the sentence to comprehend the whole of sentence. (3) Paragraph Comprehension Oberg and Villemare (2018, p.203) state that paragraph is a set of sentences. Paragraph involves of several sentences and it can be divided into three parts. There are the beginning, the body, and the ending. It means that, a paragraph must contain the three components.

The three components are called topic sentence, supporting sentence and concluding sentence. The following parts review the parts of paragraph in detail:

(a) Topic sentence Oberg and Villemare (2018, p.203) argue that, topic sentence include of main idea. It means that, topic

sentence is important to understanding because it is part of paragraph that contains main idea that introduce the main topic. Usually, topic sentence at the beginning of a paragraph.

(b) Supporting sentence. Oberg and Villemare (2018, p.203) argue that, supporting sentence involves of details, fact, examples, descriptions, definitions, explanation, questions, causes and effects, comparisons, contrasts, and proofs that support main idea expressed in topic sentence. It means that, supporting detail develops its topic sentence.

(c) Concluding sentence is the last part of paragraph. Oberg and Villemare (2018, p.203) argue that, concluding sentence involve of conclusion in several ways. It may summarize, offer a solution, predict, make a recommendation, state a conclusion, or restate the topic sentence.

(4) Text Comprehension, the purpose of text comprehension on reading is to know the writers' messages stated in the whole composition. Moreover, Cain et al. (2003, p.335) argues that text comprehension involves the construction of an integrated and coherent representation of the meaning of text. It means that, text that consist of meaning that must be understood by students.

As explained before, in disadvantages RAP strategy in reading comprehension. RAP strategy cannot encourage students to summarize at a level. Therefore, this research achievement of students' reading comprehension using RAP strategy will only reach the level of paragraph comprehension.

This experimental research is intended to investigate whether there is a significant difference of student's reading

comprehension between using Read, Ask, Paraphrase (RAP) Strategy and Grammar Translation method at the tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year.

There are two significance of this research, First is theoretical significance,

the result of this study is expected to enrich methods or strategies in teaching reading comprehension.

Second is practical significance, the result of this research, it can be used as a reference by English teacher in teaching reading comprehension especially using the RAP strategy to increase students' reading comprehension.

METHOD

Ary (2010, p.265) states that experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). It means that, experimental research deals with the effect which is effected by independent variable to dependent variable.

The design of this research was quasi experimental research using non-randomized control group pre-test and post-test design. The subject was divided into two groups, experimental group and control group. The experimental group was given a treatment by RAP strategy, while the control group was given a treatment by Grammar Translation method as comparison for controlling the effect of treatment. Each group has been given the same test, pre-test and pos-test. See Table 2. To know the design of the research.

Table 2. The Design of the Research

Group	Pretest	Independent variable	Posttest
Experimental	Y_{1e}	X_1	Y_{2e}
Control	Y_{1c}	X_2	Y_{2c}

(Adapted from Ary, 2010, p.316)

The population of the research was the tenth grade students' at SMK Zainul Hasan Balung in 2019/2020 academic year. There were 5 classes of tenth grade students and total of students are 192 students. Sample is a part of the population or representative of the population which is being researched (Arikunto, 2013, p.174). It means that, sample is taken from the population of the research. In this research, random sampling is a technique to take the sample. Kuntjojo (2009, p.29) states that random sampling is sampling technique by giving opportunity for all members of the population to be sample.

Based on the explanation above, 2 classes were chosen from 5 classes. Namely, X PBS class and X TKJ 1 class. The former class was assigned as the experimental group, consisting of 24 students, while the latter assigned the control group, consisted of 24 students.

There are several ways to collect the data in this research are as follows. (1.) Give pre-test about reading comprehension narrative text to both groups. The test used multiple choice test. (2.) Give post-test of reading comprehension narrative text to both experimental and control group. The test used multiple choice test. (3.) Take the data and compare the result of pre-test and post-test between control group and experimental group. The data that is gotten from the students' reading comprehension. In this research, the test used multiple choice . The total items were 50 items. The time to did the test was 90 minutes and the maximum score of the test was 100.

Analysis data in this research used statistics inferential with parametric statistic technique. The used of parametric statistic technique required the assumption of the data should be normal and homogeneous, so the normality and homogeneity of variances test were needed before researcher analyzed the data.

After the data normal and homogeneous. Hypothesis is used to test the null hypothesis. In this research, researcher used *independent sample test* to test the hypothesis and to compare the result of post-test experimental and control group after gave the treatment.

RESULT AND DISCUSSION

This result discuss about the research finding such as the result of normality test, homogeneity of variances test and independent sample test for hypothesis testing.

The normality test used before calculating the t-test to know whether the data from the Experimental and Control group is normality distributed or not. The writer using *Shapiro-Wilk* to analyze data of pre-test and post-test because the sample less than 50 sample. The data was compared *asympt.sig* with the level of significance (0,05) to test the null hypothesis. If the significant > (0,05), it means the null hypothesis (H_0) is accepted means the distribution of data is normal. But, if the significant < (0,05), the null hypothesis (H_0) is rejected means that the distribution of data is not normal.

Table 3 . The result of Normality Pre-test Experimental Group

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretestexperimental	,105	24	,200 [*]	,972	24	,711

Table 4. The result of Normality Pre-test Control Group

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretestcontrol	,197	24	,017	,927	24	,085

Based on the table test of normality above, the result of pre-test experimental group is 0,771 and control group 0,085. In conclusion, the result of pre-test experimental and control

class are normal distribution because the both of the data had significance more than $> (0,05)$.

b. Post-test Experimental and Control

Table 5 The Result of Normality Post-test Experimental Group

	Tests of Normality ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttestexperiment	,112	24	,200 [*]	,968	24	,627

Table 6. The Result of Normality Post-test Control Group

	Tests of Normality ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Controlposttest	,155	24	,138	,967	24	,594

Based on the table test of normality above, the result of post-test experimental class is 0,627 and control class is 0,594 . In conclusion, the result of post-test experimental and control class are normal distribution because the both of the data had significance more than $> (0,05)$.

The homogeneity of variances of the test is important to know whether variances of experimental and control group are homogenous or equal for the purpose of conducting *t-test*. The homogeneity variances can be analyzed by using ANOVA formulas in SPSS. The result of the homogeneity are as follows in Table 7 and 8.

a. Pre-test Experimental and Control Group

Table 7. The Result Homogeneity Pre-test Experimental and Control Group

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
1,441	1	46	,236

Table 8. The Result Homogeneity Post-test Experimental and Control Group

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
,706	1	46	,405

The variances of experimental and control group can be said are homogeneous or equal, it can be seen from the result of the test homogeneity of variances. If the significant value (sig) $> 0,05$, it means the data had same variance. From the table the value (sig) pre-test experimental and control group is 0,236, and its more than 0,05, so the data had the same

variances. From the table the value (sig) post-test experimental and control group is 0,405, and its more than 0,05, so the data had same variances.

Independent Sample for Hypothesis Testing

After knowing the result of the normality and homogeneity test, the researcher conducted a test of hypothesis to check whether there is a significant difference in the result of experimental and control group after treatments were implemented. In this research, researcher used *independent sample test* because to compare the result of post-test experimental and control group after gave the treatment. If significance value in the (sig 2-tailed) $> 0,05$ level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) significance is rejected. Meanwhile, if the significance value in the (sig 2-tailed) is $< 0,05$ level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. And the criterion is if the significant (sig 2-tailed) $< (0,05)$, it means that there is effect. The result of t-test and post-test as follow in Table 9 and 10.

Table 9. The Group Statistic

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	24	78,58	8,140	1,661
	Control	24	71,50	6,547	1,336

Table 10. The result Post-test Experimental and Control Group
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,706	,405	3,322	46	,002	7,083	2,132	2,791	11,375
	Equal variances not assumed			3,322	43,980	,002	7,083	2,132	2,786	11,381

Based on the result of Independent Sample Test, the Sig. (2- tailed) is $0,002 < 0,05$, it means that there was significant effect of RAP strategy on Reading Comprehension. It can be concluded that the hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted.

The purpose of this research was to find whether there is a significance difference of students' reading comprehension between using RAP strategy and grammar translation method at the tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year. The hypothesis of this research is there is a significance difference of students' reading comprehension between using RAP strategy and grammar translation method at the tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year.

The result of analyzing T-test of post-test experimental and control group is 0,002 and H_0 is rejected. It means that, there is significant different of students' reading comprehension between students who taught by using RAP strategy and who taught by grammar translation method. In conclusion, RAP strategy is a strategy that effective to teach for tenth grade students' reading comprehension in SMK Zainul Hasan in 2019/2020 academic year.

The researcher finds that RAP strategy is effective for improving students reading comprehension, because RAP strategy could help students easily to comprehending the text by paraphrasing with finding main idea and supporting details. This research was compatible with the previous study, (Munawir, Umar, Ridwan, Safriana, 2018) state that, students got better understanding through the three steps of this simple strategy which are reading the texts. The students also became aware in identifying the main idea and factual information in the texts.

Another result of this reseach, The researcher finds that using synonym tool

box could help students to find the new words, improve their vocabulary and easily put the infomation from the passage and paraphrase it. RAP strategy also could help students more active in group. Then, teaching learning process more effective. This research was compatible with the previous study, (Yunitasari, 2015) states that, that the synonyms were given to assist and improve the use of RAP strategy. The activities also improved students' vocabulary. So that before the students used the strategy to comprehend the text. Then, using group discussion also improved students' participation and the classroom interaction. By using group discussion, every student has a chance to get engaged and participate to the group discussion.

Based on this research and previous study, it can be concluded that RAP strategy is effective to improve students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year.

CONCLUSION

Based on the hypothesis and the research result of using RAP strategy to the tenth grade students' reading comprehension in SMK Zainul Hasan 2019/2020 academic year, it can be concluded that there is a significant effect of using RAP strategy in the tenth grade students' reading comprehension in SMK Zainul Hasan Balung in 2019/2020 academic year. Based on the finding of the research it can be concluded that, students could be easily and more active, because RAP strategy could help students easily to find main idea and supporting detail and then students pharaphrase the paragraph with their own understanding. It can make

students easily get the information from the paragraph and find new words. RAP strategy also can make the learning process more effective. So, it can be reference for

teacher or other researcher to improve students' reading comprehension.

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