



Improving the Students Ability in Reading Comprehension through Read, Ask, Put (RAP) Strategy at the Eighth Grade of SMP Swasta Bunga Mawar Gunungsitoli In 2022/2023

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Abstrak

Membaca merupakan salah satu keterampilan yang dianggap sebagai kegiatan yang paling penting untuk mendapatkan pengetahuan dan informasi dalam kehidupan manusia, terutama bagi siswa dalam belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam membaca pemahaman melalui strategi Read, Ask, Put (RAP). Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus dilakukan dalam dua kali pertemuan. Subjek penelitian ini adalah siswa kelas VIII-C yang berjumlah 31 siswa. Hasil data pada siklus I terdapat 19 siswa mendapat nilai "kurang" (61,29%), 7 siswa mendapat nilai "cukup" (22,58%), dan hanya 5 siswa yang mendapat nilai "baik" (16,13%). Nilai rata-rata siswa 59,03. Hasil data tersebut menunjukkan bahwa siswa belum berhasil. Pada siklus II terdapat 12 siswa mendapat nilai "sangat baik" (38,71%) dan 19 siswa mendapat nilai "baik" (61,29%). Nilai rata-rata siswa adalah 83,39. Hasil ini menunjukkan bahwa strategi Read, Ask, Put (RAP) dapat meningkatkan kemampuan siswa dalam membaca pemahaman.

Kata Kunci: Membaca Pemahaman, Read Ask Put (RAP) Strategy, PTK

Abstract

Reading is one of the skills that is considered as the most important activity to gain knowledge and information in human life, especially for students in learning English. The purpose of the research was to improve the students' ability in Reading Comprehension through Read, Ask, Put (RAP) Strategy. This research used Classroom Action Research (CAR) method, conducted in two cycles. Each cycle was conducted in two meetings. The subjects of this research were students of class VIII-C, which amounted to 31 students. The data results in cycle I there were 19 students scored "less" (61.29%), 7 students scored "enough" (22.58%), and only 5 students scored "good" (16.13%). Average students' score 59,03. The data results show that students are not successful. In cycle II there were 12 students scored "very good" (38.71%). and 19 students scored "good" (61.29%). The average student value was 83,39. These results show that the Read, Ask, Put (RAP) strategy can improve students' ability in reading comprehension.

Keywords: Reading Comprehension, Read Ask Put (RAP) Strategy, CAR

Introduction

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the student in learning English. In school, reading is one of the basic competences that include in English subject that should be studied by the student. Students can get and find out new knowledge and be active in the classroom discussion by reading. Moreover, it is expected that students will expand vocabulary and understand very broad knowledge. The ability of the students in reading is very important.

In learning English, one of the aspects that should be mastered is reading.

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).

Based on syllabus of Kurikulum 2013 that is use in SMP Swasta Bunga Mawar Gunungsitoli at the eighth grade, the core competence expects the students are factual, conceptual, procedural based on the students' curiosity about the science of arts, and culture technology humanities with human, nationality, state, and civilization related causes phenomenon and events, and applying the procedural knowledge to specific area of study.

Basic competence of reading is arranging short and oral recount texts related to personal experiences in the past time. The indicator based on the syllabus is to know the social function, text structure, language features and the

topic. As well as related to the students' achievement in learning especially in English subject of eight grade of SMP Swasta Bunga Mawar Gunungsitoli, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 73. The student should be able to pass the MCC as the indicator of the students' success in learning.

In reality, the researcher found a problem related to the students' ability to understand the meaning of reading in English. The students lack of vocabulary. The students were reading hurriedly and carelessly. The students have difficulty understanding the reading text. So that students are not able to read and understand the meaning of reading texts in English and make these indicators not achieved in the teaching and learning process.

Therefore, the researcher proposes one technique a Read, Ask, Put (RAP) as a way to help understand the meaning which is veritably important in tutoring reading because it provides practice of reading chops. RAP strategy which is consists of three steps. RAP stood for R: Read a Paragraph. A: Ask yourself what's the main idea and two details. P: Put the main idea into your own words Surayatika (2018). RAP strategy was a tool to ameliorate reading appreciation where emphasize the anthology or the pupil to read precisely, asking, and putting the summary to make the scholars more easier to gain the information, knowledge, new vocabulary in the total of the textbook Zahra and Fitrawati (2017).

Review of Literature

Definition of Reading Comprehension

According to Woolley in Que and Wakim (2020) "Reading comprehension is the process of making meaning from textbook and it's to gain an overall understanding of what's described in the textbook rather than to gain meaning from insulated words or sentences". It means that every student who reads the text must understand it well and also know the content of the text itself. On the other hand, Joelle (2022) says' "Reading comprehension is the ability to understand what is read. It means that, reading comprehension is the process to understand fully of the meaning.

Septiyana et, al (2021) explain "Reading comprehension is a complex process that doesn't only involve the ability in reading words and sentences correctly but also involves word and world knowledge to form meaning from the text."

Purpose of Reading

Grabe (2009) suggest that there are six purposes of reading.

1. Reading to hunt for simple information

Reading to search for simple information is a common reading capability, though some experimenters see it as a fairly independent cognitive process. It's used so frequently in reading tasks that's presumably stylish seen as type of reading capability.

2. Reading to skim snappily

Reading to skim snappily is a common part of numerous reading tasks and a useful skill in its own right. It involves, in substance, a combination of strategies for guessing where important might be in the textbook, and also using introductory reading appreciation chops on those parts of the textbook until a general idea is formed.

3. Reading to learn from textbook

Reading to learn generally occurs in academic and professional surrounds in which a person

needs to learn a considerable quantum of information from a textbook, it requires capacities to remember main ideas, recognize and make rhetorical frames and link the textbook to the anthology base.

4. Reading to integrate information

Reading to integrate information requires fresh decision about the relative significance of reciprocal, mutually supporting or clashing information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write and reading to notice textbooks

Reading to write and reading to notice textbooks may be task variants of reading to integrate information. Both require capacities to compose, elect, and notice information from a textbook.

6. Reading for general appreciation

Reading for general appreciation when accomplished by a professed fluent anthology, require veritably rapid-fire and automatic processing of words, strong chops in forming a general meaning representation of main idea, and effective collaboration of numerous processes under veritably limited time constraint.

Teaching Reading

According to Harmer cited in Hudri and Naim (2016) teaching isn't an easy job, but it's a necessary bone and can be veritably satisfying when we see our pupil's progress and know that we've helped to make it happen. It's true that some students can be delicate and stressful at times, but it's also worth remembering that at its stylish tutoring can also be extremely pleasurable. Based on the Schwartz and Sparks (2019) having students read out loud with guidance and feedback improved reading ignorance. Vocabulary instruction, both unequivocal and implicit, led

to better reading appreciation and it was most effective when students had multiple openings to see and use new words in environment.

In teaching reading, the teacher's liabilities in helping learners achieve these pretensions is to motivate reading by selecting or creating applicable textbooks, to design useful reading task, to set up effective classroom procedure, to encourage critical reading, and to produce probative terrain for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done.

Method

According to Latief (2011) that Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. The research belongs to classroom action research which has some procedures.

In addition Latief (2011) Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get answered by the strategy. Supported by Burns (2010), there are four procedures in doing the kind of research. Those are planning, action, observation and reflection.

The subject of the research was the eighth grade of SMP Swasta Bunga Mawar Gunungsitoli especially at VIII-C. The student consist of 31 person, they were 17 boys and 14 girls as the informant.

The concept of CAR according to Arikunto, Suhardjono and Supardi (2011) consists of four components, namely: a) Planning, is a Classroom Action Research process that is prepared based on a preliminary study. From the study, researchers will prepare lesson plans, materials, and observation sheets; b) Action, is the process of teaching and learning activities in teaching vocabulary by applying the Read, Ask, Put (RAP) strategy; c)

Observation, which is looking for evidence about student learning activities and researcher activities during the teaching and learning process; d) Reflection is an activity of analyzing, interpreting, interpreting, and explaining all information obtained from observations of what has been done in action.

The quantitative data get from the students' evaluation sheet. To evaluate and analyze the data the researcher used essay test. In answering these questions, students can provide different answers. Therefore, the researcher gave different scores based on the accuracy of the content and the organization of the content of the students' answers. Each criterion has three levels of correctness with scores of 2, 1, 0 and the possible scores for each answer are (2 + 2) or 4, (2 + 1 or 1 + 2) or 3, (1 + 1) or 2, (1 + 0 or 0 + 1) or 1, and 0.

The researcher used the formula suggested in Nurgiantoro (2001) as follows:

$$TP = \frac{FB}{N} \times 100$$

Notes:

TP : Degree of percentage

FB : The students' mark

N : Total amount of the subject

100 : The content number

After getting the value, the researcher classified them into several categories as follows:

- That value between 85% - 100% classified as Very good
- That value between 70% - 84% classified as Good
- That value between 55% - 69% classified as Adequate
- That value between 41% - 54% classified as Less
- That value between 0% - 40% classified as Fail

The classification is compared with the Minimum Completeness Criteria (MCC) that has been set at Bunga Swasta Bunga Mawar Gunungsitoli which is 73. In Cycle I at the second meeting, researchers gave tests to students. It turned out that there were still many students who could not reach the MCC or were not successful. So, the researcher continued to Cycle II and gave the text on the text at the second meeting. They scored at least 75 to 100. Or can be classified as "Good" and "Very good". Finally all students passed in MCC or they were successful. Therefore, therefore, the researcher stopped conducting the research and made a report.

Result and Discussion

The research finding based on the result of the observation sheet and evaluation sheet would be explained in the part. The researcher did the research in two cycles. There was the improvement of the students' ability in reading comprehension from Cycle I until Cycle II.

In cycle I, the results of the student evaluation sheet, there were 19 students who scored "less" (61.29%), 7 students scored "adequate" (22.58%), and only 5 students scored "good" (16.13%).

The students were still unable to understand and retrieve the information or content in the text. This result is not good but understandable, because this strategy has never been taught to the students, this is the first time they learn it.

The students also experienced difficulties, such as there were some students who had difficulty in translating their answers in the student evaluation sheet, they wrote their answers in Indonesian, some students still felt afraid to answer the researcher's questions and their friends' questions because they were

embarrassed if their answers were wrong, students lacked of vocabulary. So that students depend on the help of friends and teachers or dictionaries to find the meaning of certain words (difficult words), students' motivation in reading is still low, some students are not serious when reading the text, students lack respect for their friends' opinions, the researcher's explanation is too fast and incomplete makes students confused to follow the instructions, smart students still dominate the class, some students still make noise in the teaching and learning process, students are still afraid to ask the researcher.

To overcome these weaknesses, the researcher made several improvements such as, the researcher will motivate students to dare to answer the researcher's questions and the researcher will remind students that in this process they have the right to write anything they want to write, they have the right to express anything in the student evaluation sheet, the researcher will motivate students to pay attention when the researcher explains the Read, Ask, Put (RAP) strategy, then the researcher will provide a clearer explanation to avoid student confusion and build students' vocabulary by asking them to bring a dictionary. Based on the above results, the MCC target could not be achieved, and then the researcher continued the research. In Cycle II, the results of the students' evaluation sheets were no longer at the fail and less level. There were 12 students who scored "Very Good" (38.71%), and 19 students who scored "Good" (61.29%).

All students can obtain information and understand the content of the text. They can choose and determine the best answer based on the researcher's questions on the evaluation sheet. These results can be

achieved due to students' willingness to learn English. In addition, the improvement of students' and researchers' weaknesses and repetition in explaining the procedure of Read, Ask, Put (RAP) Strategy also supported and improved students' ability in reading comprehension. Finally, all problem identification has been solved by using Read, Ask, Put (RAP) Strategy. Based on the explanation from the researcher, it can be concluded that Read, Ask, Put (RAP) Strategy can be used in teaching reading especially in reading comprehension for students and it is very easy to do. This strategy can help students to understand the text that will be given by the teacher by using their own words.

Conclusion

Based on the results of data analysis the students achievement in Cycle I, the highest score obtained by students was 80 and the lowest score was 45, while the average student score was 59,03. While the minimum completeness criteria score was 73. It means that the students could not pass the MCC. So the researcher decided to continue the research in Cycle II.

The students' achievement in Cycle II the lowest score obtained by students which was 75 and the highest score was 100. These results indicate that this study met the expected criteria. In addition, their average score is 83.39. So, all students passed the MCC, or students' ability in Cycle II in reading comprehension has improved. As a result, the researcher did not continue the next cycle. The results obtained by the students' achievement in cycle II were higher.

In addition, the average student score shows that the eighth grade students of SMP Swasta Bunga Mawar Gunungsitoli are able to comprehend reading texts especially in recount texts to reach the comprehension level. The students' average score is higher than the MCC score of 73 points. It can be said that this research was successful. Therefore

this study was stopped by the researcher in this cycle.

Based on the explanation above, the researcher concluded that the Read, Ask, Put (RAP) strategy can improve students' ability in Reading Comprehension at the eighth of SMP Swasta Bunga Mawar Gunungsitoli in 2022/2023.

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