

## Improving Students' Reading Comprehension Through (RAP) Read, Ask, And Put Strategy

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### Abstrak

Pemahaman membaca adalah pemahaman kata-kata tertulis, pemahaman isi yang dibaca, dan konstruksi makna tekstual. Tujuan penelitian ini adalah untuk mengetahui apakah pemahaman membaca siswa dapat ditingkatkan atau tidak setelah diajarkan strategi read, ask, and put (RAP). Desain penelitian untuk penelitian ini adalah penelitian tindakan kelas. Data dalam penelitian ini dikumpulkan dari sumber kualitatif dan kuantitatif. Lembar observasi, dokumentasi, dan lembar angket digunakan untuk mengumpulkan data kualitatif. Data kuantitatif berasal dari pre-test, siklus I, dan siklus II adalah tes pemahaman bacaan. Total nilai siswa pada setiap tes adalah sebagai berikut: pada pre-test 1475, pada post-test siklus I 1.720, dan pada post-test siklus II 2.010. Berdasarkan nilai siswa dalam setiap tes, penulis menemukan bahwa nilai rata-rata siswa dalam setiap siklus meningkat dari 59%, 68,8%, menjadi 80,4%. Setelah menggunakan strategi RAP dalam pengajaran pemahaman membaca, penulis menemukan bahwa nilai rata-rata siswa dalam post-test II diatas KKM. Artinya penerapan strategi RAP memang dapat membantu mengatasi masalah dan meningkatkan nilai pemahaman membaca siswa.

**Kata Kunci :** *Membaca, Pemahaman Membaca, Strategi RAP, Teks Deskriptif*

### Abstrak

Reading comprehension is the understanding of the written word, the comprehension of the content being read, and the construction of textual meanings. The study's objective is to determine whether or not students' reading comprehension can be improved after being taught the read, ask, and put (RAP) strategy. The research design for this study is classroom action research. The data in this study was compiled from both qualitative and quantitative sources. The observation sheets, documentation, and questionnaire sheet were used to collect the qualitative data. The quantitative data came from the pre-test, cycle I, and cycle II is reading comprehension tests. The total scores of students in each test are as follows: in the pre-test 1475, in the post-test cycle I 1.720, and in the post-test cycle II 2.010. Based on students' scores in each test, the writer found that the average score of students in each cycle increased from 59%, 68.8%, to 80.4%. After using RAP strategy in teaching reading comprehension the writer found that the student's mean score in post-test II is above KKM. It means that the application of the RAP strategy can indeed help deal with problems and improve students' reading comprehension scores.

**Keywords :** *Reading, Reading Comprehension, RAP Strategy, Descriptive Text*

## INTRODUCTION

Language is a very essential aspect of social life. Most people believe that language is one of the intrinsic cultures that cannot be separated from human existence, and that every individual can carry out tasks properly via the use of language. As members of society, individuals comprehend and communicate successfully with one another through language. In this planet, various languages are spoken, including Indonesian, Japanese, Chinese, French, Arabic, English, Spanish, Greek, and many more. The English language is one of the languages utilized in our globe, and today everyone knows that English has become a language that is spoken all over the world.

In Indonesia, English is not a foreign language. According to Bailey in (Nunan, 2017), English has become the first foreign language studied in Indonesia, owing to the fact that many Indonesians do not speak or use English in their everyday life. In terms of education, the instructor hopes that students will comprehend English so that they will be able to cope with the world's largest rapid technological progress. So, English is highly vital in our lives since it allows us to communicate at all times, wherever, and with everyone.

Listening, reading, speaking, and writing are the four talents in English. Listening and reading are examples of receptive abilities. Speaking and writing are valuable skills. Reading is essential in our daily life. Students may learn a variety of things through reading, and they can also teach their brains to store new knowledge by reading. Reading allows humans to recreate thoughts and objectives from the material they read.

Reading is one of the responsive skills in English, and according to (Harmer, 2003), four language talents are interwoven. Understanding textbooks requires the ability to understand English-language resources. Students who continue their education in high schools and colleges must be able to read and comprehend a wide range of English-language texts. To understand the meaning of a book for certain purposes, the reader must have the reading ability known as reading and comprehension.

There are still many pupils of class VII SMP at this study location who have very challenging reading comprehension from the sorts of texts that have been taught in this research region. Students struggled to comprehend the meaning of a book, and the average score of students' English reading achievement was poor. This low score might be impacted by a variety of issues, including First, pupils in English struggle to grasp words, phrases, and sentences they have just heard. Second, the writing is uninteresting since it is difficult to determine the text's fundamental concept and aim. Finally, the instructor was unable to employ exciting learning since the teacher used a repetitive teaching method that bored and disinterested students.

From the test given by the researcher about the text that has been taught. The writer found that some students scored below the KKM. The standard score of the Minimum Character Criteria (KKM) according to the Minister of Education and Culture and the school where I did PPL is 75. From the facts, it was found that some students got scores that did not meet the KKM standard.

Based on the writer's observations during field experience practice (PPL), the researcher concludes that pupils continue to struggle with the text's substance. Some students' scores are lower than the KKM; their average score is 58, whereas the minimum score (KKM) they must earn is 75.

A new technique for enhancing kids' reading comprehension is necessary to address the issues. In view of the preceding, the researcher is interested in implementing the read, ask, and place (RAP) method in the academic year 2022 to improve reading comprehension in VII pupils in class SMP N.1 Parmonangan.

## LITERATURE REVIEW

Reading is a form of reading skill in which the reader can absorb the core of the book merely by decoding the words and understanding the language. (Deccant, 2000).

According to (Healy, 2002), reading is an active comprehension skill that students must learn, where the reader must be able to grasp what the writer is saying about the meaning of the text written by the writer. Reading is one of the most challenging tasks for some kids since it requires them to examine, comprehend, and identify the writer's goal. Furthermore, pupils must be able to summarize what they read and discern the major theme of each piece they read.

Students need to be conscious of what they're reading and what they can do to increase their understanding when reading a book in order to become better readers, one of which is establishing a reading strategy. Reading methods, according to (McNamara, 2007:34), are critical for comprehension achievement. It is also possible to teach the reader certain skills to assist them grasp what they are reading.

As we all know, it is critical to have the correct approach in place while teaching and learning so that kids comprehend better and are more engaged. This method is also beneficial for overcoming difficulties with reading comprehension. Based on this remark, the authors chose the RAP technique to solve the challenges that exist in reading since it is a basic strategy that can be utilized in any learning curriculum, both old and new.

The RAP approach is a reading learning technique. This method can assist readers enhance their capacity to grasp and recall the meaning of the text they read, allowing them to retell the material in their own words without compromising the meaning of the text (Thesis & Tiala, 2017).

RAP Strategy is an acronym that stands for Read, Ask, and Put. The first stage is to read a text, which is the most important phase. The second is Question; after reading the material, students are asked to ask themselves whether they have comprehended the contents of the book. Finally, after reading and asking themselves, students are expected to have the ability to determine the major theme of the text.

## **METHOD**

The researcher used the Classroom Action Research research design in this study (CAR). Planning, action, observation, and reflection are the four steps of this design. Teachers as researchers and reflective practices are notions connected to classroom action research, according to Start (Burns, 2010). This classroom action research project tries to bring students closer to a perplexing subject. Students can personally study the topic as part of this class researcher's action.

The RAP technique is used in this study to teach reading comprehension via data observation and documentation. The population for this study consisted of all seventh-grade students at SMP Negeri 1 Parmonangan, which had three classes with varying numbers of pupils in each. At SMP Negeri 1 Parmonangan, there are 85 students in the seventh grade. The researcher chose one group from class VII, specifically group A, which comprises of 25 students, as a sample for this study.

This study employs two data gathering methods: qualitative and quantitative data. A reading comprehension exam is used as a data gathering instrument in quantitative data. This exam is effective for determining how far pupils' reading comprehension has progressed. Meanwhile, the writer collects qualitative data using observation sheets, questionnaires, and documentation, which are designed to record all actions that occur during the teaching and learning process. The writer collected data for this study utilizing both quantitative and qualitative methodologies in data analysis. Questionnaires will be utilized to obtain qualitative data for analysis. Meanwhile, quantitative reading test results will be evaluated.

## **RESULTS AND DISCUSSION**

### **RESULTS**

The author discovers that the RAP technique can help pupils enhance their reading comprehension. The data demonstrates that the mean of the students' scores increases on each exam. The mean in the most recent Test cycle II reading was 80,4. It is higher than the test cycle I score of 68,8 as well as the pre-test score of 59. This progress is shown not only in the mean of the students' scores, but also in the percentage of students who received a point 75. In the pre-test, two students (8%) out of a total of 25 received a score of 75. In test cycle I, nine students (36%) received a score of 75. In test II, 25 students (100%) received 75 points. The statistics show that using the (RAP) Read, Ask, and Put technique improves students' reading comprehension and assists teachers in teaching reading comprehension.

In addition to the quantitative data, the writer studied qualitative data to support the research findings. The observation sheet and questionnaire also revealed that the students' interest in reading

comprehension rose since they were able to share their knowledge and communicate their opinions to one another, as well as identify and solve their reading comprehension problems. The questionnaire sheet also demonstrated that the majority of pupils strongly believed that RAP is the greatest technique for learning to read. Mrs. M.S, the school's English teacher, acknowledged that RAP is extremely helpful in assisting pupils in learning to read and is appropriate for use in classroom activities. According to the observations, the classroom activities went smoothly.

## DISCUSSION

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The teaching-learning process has two advantages for the country and the state. First, the instructor must concentrate on the problems that pupils have when acquiring reading comprehension, particularly descriptive literature. Second, student writing of this thesis can help professors or lecturers recognize the challenges students have when acquiring reading comprehension. Finally, students should use caution while reading descriptive literature.

## CONCLUSION

When teachers used the RAP approach, pupils became more engaged in their reading comprehension. The RAP approach is a reading set interaction method that consists of three phases. Read the words as clearly as possible. Consider the text's mind thoughts and express them in your own words. When the teacher asked the students to respond to text-related questions, they were able to put the text in their own words, demonstrating that they grasped the substance of the text. According to quantitative and qualitative evidence, students' reading comprehension improved when they were taught using the RAP technique, particularly SMP N.1 Parmonangan second-year students. It is seen by the growth in students' mean scores from the pre-test to test cycle II. The pre-test score is 38,2, the cycle I score is 55,8, and the cycle II score is 83,6. As a consequence, using the (RAP) Read, Ask, and Put technique can greatly increase pupils' reading comprehension. This study's contribution is that the RAP approach helps pupils enhance their reading comprehension success. As a result, the instructor can employ the RAP technique to teach reading comprehension.

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