

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading is one of the four skills in English that is very important, reading plays an important role in enhancing students' English ability. Reading is a complex skill, that is to say, that it involves a whole series of lesser skills (Broughton, 2003:89). Based on the definition above, it can be concluded that reading is a complex process of thinking in assigning materials that involves most of the readers' intellectual act, such comprehension to get ideas or information extended by the text. Reading is one of the most basic skills in English, and it requires more than word-for-word translation and understanding of certain paragraphs in a text. Those skills must be learned all by English language learners because reading skills can help improve other language skills and reading gives students a lot of information and allows them to expand their knowledge. Besides that, diligently reading can also be used to help them improve their pronunciation, vocabulary, and knowledge of spelling words, all of which can affect their four language skills in English.

According to Johnson (2008:3), reading is the practice of using text to create meaning. Based on this definition, the researcher concludes that reading must develop, so that readers can understand the meaning of reading and also capture the meaning of the text, while increasing interest in reading in students

becomes an important point for teachers because it may be constrained by several problems. Reading is the main reason why students learn a language without reading, the learners never know about anything. Randi Stone (2009:39) states that reading is a fundamental goal that children must master to be successful in school and life. Therefore, the teacher as a material provider has an important role to help increase students' reading interest. This student requires to read short excerpts from the material and rearrange the content, including main ideas and specific details, in their own words. Reading can help students improve their memory for important information According to Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of the writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge to improve reading comprehension.

Reading cannot be separated from comprehension. Comprehension has the same meaning as understanding. In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning. When the readers read a text, they need to comprehend what the writer tells about. Comprehension is the capacity to grasp meaning from the writer's idea in a text. Some experts have shared their definitions of reading comprehension according to Anderson et.al in Karen R. Harris and Steve Graham (2007:2). Based on the description above, it can be concluded that reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a

text by coordinating a number of skills related to decoding, word reading, fluency and the integration of background knowledge, vocabulary, and previous experiences.

Based on preliminary observations, there are several problems that the teacher might have to pay attention to when teaching reading, the first is that students are expected to be able to speak fluently and after reading they will immediately find the main idea of the text. However, when faced with reality while reading children have difficulty understanding English words, phrases, and sentences so they lose interest in reading. Several cases that occurred in the eighth grade of SMPN 4 Sukawati were when after reading they were asked to find the main idea while students had difficulty identifying paragraphs of text and understanding the content so they had difficulty getting the main idea of the text. This is hard work to get students interested in reading, some students think that reading is boring. To help them, the teacher must provide an appropriate teaching strategy, especially in reading problems and finding the main idea of the text given. Therefore, the students will enjoy learning in class, and will increase students' interest in reading and they don't think that finding main ideas is not as hard as they thought.

Based on an interview with a teacher at SMPN 4 Sukawati, the teacher used Reading-Aloud as a text reading technique. According to Huang (2010:148) reading aloud is an important part in education for all around development, which has several functions in English teaching. By reading aloud, students can test themselves whether the pronunciations that they are saying are correct or not. If

the pronunciations are not correct, the researcher can easily revise them. In addition, Huang also said that reading aloud is used a major way to improve students' oral English. In the classroom, the students are going to get an explanation about pronunciation and the teacher give the example about reading aloud of a text, then the teacher is going to divide the students into groups and discuss how to pronounce the text, after discussing the teacher is going to ask each group of the students to come forward reading the text given with correct pronunciation. In the end, the students are asked to find the main idea after reading the text. Besides, this is where the student's difficulties are also the teacher's concern in reading and finding the main ideas in the text, students only focus on pronunciation in reading but do not understand the contents of the text they read. The reading process is not given enough attention, especially on how to find the main ideas.

Reading-Aloud is a technique in the teaching and learning process in the classroom that helps students in reading to improve good pronunciation and speak fluently because the text that is read repeatedly will make students remember vocabulary. However, on the other side, students are also expected to be able to find the main idea in the text with a lack of clear directions. Therefore, there are still many students who do not understand the learning process, especially when finding the main idea. Gabrielatos (2002:3) stated that learners may read aloud fairly competently in terms of pronunciation of individual words but fail to understand the meaning of what they are reading. In addition, if we are going to find the main idea, we must be able to understand the contents of the text we read,

while some cases in learning that occur still lack clear directions to solve these problems. Huang (2010:148) states that there are at least a few disadvantages of reading aloud. First, reading aloud frequently will slow down our reading speed that we always emphasize to improving. Second, reading aloud can only give a few students a chance to practice while the others feel bored. Third, the students are easy to be embarrassed when reading they will read worse when being corrected by the teacher. Fourth, compared to the conversation and discussion reading aloud skill has little practical value unless the student will be the announcer in the future. Finally, this kind of reading is aimless every student has original material results only a few students can continue reading regardless of the embarrassment.

To solve this problem, many strategies can be applied in classroom action research, especially in finding the main idea in the text. (Hua et al., 2014). Using the RAP strategy makes participants focus only on important information in the text more easily. Participants can also identify the main idea of a paragraph and the correlation between paragraphs with a lower level of difficulty than before. Through the RAP strategy, the students not only know how to get the main idea but also help the students to become more interested in the process of reading and build their critical thinking in comprehending the reading text (Hagaman, et. al., 2010). The RAP strategy has several advantages compared to other interventions: it can be used with students at all levels, elementary school, junior high school, or high school (Hagaman & Reid, 2008). The RAP strategy is carried out by reading, asking questions, and putting the main ideas into words or paraphrasing using your

own words. So, in the RAP strategy R stands for *read*, students read Descriptive text fluently, A stands for *ask*, students ask themselves to find the main idea, and the last is P which stands for *put*, students put the main idea and paraphrase to support the details in the text. The researcher chose the RAP strategy to be applied in this study as a means of proving how the strategy works to solve students' problems in eighth grade. with the title Improving Reading Comprehension of Class VIII Students of SMPN 4 Sukawati Academic Year 2022/2023 Through RAP. Therefore, this strategy is very suitable for improving students' reading comprehension, where students will be asked to read a short text and reconstruct its content including main ideas and specific details in their own words. this strategy helps them remember important information and improves reading comprehension.

By implementing the RAP strategy, the process of learning to read will be easy (Brown, 2006:8). Teaching becomes an interaction between teachers and students. The teaching and learning process must be effective where teachers are required to take advantage of appropriate approaches, methods, or techniques used in the teaching and learning process. In the learning process, the researcher uses the RAP strategy, Hagaman and Reid (2008:222). Provide that this three-step strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high-school students across many different content areas. In applying of this strategy students will be asked to read a short text and restructure its contents including the main idea and specific details in their own words. This strategy helps

them remember important information and improves their reading comprehension of students and also helps the teacher to manage the class's more controlled learning situation. Based on the problem faced by the students, the researcher considers the benefits of the RAP strategy to involve students in reading comprehension, the researcher chooses the RAP Strategy which will be applied in this study as a means to prove how problem-solving strategies work in class VIII students of SMP N 4 Sukawati. The researcher believes this strategy can be well implemented in school to improve reading comprehension.

Based on the explanation above, the researcher considered the RAP strategy to stimulate and regulate the students' understanding learning process, the researcher chose this strategy to prove that this strategy worked well in overcoming the difficulties faced by the eighth-grade students of SMPN 4 Sukawati. In addition, it will be the best solution for them, this strategy is also appropriate for students to make them more active in the teaching and learning process. Therefore, the researcher believes that this strategy will improve students' reading comprehension and their grades as well. The researcher conducted the present study entitled "Improving Reading Comprehension of the eighth-grade Students of SMPN 4 Sukawati in Academic Year 2022/2023 Through RAP

1.2 Research Problem

Based on the background of the study, the students still have difficulties in finding the main idea of the text they were reading and confused with analyzing the system of the text. Finding a right strategy can be a good solution to solve the student's problem. Moreover, a strategy that used is expected to make their reading comprehension improved. Before conducting the research, the research problem should be previously formulated and specified to make the present study more specific. The research problem of this research can be formulated as follow: can reading comprehension of the Eighth-Grade students of SMPN 4 Sukawati in academic year 2022/2023 be improved through the implementation of the RAP strategy?

1.3 Objective of the Study

Research objectives are the goal that the researcher plans to do or achieve during the research. This will provide direction in making any decisions needed to complete this research. Based on the research, the reading comprehension of eighth-grade students of SMPN 4 Sukawati needs to be improved. However, in this case, the RAP strategy is a good strategy, which is interesting to be implemented by researchers. Based on the problems previously stated, this research determines whether using the RAP strategy can improve reading comprehension of eighth-grade students of SMPN 4 Sukawati in the academic year 2022/2023.

1.4 Limitation of the Study

Teaching reading actually has a wide scope of coverage, so the limitation of the study was necessary. It is very important to avoid complicated discussion. Therefore, this study is focused on improving the students' reading comprehension to build interaction between teachers and students in the implementation using the RAP strategy of the eighth-grade students in SMPN 4 Sukawati in the academic year 2022/2023. The curriculum that will be used in the present study is curriculum 2013. The researcher used syllabus that given from the school to make a lesson plan. This present study focus on the third main competency and basic competency since the problem is receptive skills.

The third basic competency is about constructing short and simple spoken and written transactional interaction texts according to the context of their use in the structure and linguistic characteristics correctly and contextually. Therefore, reading comprehension in this study is focused on building Descriptive Texts that describe things and consist of a generic structure: identification and description. In addition, it will focus on the linguistic elements of the simple present tense, only focusing on one noun or things and using there is/are. Meanwhile, the present research is focused on the basic competency of the eight-grade in Permendikbud No. 37 Year 2018. The third basic competency 3.7 Constructing social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, things, and animals, according to the context of their

use. In the present study, reading comprehension was focused on finding general information, specific information, textual meaning, and textual references in Descriptive Text.

1.5 Significance of the Study

The significance of the study must be stated in the introduction section of the research paper. While stating the significance, the researcher must highlight how the research would be beneficial to the development of science and society in general. This research is concerned with teaching reading comprehension, into improving the students' reading comprehension of the eighth-grade students of SMP N 4 Sukawati in academic year 2022/2023 by using RAP Strategy. In this present study, the result is highly expected to provide significant results in the research finding. In addition, the researcher is expected to be able to provide much more advantages for the teacher, student, and other researchers. This is expected to be in theoretical terms as well as have practical significance in the context of improving reading comprehension in the classroom. The researcher of the study is expected to indicate significant theoretical and practical information on the importance of implementing RAP in teaching reading, as follows:

Theoretically, this research is expected to strengthen reading comprehension theories. Classroom action research and RAP as reference techniques can be used to improve student understanding. The results can be useful as theoretical evidence regarding the application of theory based on problems encountered concerning teaching reading. Furthermore, the results of this study

are expected to enrich the theory and can be used as a reference for further research related to RAP in improving the understanding of class VIII students of SMPN 4 Sukawati 2022/2023. This finding is expected to be used as evidence that the RAP strategy can arouse students' interest in reading and is one of the most effective strategies for improving reading comprehension.

Practically, the present study's importance is anticipated to provide feedback for the teacher, students, and other researchers. By applying this strategy, the teacher will be able to help the students improve their reading comprehension skills, particularly in identifying the main idea, precise details, and proper word meaning. This study may improve teachers' knowledge of efficient reading instruction methods. It is beneficial for students to develop their reading skills specifically in comprehension of the detailed information from the text. They read more comfortably as a result since they are more adept at quickly and amusingly understanding the content. This study will serve as a resource for other studies to help them resolve the issue they are currently facing. For the other researchers, this research be a reference to overcome the related problem which is faced in the future. It can also increase and develop their knowledge about a new technique that going to be used in the future.

1.6 Definition of key Terms

The title of this present study is Improving Reading Comprehension of the Eighth Grade Students of SMP N 4 Sukawati in Academic Year 2022/2023. The key terms used in the present study need to be defined. To prevent

misunderstandings relating to this research and to provide a concise knowledge of what this study was concerned with. The participants of this study should consider it significant when they read it. Furthermore, Reading Comprehension and RAP Strategy are the key terms that will be used in this research. As a result, the researcher would have to provide concise information and relevant definitions of the key terms used in the present study. Some operational definitions of significant terms that are used in this research are following:

1.6.1 Reading Comprehension

In this present study, reading comprehension is operationally defined as the skills of the Eighth-grade students of SMPN 4 Sukawati in constructing short and simple Descriptive Text that consists of 4-12 sentences. The texts about things should follow the generic structure of Descriptive Text which consist of identification and description.

1.6.2 Read, Ask, Put (RAP)

Reading, Asking, and Putting is the strategy that used in teaching Descriptive Text. is defined as a teaching strategy used to improve the reading comprehension of grade VIII students of SMPN 4 Sukawati in the academic year 2022/2023. In the RAP strategy, R stands for *read*, which means students read the text fluently, and A stands for *ask*, students ask themselves to look for the main idea, and the detail of each paragraph that they read to assist in locating the key idea, and P stands for *put*, students put the main idea and paraphrase supporting details in the text. Thus, after read, the text in the placement section students

summarize the text and place their own words. The strategy is carried out by reading Descriptive Texts that should follow the generic structure of the Descriptive Texts and then find the main idea, after they finish, students summarize the text and place their own words in the placement section and construct them into good text.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is related to the theories, which are used in this study. This is used to support and build this study to be more firming and based on the fact. The theoretical review refers to the literature based on statements that are included in the topic being discussed, which included expert-supported hypotheses. Reading Comprehension, The Importance of Reading Comprehension in Teaching English, and the RAP Strategy are the theoretical frameworks discussed in this paper. This scientific research can allow the readers to understand the foundation of a research problem. There are some important points written by the research in this chapter which includes lots of relevant theoretical reviews from many related kinds of literature to support this study.

2.1.1 Reading Comprehension

Reading is one of the important language skills, this is because most people get knowledge and information through reading. Reading is useful for understanding a text that has been read and a good thing to train students' understanding, especially in improving reading skills. Reading is also the most important skill for students because students need to comprehend and deal with all reading aspects and difficulties. Reading is not a simple skill in learning English, it is difficult to master. This stands to reason for reading involves determining the

main idea, identifying specific information, reference, inference, and vocabulary. Furthermore, reading in Junior High School becomes one of the most important skills to be tested in daily tests, mid-semester tests, semester-test, school examinations, and national examinations as well. Sentences have syntactic composition, propositions, and stylistic features. Reading is also a language process that involves the reader, the text, and the interaction between the reader and the text, and by reading people can get more information.

According to Tarigan (2008: 7), reading is a process carried out and used by readers to obtain messages conveyed by the author through the medium of words or written language, both explicit messages, and implied messages. Reading will assist them in expanding their knowledge and opening and training their minds with something new. According to Urquhart and Weirt in William Grabe (2009:14), stated Reading is the process of receiving and interpreting information in language from the medium of print. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and the reader's prior knowledge (Mikulecky, 2011:5). Reading is considered as an important aspect for students because it provides much useful information. Reading is also the most important skill for EFL learners especially in an academic context because students need to comprehend and deal with all reading aspects and difficulties. Reading is not a simple skill in learning English, it is difficult to master. Woolley (2011) stated that the goal of reading is to gain an

overall understanding of what is described in the text rather than to obtain the meaning from isolated words or sentences.

Reading has many definitions. According to Kha (2002), Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Students as readers not only know every word of the text that they read but, they have to understand the text itself. It means that reading is an activity of human eyes to know or to decode the symbols of alphabets found in the written text, extracted mainly to gain particular information. Reading is a complex activity that involves both perceptions and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text.

Based on Harmer (2001:80), the reading text also provides opportunities to study languages such as vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and text. The readers need to distinguish between given versus new information in the text and simply acknowledge what is shared among most readers in a community. Johnstone, & King (2006) reading is decoding and understanding written text. Here, the students will get a text from the teacher and they will read the text and try to understand what the text tells us

about. It goes far beyond the ability to state the main idea of a text in one sentence, answer a question about details, define vocabulary, accurately read the text aloud, and so forth. Based on Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

According to Khand (2004), Reading is a receptive language process. It is the ability to understand words and language. To communicate successfully; students need to have the ability to gain information and meaning or receptive language skills. Students are not only interacting with the text, but they also practice remembering or recalling the information in their memory, think actively, and monitor their comprehension. These things help students achieve good reading comprehension since they can interact with the text; evaluating and identifying specific information by questioning, recalling, and monitoring their comprehension. This will fit with the purpose of reading comprehension: to increase personal involvement in reading material, understand the content information in the text, and recalling text information in memory.

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to decode what they read, make connections between what they read and what they

already know, and think deeply about what they have read. According to Harmer (2007: 99), reading is useful for language acquisition. Provided that students have more or less understanding of what they read, the more they read, the better they get at it. Klinger, Vaughn, Boardman (2007:8) said that reading comprehension involves tests. He also said that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Based on the explanation above, reading comprehension is a complex process how constructing meaning, and understanding the text to be able to discover information about the text by using the skill of thinking highly. Reading comprehension needs a cognitive process to stimulate thinking skills for finding out the meaning of the word and sentence in the text. The reader applies many strategies to reconstruct the meaning of the text, the reader does this by comparing information in the text to his or her background knowledge and prior experience.

Reading comprehension has been defined as the process that excerpts and, at the same time, creates meaning by having the student interact and be involved with written language (Shanahan et al., 2010) According to Grabe and Stoller (2002), reading can be taught as a way to draw information from texts and form interpretations of that information. This means that reading is also a gateway for students to get information and knowledge in the educational process. Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002). According to Woolley (2011) reading comprehension is the process of

making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. That statement is also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as the reading progresses. So, they do not only read the text but, they can get the meaning and can construct the sentences. learn a lot about something and increase knowledge and skills, these skills are important for students to master, especially for students who are learning to improve reading comprehension.

According to McNamara (2007:3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story, the word graphemes, phonemes, and morphemes. Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Hedcock and Ferris (2009:210) state reading comprehension is a complex construct that involves the interaction of several psycholinguistic processes. Fundamental skills required in efficient reading comprehension are knowing the meaning of words, the ability to understand the meaning of a word from discourse context, the ability to follow the organization of passage and to identify antecedents and references in it, the ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone. Deep

comprehension of the sentence requires the construction of reference of a noun, a discourse focus, presuppositions, and plausible inferences. Comprehension further involves the simultaneous and largely subconscious application of various types of background knowledge (schemata) and reading skills to particular texts.

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. According to Woolley (2011) reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. That statement is also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as the reading progresses. So, they do not only read the text but, they can get the meaning and can construct the sentences. Based on several definitions above, the researcher concludes that reading comprehension is the ability of the readers to read a text, understand the meaning, utilizing of information gained through symbols of the text that involves any level of concentration. According to Catherine (2002:11) divides three elements of reading comprehension. First; the reader – who is comprehending the text, second; the text – the text which is to be comprehended, and third; the activity – what activities which are to be done in the classroom in comprehending the text. First factors influencing comprehension is related to the reader who is doing the comprehending. He or she should have capacities and competencies in comprehending the text. The reader's capacities

such as sight-word vocabulary, decoding, experience, level of intelligence, and the capacity for remembering are influencing in doing comprehension. Second, the written material or the text is another factor that influences comprehension ability. The complexity and density of ideas, the rate at that the ideas are represented, and the vocabulary chosen to communicate in the text are significant that enter into every instance of successful or unsuccessful comprehension. Furthermore, the text can be difficult or easy to be comprehended depending on the level of complexity of text features or language features that are presented on it. Third, the term activity means that the reader does some activities to achieve the goal of comprehending. The engagement of reading as the relationship between the material and the reader also comes into play because factors like motivation and interest in content affect comprehension ability.

Reading comprehension, according to Linse and Nunan (2005:71) mentioned that: Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. The ability to comprehend written stuff is known as reading comprehension. It means that the readers also learn about language. Reading is very crucial in the development of other abilities of language learners when learning English. Patel and Jain claim that (2008:113) reading is a more important and useful skill for people than speaking and writing. Reading can support literacy; students need to practice reading as often as possible so they will be able to read correctly and fluently. The students must have good reading comprehension if they want to pass the

examination. The students are required to If students wish to pass the exam, they must have high reading comprehension. The fundamental aspect to make communication is to have four basic language skills. To other individuals, One of them is reading, which is a crucial talent to have. reading is a field. As a result, reading comprehension is critical to success. in the future of children's education.

In conclusion, reading is one of the basic skills in English which is not only translated word for word but needs to be acquired during language courses. This makes sense then why reading involves determining the main idea, and identifying specific information, references, conclusions, and vocabulary. This is the reason why reading comprehension is becoming increasingly important in the educational profession and everyday life because in reading students will be able to find important information. Without understanding, children do not get meaning from what they read. Comprehension strategies are used to improve children's understanding of texts to help them become active readers by engaging with texts. Therefore, reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as the reading progresses, and students can only improve their reading skills with practice. Without practice, their reading comprehension skills will not develop or even deteriorate.

2.1.2 RAP Strategy

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 the written text. To achieve those important goals, The RAP strategy provides the stages where students should make the main point of sentences. The students were accustomed to making different sentences from each sentence in every paragraph. They freely express their idea through paraphrasing sentences. It indicates that the students were familiar with identifying the main idea but the students should struggle to find words to make their paraphrasing sentence still relate to the idea of the text. the teacher should be successful enough in making the students comprehend the text well. Implementation of learning strategies has proven to increase the application and generalization of reading comprehension skills. RAP strategy is one such paraphrasing strategy. This strategy can enhance a learner's skills for identifying main ideas, and it can effectively enhance reading comprehension.

Paraphrasing is the restating or rewriting of a text into one's own words. Munro (2004:836) also states that it involves readers retelling a sentence in their own words. Their task is to generate a literal representation of a sentence read by substituting as many of the words and phrases in it. This strategy may be explicitly taught to support both the development of oral language and reading comprehension. Vocabulary development certainly has a link to students' ability to verbalize their understanding. Students need to be encouraged and taught how to look at words in a context and then talk about them, as comprehension depends on processing at a word or sentence level. The intervention strategy, paraphrasing, is a while reading strategy used to help make sense of the text. If the stages of reading are looked at, paraphrasing is found at the sentence level within the levels

of text processing, Munro (2005:91). It would be hoped though, that within the present study, the students' attempts to paraphrase would progress from the sentence to the paragraph.

Watson et al. (2012:79). Stated that the RAP strategy also allows students to engage in self-questioning by looking at the first sentence and deciding whether or not the sentence highlights the main idea of the paragraph. The first step is reading a paragraph step. In this step, students read the paragraph silently. in the second step, students ask themselves to look for the main idea and the detail of each paragraph that they read. Then, in the third step students write the main idea and details down. In the verification step, students verify the main idea by circling and linking it to the three details. During the evaluate the next paragraph, students examine the paragraph, ask and verify again until the end of the text. When finished, students link the main ideas. Jitendra and Gajria (2011:1) Indicated that asking one's self what the main idea of a paragraph is has resulted in the improvement of reading comprehension and maintenance. Instruction in main idea strategies using direct instruction meshed with the self-questioning strategy increases reading comprehension ability. A strategy that is used for students who have average decoding skills but struggle with comprehension is the RAP strategy.

Boyle and Scanlon (2010: 207) stated that the purpose of this strategy is to help students become actively engaged in reading by searching for main ideas and details in paragraphs and then transforming that information through paraphrasing to make it personally meaningful. This strategy can be used for students at any grade level but is most commonly used in the primary grades and older students

who have cognitive disabilities. RAP is an acronym that stands for read, ask and paraphrase. During reading, students are taught to read just one paragraph. At the end of the paragraph, they ask themselves questions about what they read, the main idea, and the details of the paragraph. They then summarize the information by paraphrasing it into their own words. This strategy can increase the ability of the students to comprehend the text and also make the students easy to grasp the information from the text. In comprehending the text using the RAP strategy, the students not only know how to comprehend but also help students to be more active and critical in comprehending a text. Moreover, there was two previous research that proved that the RAP strategy could improve students' reading comprehension (Rinjani, 2014; Dahlia, 2014). The acronym, RAP stands for Read, Ask and Put. To start, create and exhibit a RAP poster, with the acronym and definition of each term written across.

RAP is a strategy that can improve the reading comprehension of students. It can be used for elementary, middle, and high school students across many different content areas (Hagman et al: 2010) RAP strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for a better understanding of what they read. RAP is a strategy that can help students learn how to understand and remember what they have read. with this strategy students do self-questioning and put information into their own words, students actively process information in the text, which increases the likelihood that they will remember what they have read. There are commercially

available lesson plans for teaching the paraphrasing strategy. Reading is a skill that the students have to understand and can make sense practice reading.

As noted by the Parker et al. (2002:46), “A learning strategy is a systematic approach to completing a task.” Schumaker et al. (1984) as cited in Hagamen 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. The RAP strategy requires students to engage in reading material through questions and paraphrasing to improve their understanding. From briefings and paraphrasing, students process information for a better understanding of what they are doing. Students engage in reading material through questioning and paraphrasing to students processing information for a better understanding of what they are reading through asking and paraphrasing. These three steps strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used in a variety of curriculum areas by elementary, middle, and high school students.

From the questioning and paraphrasing, students process information for better understanding of what they students to engage in reading materials through questioning and paraphrasing to students process information for a better grasp of what they read through asking and paraphrasing. The RAP method has been demonstrated to be beneficial in studies. The findings demonstrated that reading comprehension improved significantly across multiple age groups and for students with and without impairments. Watson (2012). RAP strategy could improve the

reading comprehension of the students if the procedures were properly applied. The three-step strategy helps students find and remember the main idea of the text they have read and the following are the procedures of applying RAP in the classroom proposed by Reid et al. (2013: 211).

1. Read a paragraph.
2. Ask myself, "What was the main idea of that paragraph? What are important details about that main idea?"
3. Paraphrase or put the main idea and details into my own words.

Blume (2010). States the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection" (p.5). Moreover, Fisk and Hurst (2003) clarify that in their efforts to help 13 students better comprehend text, they have found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills (p.182). This strategy is extremely adaptable; yet, effective strategy training necessitates the usage of a unique strategy. Teachers should also keep in mind that instructions must be tailored to the students. Instruction should continue until the student has mastered the usage of the method (that is, employing it correctly and consistently). Most students can learn the RAP approach quickly, usually in four or five 20- to 30-minute classes. When students are taught how to apply the RAP method effectively as a model for strategy training, they are more likely to Descriptive on how the strategy has improved their reading comprehension. Based on the analysis, identifying the main idea became the most improved aspect after the students were being taught by using the RAP strategy. The improvement in the

student's scores was caused by the RAP strategy because it made the students ask about the main idea for each paragraph then they express and tell that idea into the sentence using their own words.

2.2 Empirical Review

Empirical review is the review of previous research that is relevant to the present research, it refers to a review of earlier research that is relevant to the current study. This is the best way to find out what facts and theories are still available about prior studies. Furthermore, understanding empirical review evidence can aid the researcher in avoiding unintended replication of past studies' findings and putting them in a better position for their own study's outcome. The goal of the empirical review is to develop a thorough knowledge of the theories that have been proposed previously. It signifies that an empirical review is a study of the findings of previous investigations conducted by other researchers. The researcher wants to improve the student's reading comprehension through the RAP Strategy. This section is dedicated to addressing the reviews of two research studies conducted by the researchers:

The first research of the study in Academic Year 2019/2020 was conducted by Laraswati (2020) "The Use of Read-Ask-Put Strategy to Improve Reading Comprehension of the Eighth Grade Students of SMP Wisata Sanur. The objective of this study was to figure out the improvement of reading skill while using the RAP Strategy to help reading comprehension. There was a significant improvement in the subject's skill in reading descriptive paragraphs, which can be

seen from the progressive mean score of the pre-test and post-test. The students' responses toward the study are positive. In addition, the questionnaire proved that the subjects can improve students' reading comprehension in the implementation of RAP during the teaching-learning process.

The second research, was conducted by Putra (2020) entitled "Implementing Rap Strategy to Improve Reading Comprehension of The Ninth Grade Students of SMP Negeri 1 Kuta Utara in Academic Year 2019/2020". The objective of this study was to Improve reading comprehension of ninth-grade students in SMP N 1 Kuta Utara. The results of the study could be seen that students' reading comprehension could be improved through the strategy. It can be seen in the progressive mean score of pre-test and post-tests that revealed the study's findings. Moreover, the RAP strategy was able to decrease the students' errors in reading comprehension and could encourage the student's motivation and their feeling in the class. In this present study, there was significant improvement after using the RAP strategy in the classroom. In addition, the student's responses toward the study are positive regarding the implementation of the RAP Strategy.

The strength of those research is that the researcher already stated several expert theories related to the technique to support the research. In addition, the lesson plan is clearly structured. However, both of the researchers did not briefly in mentioning the steps for implementing reading through the RAP Strategy. As a result, it made students confused during the implementation of the strategy. Whereas it is very important to explain to avoid confusion between the teacher and the students during the learning process. And if the steps used in the test are

explained well and then the implementation of this strategy will be better. Regarding the weakness above, in this present study, the researcher use state the steps of the RAP strategy as clearly as possible to make the students easier in understand the strategy. In addition, the researcher also provided examples and feedback to students' understanding. The clear and procedural steps of RAP strategy would enable students to learn in much better learning experiences so that they could maximize their active involvement.

