

The Use Of RAP (Read Ask Paraphrase) Strategy To Increase Students' Reading Comprehension Of The Eight Grade Students Of SMAN 3 Kota Bima In Academic Year 2017/2018

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ABSTRACT

The objective of the study is to increase students' reading comprehension at eight grade of SMA N 3 Kota Bima in academic year 2017/2018 through RAP (read ask paraphrase) strategy. The research designed was Classroom Action Research which has four procedures, namely: Planning, Implementing, Observing, and Reflecting. The subjects in this research were the eight grade which has 30 students consisting of 13 males and 17 females students. The researcher used two kinds of research instruments, namely: Observation sheet and Speaking test. This research applied in two cycles. The data shown that both of teacher and students activities were in active level the students' speaking skill, based on the result observation data gained mean score class of first cycle were 73 and total of students were fulfil the criteria of individual only 17 from 30 students, so that, percentage of learning result were 56%. It means that the research was unsuccessful because the target of the success in this study was 85% among the whole member of the students. So, the researcher should arrange for the second cycle, after doing improvement in second cycle the result of observation data gained mean score of the class were 86 and total of students were fulfill the criteria of individual 27 from 30 students, so that, percentage of learning result were 90%. It means that the application of the RAP is suitable to increase students' speaking skill.

Key Word: Reading, Increase

INTRODUCTION

Tujuan Most of the reading activities focus on reading for comprehension. As argued by Richards and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher.

Reading comprehension of the eleventh grade students at SMAN 3 Kota Bima is still lacking influenced by several issues. First, students have a difficulty in understanding English vocabulary and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday. Fourth, students' feel ashamed to read English, because it is different by reading Indonesian text. Last, teachers can not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

Based on this problems teacher must be creative to choose the suitable method in teaching. There are many methods that have been introduced by the experts: one of them is RAP (Read Ask Paraphrase) as the alternative method to teach reading comprehension.

Lebzelter and Nowacek (1999:212) emphasize that the RAP strategy teaches students to recall main ideas and facts from their reading materials. The acronym RAP, corresponding to the three components, has been used to describe this strategy. The purpose of RAP is to aid reading comprehension by helping students find the most important information in a given reading selection. Students also have opportunities to increase their reading comprehension and they can play with their imagination. It will be make students be more creative to rephrase.

Reading Strategy

Learning to read is an effortful, long-term process that requires sustained enthusiasms on the part of the reader. Using reading strategy is an alternative way to improve students' enthusiasm. Teaching students what strategies for comprehension are and how to use them will improve their understanding of written text. As noted by the Parker et al. (2002:46), "A learning strategy is a systematic approach to completing a task." Verschaffel and Ven (2001:71) also claim that using learning strategies to help increase comprehension helps diminish the problem students with special needs have with comprehension. Implementation of learning strategies has proven to increase application and generalization of reading comprehension skills.

RAP Strategy

RAP strategy is based on a theory that identifies paraphrasing as a key skill to help improve students' memory of main ideas and details in text. One specific cognitive strategy that can be taught to students is a paraphrasing strategy, which consist of three steps: (a) Read a paragraph, (b) Ask myself, "what is the main idea and two details?" and (c) Put the main idea in my own words or Paraphrase (Schumnaker, Denton, and Deschler, 1984).

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Benefits of RAP Strategy

Schumaker et al. (1984) as cited in Hagemen and Reid (2008: 23), states that RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. Paraphrasing benefits students for several reasons.

Schumaker et al. (1984: 3) claim that paraphrasing is adcantageous for students for a number of reasons. First, it requires that the students actively interact with the material rather

than passively reading it. Second, the division of the reading passage into small units and the alternation of activities (reading, questioning, paraphrasing, reading, etc) require that the students maintain a high level of attention during the reading activity. In addition, the paraphrasing strategy requires that students "chunk" the material in a lengthy passage into small units and remember information in these smaller units.

According to Hagemen and Reid (2008:29), this strategy can improve the reading comprehension of students. It can be used for elementary, middle and high school students across many different content areas. From the questioning and paraphrasing, students process the information for better understanding of what they read. Studies using the RAP strategy have shown it to be effective.

The purposes of this research is to improve students reading comprehension at SMAN 3 Kota Bima

RESEARH METHOD

This research used Classroom Action Research (CAR). This research design consists of four steps. They are planning, action, observing and reflection. Research subject of this classroom action research was the students of XI IPA2 of SMAN 3 Kota Bima. That consist of 30 students, those were 17 females and 13 males. The objects of this research was the use of RAP (Read-Ask-Paraphrase) strategy to increase students' reading comprehension. This research was conducted on March until April 2018.

In this research, the instrument were used observation sheet and reading comprehension test. For reading comprehension test consists of many question that given for students.

For collecting data, researcher uses reading test for gathering students' score. Then reseacher also uses observation checklist for collecting data. The data of the result test would be collected from students' result score for each test would be calculated by using formula as follow:

Calculating the mean score of students' reading comprehension test by Formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

- \bar{x} : Mean score
 $\sum X$: Sum of all score
 N : Total number of subject
 (Gay, 1981: 298)

To classify the students' score, there are seven classification which are used as follows:

Scores 90 - 100 is classified as excellent

Scores 80 - 89 is classified as very good

Scores 75 - 79 is classified good

Scores 70 - 74 is classified as poor

Scores <65 is classified as very poor

(Layman, 1972: 2198)

To calculate percentage of the students' score, the formula which is use as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

- P : Rate Percentage
 F : Frequency of the Correct Answer
 N : The Total Number of Students
 (Sudjana, 1999 : 99)

RESEARCH FINDINGS

In teaching reading to the senior high school especially at the eleventh grade student of XI IPA2 in SMAN 3 Kota Bima, the researcher used RAP strategy in increasing the students' reading comprehension. The researcher used this strategy to organize the students' idea and make students more active in reading activity also interested in learning English.

Based on the result meeting of cycle I, the students were not active in the learning process. There were improvement of reading comprehension of the students, but the criteria of success could not been achieved yet. In this meeting the students still confused to organize idea and felt shy, how to improve their reading comprehension. Some of the students also didn't participate in reading class. The researcher helped the students to comprehending the text with come to students but just saw student's activity and students still felt afraid to explore

their idea. In conclusion, the used of RAP strategy is needed to be revised.

From the result of score from the meeting of cycleII showed that the criteria of success could be achieved and the students were active in learning process. In this meeting, the researcher used RAP strategy with gives reward to the students which did not feel afraid to practice in front of class. We can saw the improvement from first cycle and second cycle with looked at the mean score. For meeting of first cycle the mean score got 73,33 and in meeting of second cycle the mean score got 86. From the result the used of RAP strategy, there were improvements of reading comprehension of the students in class XI IPA2 of SMAN 3 Kota Bima. The students were more active and felt free to show their idea in paraphrasing. They more motivated to learn and they could increase their reading comprehension.

CONCLUSION

The study is attempts to increase students' reading comprehension through RAP strategy. The use of RAP strategy is believed to be effective strategy to increase students reading comprehension. There are two types of data in this research, the first data are qualitative data, while other data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows: (a) From the result of the preliminary observation done in class XI IPA2 of SMAN 3 Kota Bima, there were some problems found related to the teaching and learning of reading comprehension. Their problems found were related to the teaching and learning of reading comprehension. Their problems were first, students difficulty in understanding English vocabulary and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday. Fourth, students' feel ashamed to read English, because it is different by reading Indonesian text. Last, teachers can not find the right method or technique to provide materials for students to learn and quick understanding the material

presented. Besides, the style in teaching and students motivation in learning English also influence the succes in teaching and learning of reading comprehension. (b) The researcher and the English teacher discussed about a planning of strategy to increase reading comprehension of the students' in class XI IPA2 of SMAN 3 Kota Bima in academic year of 2017/2018 through RAP strategy. (c) The researcher implemented the actions in two cycles consisting of four meetings in every cycle. In terms of quantitative data, the improvement of students' reading comprehension is supported by students' reading comprehension scores as performed in the topic given.

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