THE EFFECT OF RAP STRATEGY ON THE STUDENTS' READING COMPREHENSION

Tomi Mandala Putra[1], Destri Wahyuningsih[2]
[1,2] English Education Study Program
[1,2] STKIP Insan Madani Airmolek, Indonesia
Email: [1]ptomymandala@gmail.com,[2]destri070@gmail.com

ABSTRACT

This research investigated the effectiveness of the Read–Ask–Put (RAP) Strategy in improving students' reading comprehension at grade X of SMAN 2 Rakit Kulim. This research was motivated by students' difficulties in understanding texts, such as identifying main ideas, understanding supporting details, making inferences, and understanding vocabulary in context. This research used a quasi-experimental design by comparing an experimental class taught using RAP Strategy and a control class taught using conventional methods. The data were collected through reading comprehension pre-tests and post-tests and then analyzed using the Independent Samples T-Test. The findings showed a significant improvement in the experimental class, with the mean score increasing from 54.80 to 84.60, which was higher than the control class post-test mean score of 77.20. The statistical analysis produced a Sig. (2-tailed) value of 0.000, indicating that RAP Strategy had a significant effect on students' reading comprehension. This research concluded that RAP Strategy not only improved students' reading comprehension ability but also encouraged students to become more active and independent in the reading learning process. Therefore, English teachers are recommended to apply RAP Strategy as one of the teaching strategies to improve students' reading comprehension.

Keywords: *RAP Strategy, Reading Comprehension, English, Senior High School Students.*

INTRODUCTION

Reading is an important skill that requires students to understand ideas, interpret information, and construct meaning from written texts. It is not only a process of recognizing words, but also a cognitive and interactive activity involving comprehension, interpretation, and critical thinking (Snow, 2021; Grabe & Stoller, 2020). In learning English as a foreign language, reading becomes more challenging because students must understand vocabulary, grammar, text structures, and context while comprehending the meaning of the text (Afflerbach, 2020). Therefore, reading comprehension can be understood as a multidimensional skill that supports

students' academic achievement and language development.

However, the reality in the field often falls short of these ideal standards. Many students still experience difficulties in reading comprehension due to limited vocabulary, lack of reading strategies, and low motivation in learning English (Oakhill, Cain, & Elbro, 2019). These problems were also found at SMAN 2 Rakit Kulim based on observations and interviews with the English teacher in November 2025. Tenth-grade students faced several problems, such as difficulty identifying the main idea, understanding supporting details, making inferences, and understanding vocabulary in context. In addition, the learning process was still dominated by teacher-centered strategies, causing students to become less active and less independent during reading activities.

To address these challenges, the Read–Ask–Put (RAP) Strategy can be used as a promising teaching strategy. RAP Strategy is a reading strategy that encourages students to read actively, ask questions about the text, and restate information in their own words (Schumaker & Deshler, 1984). This strategy is related to metacognitive learning theory, which emphasizes students' awareness in monitoring and understanding their own learning process (Harris, Graham, & Lane, 2020). Through RAP Strategy, students are expected to become more active readers, reduce difficulties in understanding texts, and improve their reading comprehension through questioning and paraphrasing activities (Westwood, 2021).

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is considered a complex process involving various cognitive and linguistic components. According to Snow and the RAND Reading Study Group (2021), reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. This means that reading comprehension is not only about recognizing words, but also about understanding ideas, connecting information, and interpreting meaning from texts.

Grabe and Stoller (2020) emphasized that reading comprehension involves both lower-level and higher-level processes. Lower-level processes include word recognition and vocabulary understanding, while higher-level processes involve identifying the main idea, making inferences, and evaluating information critically. Furthermore, Anderson (2020), through schema theory, explains that reading comprehension occurs when readers connect new information from the text with their prior knowledge and experiences. Therefore, successful reading comprehension requires students to actively engage with texts and apply appropriate reading strategies.

However, students often face challenges in reading comprehension. According to Oakhill, Cain, and Elbro (2019), limited vocabulary, lack of background knowledge, and poor comprehension strategies often hinder students from understanding texts effectively. As a result, students' reading comprehension achievement tends to be low, highlighting the need for effective teaching strategies to improve comprehension skills.

RAP (Read,Ask,Put)

To address the challenges faced in reading comprehension, RAP Strategy has emerged as a promising teaching strategy. RAP Strategy is a reading strategy where students Read the paragraph, Ask themselves about the main idea and important details, and Put the information into their own words (Schumaker & Deshler, 1984). This strategy encourages students to become active readers and helps them understand texts more effectively through questioning and paraphrasing activities.

RAP Strategy is also related to metacognitive learning theory, which suggests that students learn better when they are aware of and monitor their own comprehension processes (Harris, Graham, & Lane, 2020). In addition, Vygotsky's social constructivist theory explains that learning occurs through interaction and active participation, enabling students to construct understanding independently and collaboratively (Vygotsky, 2021). Through RAP Strategy, students are encouraged to think critically, identify important information, and restate ideas clearly in their own words.

RAP Strategy not only improves students' reading comprehension but also increases students' engagement and motivation during the learning process. According to Duke and Pearson (2020), reading strategies involving questioning and summarizing activities can improve students' critical thinking and comprehension skills. Furthermore, Westwood (2021) explains that strategies such as paraphrasing and questioning help students retain information and improve comprehension performance. Research conducted by Klingner, Vaughn, and Boardman (2007) also found that active reading strategies significantly improve students' understanding of texts and classroom participation.

RESEARCH METHOD

This research employed a quantitative approach with a quasi-experimental method using a nonequivalent control group design. The study was conducted at SMAN 2 Rakit Kulim. The population consisted of all tenth-grade students. The sample was selected through simple random sampling using a lottery method, resulting in two classes: X.1 as the experimental group and X.2 as the control group.

The data were collected through pre-test, post-test, observation, and documentation. The tests were used to measure students' reading comprehension before and after the treatment. The experimental group was taught using the Read–Ask–Put (RAP) Strategy, while the control group was taught using the conventional method. The students' reading comprehension was assessed based on identifying main ideas, specific information, inference, reference, and vocabulary.

The data were analyzed quantitatively using IBM SPSS Statistics version 27 through normality test, homogeneity test, and independent sample t-test at the significance level of 0.05. These analyses were conducted to determine whether the RAP Strategy had a significant effect on students' reading comprehension.

The instrument used in this research was a reading comprehension test consisting of 25 multiple-choice questions. The test was designed based on several indicators of reading comprehension, including identifying the main idea, finding supporting details, making inferences, understanding vocabulary in context, and identifying references in the text. Before being administered to the sample classes,

the instrument was validated by the English teacher and the research advisor to ensure content validity. In addition, the reliability of the instrument was measured using SPSS version 27. The reliability analysis showed that the instrument was reliable and appropriate to be used in this research.

FINDINGS AND DISCUSSION

Descriptive Statistic Data

Table 1 shows the descriptive statistics for the pre-test and post-test scores in both the experimental and control classes. Before the treatment, both classes had relatively similar mean scores. The experimental class obtained a pre-test mean score of 54.80, while the control class obtained a mean score of 55.00. After the treatment, the experimental class showed greater improvement compared to the control class. The post-test mean score of the experimental class increased to 84.60, while the control class reached 77.20. This finding indicates that the Read–Ask–Put (RAP) Strategy had a positive effect on students' reading comprehension achievement.

Table 1. Descriptive Statistic Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	25	40.00	70.00	54.8000	7.42743
Post-test Experiment	25	70,00	100.00	84.6000	6.91014
Pre-test Control	25	40.00	65.00	55.0000	6.92219
Post-test Control	25	60,00	90.00	77.2000	6.78233
Valid N (listwise)	25				

The research on students' reading comprehension at SMAN 2 Rakit Kulim involved both a control class and an experimental class that received RAP Strategy treatment. In the control class, the pre-test scores ranged from 40.00 to 65.00, with most students obtaining scores around 50.00 to 60.00, indicating that students' initial reading comprehension ability was still moderate before the treatment. After the learning process, the post-test scores in the control class ranged from 60.00 to 90.00, showing improvement in students' reading comprehension achievement.

Meanwhile, the experimental class, which received the RAP Strategy treatment, started with pre-test scores ranging from 40.00 to 70.00. After the treatment, the post-test scores ranged from 70.00 to 100.00, with a higher mean score compared to the control class. This result indicates that students in the experimental class experienced more significant improvement in reading comprehension after being taught through the RAP Strategy.

The findings suggest that although both classes improved after the teaching process, the experimental class demonstrated a greater increase in reading comprehension achievement than the control class. Therefore, it can be concluded that the RAP Strategy gave a positive and significant effect on students' reading comprehension.

Data Analysis

Normality Test

Tabel 2. Sample Class Normality Test Analysis Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Tes Control	.165	25	,200*	.931	25	.090
Post-Tes Control	.213	25	,200*	.926	25	.069
Pre-tes experiment	.141	25	,200*	.962	25	.461
Post-tes experiment	.163	25	,200*	.953	25	.286
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on Table 2, the Shapiro-Wilk significance value of the pre-test in the control class was 0.090, while the post-test significance value was 0.069. Both values were higher than 0.05, indicating that the pre-test and post-test data in the control class were normally distributed. In the experimental class, the Shapiro-Wilk significance value of the pre-test was 0.461, while the post-test significance value was 0.286. These values were also higher than 0.05, meaning that the pre-test and post-test data in the experimental class were normally distributed as well.

Therefore, it can be concluded that all data in this research fulfilled the assumption of normality. Since the data were normally distributed, the analysis could be continued to the homogeneity test.

Homogeneity Test

Table 3. Homogeneity Test Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	0.226	1	48	0.637
	Based on Median	0.354	1	48	0.555
	Based on Median and with adjusted df	0.354	1	47.457	0.555
	Based on trimmed mean	0.208	1	48	0.650

Based on the homogeneity test table, the significance value in Based on Mean was 0.637, the significance value in Based on Median was 0.555, the significance value in Based on Median and with adjusted df was 0.555, and the significance value in Based on Trimmed Mean was 0.650. All of these significance values were higher than 0.05, indicating that the variances between the control class and the experimental class were homogeneous.

Therefore, the assumption of homogeneity in this research was fulfilled, and the analysis could be continued to the hypothesis test using parametric statistics. This result shows that both classes had equal variances and were statistically comparable.

Hypothesis Test

Table 4. Independent Sample 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
Posttest gabungan	Equal variances	.002	.968	3.821	48	.000	7.40000	1.93649	3.50642	11.29358

	assumed									
	Equal variances not assumed			3.821	47.983	.000	7.40000	1.93649	3.50639	11.29361

The Levene's Test showed a significance value of 0.968, indicating that the variances between the control and experimental classes were homogeneous. Therefore, the assumption of equal variances was used in interpreting the independent sample t-test results.

The t-test result showed a significance value of 0.000 ($p < 0.05$), indicating that there was a significant difference between the post-test scores of the control class and the experimental class. The Mean Difference was 7.40000 points, showing that the experimental class achieved higher scores than the control class after the implementation of the Read–Ask–Put (RAP) Strategy.

In addition, the 95% Confidence Interval of the Difference ranged from 3.50642 to 11.29358, which did not include zero. This indicates that the difference between the two classes was statistically significant. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that the RAP Strategy significantly improved students' reading comprehension achievement.

CONCLUSION

Based on the findings of the study, RAP Strategy significantly affected students' reading comprehension at grade X of SMAN 2 Rakit Kulim. The data analysis, including normality and homogeneity tests, showed that both the experimental class and the control class had similar abilities before the treatment. However, after the treatment was conducted, the experimental class that was taught using RAP Strategy showed better improvement compared to the control class, as indicated by the higher post-test scores.

The result of the Independent Samples T-Test also confirmed that there was a significant difference between both classes, with the significance value (2-tailed) of

0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that RAP Strategy was effective in improving students' reading comprehension.

In conclusion, the implementation of RAP Strategy in the classroom can improve students' reading comprehension ability and create a more active and meaningful learning process.

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