

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the English skills that is very important for student's success in learning the language. It can develop students' way of thinking and gives them a wealth of information and life lessons. It helps students to understand more of their surroundings. It stimulates their creativity and keeps their minds engaged. Reading is a complex skill that it involves a whole series of lesser skills (Broughton et al., 2003:89). Based on the definition above, it can be concluded that reading is a complex process of thinking in assigning materials that involve most of the readers' intellectual act, such comprehension to get ideas or information extended by the reading text. Students can get many benefits from reading because reading skills can help improve other language skills and reading gives students a lot of information and allows them to expand their knowledge. 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. Moreover, reading is an activity to understand the reading text to obtain information from the texts.

Reading improves students' vocabulary and develops their communication skills. Their vocabulary expands as they read, and their communication abilities advance. Because if they want to get information about something, they should read. If they know a lot of vocabulary, it is easier for them to understand a reading. Reading is very personal; how to read is shaped by personal characteristics. How

well the reader depends on personal resources or reading potential, reading is the most useful and important skill. Moreover, the students can learn and be actively involved in class discussion by reading. Reading is useful for understanding a text that has been read. It is a good thing to practice students' comprehension. Therefore, the students are expected to know and enrich their vocabulary by reading well and understanding efficient text.

Reading cannot be separated from comprehension. The way to improve reading comprehension is to read often and read exciting materials. Another way to improve reading comprehension is by enhancing vocabulary. Reading comprehension is defined as the product of word decoding and comprehension in reading, the students get information by comprehending the message. Students are not only expected to be able to identify the words, but to understand them as well. The ultimate goal of reading is to understand what has been read. Comprehension is the reason for reading. Reading comprehension is the act of creating meaning with the text (Johnson 2008:109). If the readers can read the words, but do not understand what they are reading, they are not really reading. Therefore, reading comprehension can be said as the result of reading activity itself.

Mastering reading comprehension is fundamental, but many students still have difficulty in reading. Most students have difficulty understanding texts. When faced with reality while reading students have difficulty understanding English words, phrases, and sentences so they lose interest in reading. Besides that, many teachers also do not use appropriate techniques to help students understand the text correctly. In reading, students must focus on what they read because reading is not just reading, but also involves their skill to recognize what they have read.

Furthermore, reading can help students to develop their critical thinking, by reading students can have a new vocabulary and also improve their pronunciation and know how to spell the words. Therefore, students can understand the ideas contained in the reading text systematically.

Based on the observation, the eighth-grade of SMPN 3 Abiansema had difficulty in reading comprehension. After the students read a text, they are asked to find the specific information students have difficulty identifying paragraphs of text and understanding the content so they have difficulty getting the information of the text. Some students have difficulties in comprehending the contents and the components of reading, such as finding the main ideas, the meaning of words, phrases or sentences, and textual references of the text. The students were unable to understand the specific information in the text. Besides that, in the teaching and learning process, the teacher focuses on being teacher-centered whereas in the learning process the teacher is more dominant. The teacher simply provides the text, asks students to read for a few minutes, and answers questions. Some students perceived that the reading was very boring. Therefore, the students are not interested in reading because of the difficulties they face.

Based on the interview with one of the English teachers at SMPN 3 Abiansema. In the learning process, the teacher used the conventional teaching technique, which is the teacher explaining the material in front of the class and asking the students to read some text and they have some mistakes in pronunciation and intonation. There is no correction during the teaching-learning process. When the teacher asks them to answer a question related to the text given, the teacher does not focus on the students and makes them feel frustrated and bored while reading

the text. The teaching and learning process still focused on being teacher-centered, which is used to explain the material in front of the class. Therefore, with the development of the times, teachers must add insight into teaching strategies, so that students do not feel bored during the learning process and students have new ways of learning.

In the learning process the teacher seldom gave feedback on the students' work. Besides that, the students also have little space in understanding and digesting what they read, so they cannot find the main idea in the text they read. If this issue continues it will make students uninterested and lazy to read. This kind of teaching will tend to make students passive and will easily forget the learning material that affected their achievement. This can affect students' ability to understand reading text properly. In the teaching and learning process, appropriate teaching strategies must be practiced improve students' understanding, especially in reading comprehension. The teacher must provide appropriate teaching strategies, especially in reading problems so that students do not feel bored. Therefore, the English teacher must choose an appropriate teaching strategy.

To solve this problem, there are many strategies in teaching reading that can be applied in teaching strategies in the classroom. In the teaching and learning process the researcher must choose an appropriate strategy. To teach and improve students reading comprehension there is a strategy that the teacher use, especially reading comprehension, which is called RAP strategy. According to Hagama et al. (2010:23), state that teaching reading comprehension can be done more easily by implementing the RAP strategy. Moreover, students are actively processing information in the text, which increases the likelihood that they will remember what

they have read (Reid et al., 2013:211). The RAP strategy is carried out by reading, ask question, and putting the main ideas into words or paraphrasing using your own words. The researcher tried to improve reading comprehension skills using the RAP strategy of the Eight-Grade students of SMPN 3 Abiansema in academic year of 2023/2024. This strategy helps students find and remember the main idea of the text since the students could paraphrase the main idea in their own words.

By implementing the RAP strategy, teaching reading comprehension can be easier. The three-step strategy will help students find and remember the main ideas of the text they have read. In this strategy students will actively process information in the text, which increases the likelihood that they will remember what they have read. This strategy will require students to short excerpts of the material and rearrange its contents, including main ideas and specific details, in their own words. Therefore, this strategy helps them improve their memory for important information, mainly when they read a text. The strength of this strategy is that it not only guides the student participation in reading, but also can help teachers to manage their classroom learning situation more under control. Students will be able to improve their reading comprehension and learn faster if the step of this strategy is implemented properly.

Based on the explanation above, the students had difficulties in reading comprehension. Therefore, the researcher is very interested in implementing the RAP strategy. The researcher chose the RAP strategy to be applied in this study as a means of proving how the strategy will work to solve students' problems in the students. Because this strategy is very suitable for improving students' reading comprehension. This strategy will help students to improve their memory for

important information in reading comprehension. The researcher will show that students understanding, and retention scores increase the quality and quantity of paraphrase statements they make when reading passage. So, the researcher applies with the title “Improving Reading Comprehension of the Eighth-Grade Students of SMPN 3 Abiansema in the Academic Year 2023/2024 Through RAP Strategy.”

1.2 Research Problem

Based on the background of the study, the students still have difficulty in finding the main idea of the text they are read and confused with analyzing the system of the text. Findings the right strategy will be a good solution to solve students' problems. Moreover, a strategy that used are expected to be able to improve their reading comprehension. Before conducting the research, the research problem must be formulated and determined in advance so that this research is more specific. The formulation of the research problem could direct the research toward finding the answer. The research problem of this research can be formulated as follow: can reading comprehension of the Eighth-Grade students of SMPN 3 Abiansema in the academic year 2023/2024 be improved through the implementation of the RAP strategy?

1.3 Objective of the Study

Research objectives are the goal that the research plans to do or achieve during the research. To direct the research, it is necessary to state a goal to be achieved. This will guide the decision needed to complete this research. Based on the research, the reading comprehension of Eighth-Grade students of SMPN 3

Abinsema needs to be improved. However, in this case, the RAP strategy is a good strategy, which the researcher is interested in applying. In accordance with the research problem, which has been formulated, the researcher was intended to find a solution or answer the research problem. Based on the problems previously stated, this research aims to assist and facilitate students in finding the main ideas of the texts they read and facilitate students in analyzing text systems in order to improve their reading comprehension of Eighth-Grade students in SMPN 3 Abiansema in the academic year 2023/2024 by applying the RAP strategy.

1.4 Limitation of the Study

Reading has a broad and wide scope of coverage, so the limitation of the study was necessary. The limitation of the present study is actually based on the complexity and broadness of the problem will discuss. 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 3 Abiansema in the academic year 2023/2024. In accordance with the school curriculum, researchers will focus on learning paths and objectives.

The research focused on the flow and objectives of Eighth-Grade learning in phase D. This is a derivative of predetermined learning of comes. Each grade level has a different depth and breadth of material context. In the Eighth-Grade mentioned in the scope of adolescent life. Based on the curriculum used in schools, namely Merdeka curriculum this research is focused on the learning objective 8.1 of the eighth-grade junior high school. The learning objectives 8.1 requires the

students to identify the context, main ideas, and detailed information of recount text. In the present study, the reading comprehension focused on finding general information, specific information, textual meaning, and textual reference of short and simple recount texts.

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 SMPN 3 Abiansema in the academic year 2023/2024 by using RAP Strategy. In this present study, the result is highly expected to provide significant result in the research finding. In addition, the researcher is expected to be able to provide many more advantages for the teacher, student, and other researchers. 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, the findings of research using RAP strategy are expected to support and contribute to theory in developing reading comprehension. Classroom action research and RAP as reference strategy can be used to improve student understanding. The result can be beneficial as theoretical evidence regarding the implementation of the theory based on the problems faced 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 student

comprehension of Eighth-Grade students of SMPN 3 Abiansema in the academic year 2023/2024. Thus, it can contribute new research with regards to the implementation of new strategies for successful reading comprehension in general. 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 teachers can solve the student problem of improving their reading comprehension competency, especially in finding the main idea, specific information, and word meaning appropriately. This research may increase teachers' knowledge related to an effective technique for a reading classroom. It is beneficial for students to improve their reading skills, especially in comprehension of the detailed information from the text. It can improve their confidence in reading because they know how to comprehend the text quickly and in a fun way. For the other researcher, this be a overcome the related problem which is faced in the future. It can also increase and develop their knowledge about a new strategy to be used in the future.

1.6 Definition of Key Term

The title of this present study is Improving Reading Comprehension of the Eighth-Grade Students of SMPN 3 Abiansema in the Academic 2023/2024. The key terms used in the present study need to be defined. To avoid misunderstanding relating to this research and provide a clear insight into what this study was

concerned about, it is expected to be meaningful for the readers when they read the present study. The participants of this study should consider it significant when they read it. Furthermore, the key terms that would be used in the present study are reading comprehension and RAP strategy. As a result, the researcher must provide concise information and relevant definitions of the key terms used in the present study. The operational definition of significant terms that are used in this research are following:

1. Reading Comprehension

In this present study, reading comprehension is operationally defined as the skills of the Eighth-Grade students of SMPN 3 Abiansema in the academic year 2023/2024 in finding out general information, specific information, textual meaning of reading texts.

2. Read, Ask, Paraphrase (RAP) Strategy

RAP is the teaching strategy that used to improve reading comprehension of the Eighth-Grade students of SMPN 3 Abiansema in the academic year 2023/2024, and it has three steps: Read, ask, and paraphrase the main idea in their own words. In reading, the students read the text fluently and the students record the synonyms for the familiar words to use when paraphrasing. In ask, the 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. In paraphrase, the students put the main idea and paraphrase supporting details in the text using their own words.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is related to the theories which are used in this study. It is used to support and build this study to be more firming and based on the facts. The theoretical review refers to literature based on statements that are included in the topic being discussed. Therefore, the theoretical review which is used from the scientific study is expected to contribute practical significance and it has to be conducted on the basis of some relevant theoretical constructs and empirical evidence. This chapter mainly aims to provide some theoretical reviews relevant to the scope of the present study based on the expert point of view. The theoretical review strengthened the study by supporting theories from the experts. The theoretical frameworks that are discussed in the present study are reading comprehension, the importance of reading comprehension in teaching English, and RAP strategy. They could be comprehensively explained as follows:

2.1.1 Reading Comprehension

Reading is one of the important language skills, because most people get knowledge and information through reading. Reading is an important skill that students should be able to master. Reading is useful for understanding, especially in improving reading skill. Reading also creates a positive impact to improve knowledge and abilities. According to Brown (2004:185), reading is likewise a

skilled teacher expects learners to acquire. A teacher as a source of knowledge has to be more innovative in finding or choosing appropriate method and interesting material for students in classroom practice. In increasing the students' comprehension of texts, it is mainly recommended for the teacher to teach reading material which material is interesting, motivating and impressive. That way students would be interested in reading and they don't feel bored while reading.

Reading comprehension is the process of making meaning from text. When we are reading, we are clearly engaged in a great deal of mental activity, some of it automatic, some of it conscious. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing or printing (Alderson, 2000:14). It is an active thinking process that depends not only on comprehension skill but also students' experience, and prior knowledge comprehension. Reading is certainly an important activity for expanding knowledge of a language. Besides that, involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing author's making judgment, and evaluating.

Most of ESL/EFL learners have certain difficulties while reading English because they are not aware of the effective ways of reading and understanding a text, which might cause resistance and affect their attitude towards reading in English. In Indonesia, one of EFL countries, English language learning especially reading skill seems to be the big problem to the students. Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it Brown (2004:189). To comprehend the text, the reader must be

able to recognize words. In carrying out reading comprehension, the reader must be able to capture the meaning of the text and construct what they capture into information. Therefore, teacher as a source of knowledge has to be more innovative in finding or choosing appropriate methods and interesting material for students in classroom practice.

According to Nunan (2008:71), reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the readers and the text, the understanding of the language and vocabulary in the text and learning and use of specific strategies for comprehension. 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. Reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Reading can support literacy; students need to practice reading as often as possible so they will be able to read correctly and fluently. Moreover, the students are also allowed to explore the language that they are learning. It means that during reading, students enjoy the reading and get the information and can also extend or share the language knowledge.

Reading is useful for language acquisition Harmer (2007:99). Reading has many purposes. Students read to learn from information texts such as non-fiction books or content-area text; they read for enjoyment when they immerse themselves in novels, magazines, or even comic books. Reading is natural activity in the world. It is seen from how people can read information unconsciously every day. Reading is useful for understanding a text that has been read. It is a good thing to practice student's comprehension. To comprehend the text, the reader must be able to

recognize words. Students can remember the information easily by way of think deeply and give some responses to the text. Thus, they try to understand what the text talks about. Richards and Schmidt (2002:99) say that comprehension identifies the intended meaning of written or spoken communication. Therefore, reading is an important skill that students should be able to master.

Comprehension is a strategy process by which readers construct or assign meaning to a text using clues and prior knowledge. Snow (2002:11) comprehension is the purpose of simultaneously extracting and constructing meaning through interaction and involvement with written language. Those contribute to readers ability to connect the meaning of multiple sentences into a coherently connected mental representation of the text's overall meaning. Comprehension is how the readers construct or assign meaning by interacting with the text. In contrast, comprehension as a strategy process is a process by which the readers adjust their reading to suit their purpose and the text type. By reading, the readers have to relate the information that is written on the text with their background of knowledge. Thus, they can easily comprehend the text that they have read.

According to Smith (2004:13), comprehension may be regarded as relating aspects of the world around us, including what we read, to the knowledge, intentions, and expectations we already have in our head. Reading comprehension not only knowing and remembering the meaning of all words in the text, but it is more about how the students build and contract the meaning of the text. In addition, when the teacher teaches students reading comprehension, it will make it easier for them to find the main ideas, specific information, textual meaning, textual references, and word meaning. Without reading comprehension, students cannot

understand the information of the reading text. Reading comprehension is also how to understand the content and meaning of the information in the text. Therefore, reading comprehension is the main action of reading itself.

Reading is one of the language skills to help students understand the meaning of the reading that they read. That is why reading comprehension is key to the success of children's learning in the future. Reading comprehension means being able to read, understand and develop the contents of the reading by using their language. Reading will help them to open and train their mind with something new and expand their knowledge. Besides, the main purpose of reading is to understand ideas and comprehend meaning in reading in full, whether in the form of narration, free text, or poetry than can be concluded in a written or spoken. Those are why reading comprehension has become an important thing in the educational field and daily activity. Reading can only be developed by doing practice; students can develop their reading comprehension skills without practice.

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 will be accustomed to making different sentences from each sentence in each paragraph. They freely express their ideas through paraphrasing sentences. Schumuker as cited in Hagaman et al. (2010:23), studies using the RAP strategy have shown effective. These studies show marked improvement in reading comprehension across multiple age groups and for students with and without

disabilities. This would indicate that students are used to identifying main ideas but students have to struggle to find words to keep their paraphrased sentences connected to the ideas of the text. Application of proven learning strategies will increase the application and generalization of reading comprehension skills.

Paraphrasing is the restating or rewriting of a text into one's own words. Teachers who want to teach the paraphrasing strategy in the RAP to ensure that students are aware of the main ideas and details in a text. Paraphrasing is to help readers understand paraphrases in texts and provides students with the ability to obtain the targeted information to be taught and promotes the use of their complete sentences. Paraphrasing requires readers to identify the main idea and to put the key details related to the main ideas in their own words in order to reduce the overall length of the paragraph. There are commercially available lesson plans for teaching the paraphrasing strategy (Reid et al., 2013:211). Therefore, students actively process information in the text, which increases the likelihood of remembering what they have read.

RAP strategy can enhance a learner's skills for identifying main ideas, and it can effectively enhance reading comprehension. A strategy that is used for students who have average decoding skills but struggle with comprehension is RAP strategy. 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. 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. The strategy also helps when introducing and selling the strategy because teachers can talk about the strategy allowing important information from a passage or chapter

(Reid et al., 2013:211). Therefore, in comprehending the text using RAP strategy, the students do not only know how to comprehend but also help the students to be more active and critical in comprehending a text.

RAP strategy could improve the reading comprehension of the students if the procedures were properly applied. Here are the procedures of applying RAP in the classroom proposed by Reid et al. (2013: 211). First, the teacher asks students to read the text and find the main ideas and details. It aims to help the students to think about what they have read. Second, the teacher asks the students to find the main idea and details related to the main idea. Third, the teacher asks the students to find the main idea and facts by using their own words. Then the teacher gives at least two details related to the main idea. Finally, the teacher asks the students to find the problematic words in the passage, and they are allowed to ask the teacher for help on unknown words. However, the students do not get additional support or assistance from the teacher. The students can take notes while reading the passage to help them remember what they have read.

RAP strategy can easily be incorporated into existing curriculum as a support for a variety of readers who struggle with comprehension. Effective strategy instruction requires the teacher to explicitly teach students the use of strategy, model the strategy, cue students to use the strategy, and scaffold instruction to gradually allow the students to become an independent strategy user. RAP Strategy is a common approach to community language teaching that works through the progression of the three sequential stages. According to Reid et al. (2013: 225) in teaching the strategy has steps as follows:

1. Read a paragraph silently. As you read, be sure to think what the word main idea.

2. Ask yourself, to help you find the main idea and the details related to the main idea.
3. Paraphrase or put the main idea and details in your own words. The students make the information their own by using their own words to speak about it.

The procedure of RAP strategy is teacher taught students and provided several texts to the students. After reading the text, the students ask themselves, “what were the main ideas and details?” this question will help students to think about what they have read. Then put the main idea and details in their own words. Based on the description above, the students will be asked to read each word process passage and they are allowed to ask for the teacher’s help on unknown words, but the students do not receive additional support or assistance from the teacher. They can take notes while reading the passage to help them remember what they have read. This strategy can enhance a learner’s skills for identifying main ideas, and it can effectively enhance reading comprehension. Therefore, RAP strategy can easily be incorporated into the existing curriculum as a support for various readers who struggle with comprehension (Hagaman et al., 2010:23).

This strategy is effective instruction by requiring the use of special strategies. Teachers should adapt the instructions of the strategy to 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-minutes. The RAP strategy can also encourage students to reflect on how the strategy improves reading comprehension. The RAP strategy also has advantages in the learning process. The advantages are providing individual work or collaborative effort, encouraging

attention to detail and student engagement, taking little teacher preparation, and being straightforward and easy to explain and understand.

2.2 Empirical Review

Empirical review is the review of previous research that is relevant to the present research. 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 means that empirical review is the result of studies which have been done earlier by the other researcher. There are two similar researches with the researcher choose. This part is focused on discussing the reviews of two researchers of two researches which have been done by the researchers.

The first research of the study in academic year 2014/2015 was conducted by Yunitasari (2015) entitled "Improving Reading Comprehension of the Eighth Grade Students at SMPN 15 Yogyakarta Through RAP Strategy in the Academic Year of 2014/2015. The objective of this study was to using RAP strategy to improve the reading comprehension of the eighth-grade students in SMPN 15 Yogyakarta academic year 2014/2015. The result of this study could be seen from the progressive mean score of pre-test and post-test. The student responses toward the study positive. It means that the students who got difficulty in reading comprehension could be improved by using RAP strategy. The result of this present

study there was significant improvement after using RAP in the classroom. The result of his study was an effective and helpful strategy in improving the reading comprehension.

The strength of her research is the researcher already mentioned in detail the theories from experts to support the statement. However, this research also has some weaknesses. In this study, in the post-test, the researcher used multiple choice assessments, where in using multiple choice students have a high chance to guess. So, the researcher cannot measure students' reading comprehension comprehensively. Concerning the problems above, to improve students' reading comprehension, in this research, the researchers used short answer task assessments from Brown (2004). So, students would be trained in reading comprehension in depth without being able to guess or choose an answer. That way in improving students' reading comprehension it would be more comprehensive.

The second research was conducted by Putra (2020) entitled "Implementing RAP Strategy to Improve Reading Comprehension of the Ninth Grade Students of SMPN 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 result of the study found that RAP strategy could improve reading comprehension. It can be seen in the progressive mean score of pre-test and post-tests that revealed the study's findings. In this present study, there was significant improvement after using the RAP strategy in the classroom. The present of study showed significant improvement of students understanding of grammar, especially used in recount text using RAP Strategy. It was also proved that applying RAP strategy showed the satisfactory result of improving students reading

comprehension. In addition, the students' responses toward the study are positive regarding the implementation of the RAP Strategy.

The strength of the research result of his research was the researcher already mention in detail the theories from experts to support the statement. Additionally, the researcher also used an appropriate scoring rubric to assess his students in reading. However, the researchers did not explain the steps in implementing the RAP strategy clearly. As a result, it made students confused during the implementation of the RAP strategy in reading comprehension. Regarding the weakness above, the researcher used the steps of the RAP strategy as clearly as possible to make the students would easier in understand the strategy. The researchers used the steps of the RAP strategy according to Reid et al. (2013: 225) in this study. First, students read a paragraph silently. As students read, be sure to think what the word main. Second, students ask themselves to help students find the main idea and the details related to the main idea. Third, paraphrase or put the main idea and details in students' own words. 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.