



## THE IMPLEMENTATION OF READ, ASK, PARAPHRASE TECHNIQUE IN THE NEWS READING COMPREHENSION

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### Abstract

The purpose of this study is to investigate the significance of applying the RAP technique in learning activities in reading classrooms. The researcher employed a quantitative experimental research strategy for this study. The participants in this study were students in classes IX-A and IX-B at SMP Gajah Mada Medan who were in their ninth grade. Selecting samples, researchers used the term cluster random sampling by choosing two classes. There are 60 students total; there are 15 pupils in each class. Two groups of students were formed; the experimental group and the control group. The control group was instructed in traditional ways, whereas the experimental group received therapy (the RAP approach). An exam with multiple choice questions is the tool used to gather data. To assess the data, the t-test formula was used. The data was evaluated using the t-test procedure. The analysis's findings demonstrate that, at a significance level of 0.05 and with 28 degrees of freedom (df), those served exceed the t-table ( $3.86 > 2.44$ ). This indicates that students' learning scores have been positively impacted by the use of the RAP technique in the teaching and learning process, particularly when it comes to the reading of news articles for class.

**Keywords:** Read Ask Paraphrase (RAP); reading comprehension; news item text.

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pentingnya penerapan teknik RAP dalam kegiatan pembelajaran di kelas membaca. Peneliti menggunakan strategi penelitian eksperimental kuantitatif untuk penelitian ini. Partisipan dalam penelitian ini adalah siswa kelas IX-A dan IX-B SMP Gajah Mada Medan yang duduk di bangku kelas IX. Jumlah siswanya 60 orang; ada 15 siswa di setiap kelas. Dua kelompok siswa dibentuk: kelompok eksperimen dan kelompok kontrol. Kelompok kontrol diinstruksikan dengan cara tradisional, sedangkan kelompok eksperimen menerima terapi (pendekatan RAP). Ujian dengan soal pilihan ganda merupakan alat yang digunakan untuk mengumpulkan data. Untuk menilai data digunakan rumus uji-t. Data dievaluasi menggunakan prosedur uji-t. Hasil analisis menunjukkan bahwa pada tingkat signifikansi 0,05 dan dengan derajat kebebasan (df) 28, yang dilayani melebihi t-tabel ( $3,86 > 2,44$ ). Hal ini menunjukkan bahwa nilai belajar siswa terkena dampak positif dari penggunaan teknik RAP dalam proses belajar mengajar, khususnya dalam pembacaan artikel berita di kelas.

**Kata Kunci:** Read Ask Paraphrase (RAP), pemahaman membaca, teks item berita

### 1. Introduction

Reading is regarded as a vital skill since it is necessary in today's technologically advanced and complicated culture (Mentari, 2017). It is considered essential not just because it helps with language learning but also because it improves spelling, writing, reading comprehension, and vocabulary. Students view reading as essential as it plays a significant role in their academic achievement because



of their ability to comprehend what they read. According to Hammer (2007), students who struggle with reading are likely to struggle academically or at the very least have a hard time moving on. However, children who can read well will have a higher chance of academic success.

Reading is a skill that teachers want their students to acquire efficiently when learning a foreign language. It is regarded to be the most important success skill in any educational context (Brown & Douglas, 2004). Reading and comprehension are closely related. Academic success is impossible for a student who does not understand the subject matter. As a result, teachers must closely supervise their students and have a thorough understanding of how to teach reading comprehension. Sinaga et al. (2023) argue that when learning a language, reading involves referring to information. Language learners pick up the vocabulary, grammar, and pronunciation of the English language through reading, as well as how to apply it to discuss topics in English. According to the preceding definition, reading is the process by which a learner accepts information from a writer.

Klingner (2007) states that the paraphrasing approach was designed and assessed for use with expository or informational materials. Students first read the passage and consider its meaning as they read. They next pose the question to themselves, "What is the main idea of this paragraph?" In their own words, they finally restated the major notion and supporting details. The findings of author study are as follows: reading interest in the literal and inferential reading comprehension skills by themselves as well as both is used to gauge how effective a paraphrase method is. There are several ways to involve kids and improve their comprehension of what they are reading. It is preferable to use the RAP approach while teaching reading comprehension in order to ascertain whether or not it significantly affects students' reading comprehension skills.

A reading comprehension strategy named RAP (Read, Ask, Paraphrase) helps students keep track of their understanding as they read. There are three primary phases to this strategy: Read: Students read a portion of the book. Ask: Students inquire about important concepts. Paraphrase: Students paraphrase the paragraph they have read to reflect their ideas. It hopes that by using the RAP technique, students' reading comprehension—particularly when it comes to comprehending English news texts—will increase. These questions help readers focus on important things in the text. The reader restates important parts of the text in his language. This helps readers understand and remember the content of the text. So, RAP is a reading strategy that consists of the stages of reading, asking questions, and restating the content of the reading in your own words to improve your understanding of the reading.

Emi (2011) states that news item text is a type of text in English that aims to report or inform readers about the latest events or occurrences that are considered important and interesting. News item text is usually found in newspapers, magazines, radio, TV, and online media. The purpose of the news item text is to inform readers or viewers. Informing readers about the day's noteworthy events is the aim of the news item text. As a rule, news item text will provide accurate and up-to-date information on current events. In general, the public can always be informed about events occurring in a particular location. According to Emi (2011), the purpose of the news item text is to provide the most recent details on significant incidents or events that the public should become aware of. Satisfy the reader's interest in true stories. sway public perception of a situation. Report incidents or happenings truthfully and impartially.

Recent studies further support the importance of reading comprehension strategies in modern education. For instance, Turner and Paris (2021) emphasize the significance of integrating digital literacy skills with traditional reading strategies to enhance students' comprehension in a digital age. Similarly, Rosenshine (2018) highlights the effectiveness of explicit instruction in reading strategies like RAP to improve student outcomes. Additionally, the use of technology-enhanced learning environments has been shown to support reading comprehension, with tools such as e-books and interactive reading apps providing new avenues for student engagement and understanding (Neuman & Gambrell, 2020).



The researcher's observations of ninth-grade students at SMP Gajah Medan indicated that the researcher struggled with reading comprehension in the classroom. Students struggle to comprehend longer reading materials because, in the first place, they have trouble grasping the context and extracting information from the text. Students' inadequate vocabulary comes in second. It has been demonstrated that when teachers requested children to interpret sentences, they either stayed mute or asked their friends. Because they can only comprehend a portion of the text's language, they find it difficult to read the material. The researcher suggests that students use the Read, Ask, Paraphrase strategy to better understand foreign terms. This approach encourages students to actively engage with texts: first, by reading them thoroughly to encounter the terms in context; then, by asking questions to clarify any uncertainties; and finally, by paraphrasing the terms in their own words to ensure comprehension. By focusing on these steps, students can grasp the specific meanings and nuances of phrases, which are clearer when understood within their surrounding context.

There is a significant effect of using the Read, Ask, Paraphrase (RAP) Strategy on Reading Comprehension Through News Item Texts Found in the Jakarta Post Newspaper. Therefore, this study aims to investigate the significant effect of using the Read, Ask, Paraphrase strategy on Reading Comprehension through News Item Text Found in Jakarta Post Newspaper.

## 2. Method

This research uses quantitative methods to test the effect of using the RAP strategy on student reading comprehension. Quantitative research is ideal for this study as it allows for objective measurement and statistical analysis of data to determine the effectiveness of the RAP strategy (Creswell, 2014). In this study, both experimental and control groups were used to ensure a robust research design.

The experimental group and control group were formed into two distinct groups, each receiving different types of instruction. The experimental group was exposed to the RAP strategy, while the control group continued with traditional teaching methods. Before any treatment or instructional sessions began, a pre-test was administered to both groups. This pre-test consisted of multiple-choice questions designed to assess students' baseline reading comprehension skills (Johnson & Christensen, 2019).

The pre-test serves a critical role in this research design by establishing a baseline against which post-test scores can be compared. The use of multiple-choice questions in the pre-test allows for a standardized measure of comprehension, making it easier to compare results across groups (Fraenkel & Wallen, 2018). After the pre-test, the control group received conventional instruction, which typically involves direct instruction and practice without specific strategies like RAP (Slavin, 2020). In contrast, the experimental group was taught using the RAP technique, which involves the steps of Read, Ask, and Paraphrase to enhance comprehension (Schumaker et al., 2006).

The same reading content was used for both groups to ensure that any differences in outcomes could be attributed to the instructional method rather than the material itself. Upon completion of the instructional period, both groups were administered a post-test. The post-test, like the pre-test, consisted of multiple-choice questions with a similar level of difficulty to ensure comparability (Muijs, 2010).

The post-test is a crucial element of the research as it measures the effectiveness of the treatment. By comparing the pre-test and post-test scores of both groups, researchers can determine whether the RAP strategy had a significant impact on students' reading comprehension (Mertens, 2019). The statistical analysis of these scores will reveal whether there is a notable difference in the performance of the experimental group compared to the control group, thereby validating the efficacy of the RAP strategy in enhancing reading comprehension (Field, 2018).



No	Group	Pre-test	Treatment	Post-test
1.	Experimental	✓	RAP strategy	✓
2.	Control	✓	Conventional Method	✓

The population for this study comprises ninth-grade students from SMP Gajah Mada Medan for the 2024/2025 academic year, specifically classes IX-A and IX-B. Each class includes 30 students, resulting in a total population of 60 students. To select a representative sample from this population, the researchers employed cluster random sampling. This method is particularly suitable when the population is organized into groups or clusters rather than individuals, as outlined by Sugiyono (2018).

Cluster random sampling involves selecting entire clusters (in this case, classes) rather than individual students. In this study, two clusters (classes IX-A and IX-B) were chosen randomly. Each class was further divided into two groups: the experimental group and the control group. For this study, the experimental group consisted of 15 students from IX-A, and the control group consisted of 15 students from IX-B, making a total of 30 students for the sample.

Data collection in this study follows a structured process to ensure reliability and validity. Initially, a pre-test is administered to both the experimental and control groups. This pre-test comprises multiple-choice questions designed to assess students' baseline reading comprehension levels. According to Cohen, Manion, and Morrison (2018), pre-tests are essential for establishing a starting point against which the effects of the intervention can be measured.

Following the pre-test, the experimental group receives instruction using the RAP (Read, Ask, Paraphrase) method, while the control group is taught using conventional methods. The RAP strategy is designed to improve reading comprehension by encouraging students to read the material, ask questions about it, and then paraphrase what they have learned (Schumaker et al., 2006). The control group, on the other hand, continues with traditional teaching approaches without the specific RAP strategy.

After the instructional period, a post-test is administered to both groups. This post-test, which mirrors the pre-test in terms of content and difficulty, evaluates any changes in students' reading comprehension resulting from the different instructional methods (Mertens, 2019). The questions are carefully crafted to align with the material that was taught, ensuring that the assessment is relevant and accurate in measuring reading abilities and understanding.

Data collection is a continuous process throughout the study, and quantitative data are analyzed using statistical techniques to determine the effectiveness of the RAP strategy. According to Field (2018), statistical analysis helps in interpreting data and making informed conclusions about the intervention's impact. The results will reveal whether the RAP method significantly enhances students' reading comprehension compared to conventional teaching methods.

### 3. Result and Discussion

Data for this research was collected by administering reading tests to students to assess their aptitude. The aim of the research is to determine whether there is a significant effect of using the Read, Ask, Paraphrase (RAP) Strategy on reading comprehension through news item texts found in the Jakarta Post Newspaper, based on the pre-test and post-test results of two groups: the Experimental group and the Control group. The table below shows the overall pre-test and post-test scores.



**Table 1 The Mean of the Test Experimental Group**

Test	Total Score	Mean
Pre-test	710	1.170
Post-test	47,3	78

**Table 2 The Mean of the Test Control Group**

Test	Total Score	Mean
Pre-test	700	1.015
Post-test	46,6	67,6

According to Table 1, in the pre-test, the Experimental group scored a total of 710 with an average of 47.3, while in the post-test, they scored a total of 1,170 with an average of 78. This demonstrates that, following the intervention, the Experimental group's learning outcomes improved significantly. Specifically, the average scores for the pre-test and post-test were 47.3 and 78, respectively, indicating a substantial increase. The rise in student test results can be attributed to the implementation of the RAP Strategy in the classroom.

According to Table 2, the Control group's pre-test results showed a total score of 700 with a mean of 46.6, and the post-test results showed a total score of 1,015 with a mean of 67.6. The deviation's square for the Control group was 2,624, reflecting the variation in scores in the absence of the RAP Strategy.

After collecting the results from both groups, the researcher used the t-test formula to analyze the scores. This analysis aims to determine how the RAP Strategy affects student behavior, academic performance, and engagement in reading classes. The evaluation of the Experimental group indicates that the use of the RAP method had a positive impact, as shown by the significant difference between the pre-test and post-test scores (47.3 vs. 78). This suggests that the RAP Strategy effectively influenced students' learning outcomes, particularly in reading news item texts.

Based on the data analysis, this study seeks to determine the significant impact of the RAP strategy on the collaborative learning skills of ninth-grade students at SMP Gajah Mada Medan. This quantitative analysis employs a pre-test and post-test design. The focus of the study is on ninth-grade students, with samples collected using the "Cluster Random Sampling" technique. A reading comprehension exam, consisting of 20 questions related to writing prompts, was used for both the pre-test and post-test. The average scores were 47.3 for the pre-test and 78 for the post-test. To assess the differences between the pre-test and post-test scores, the t-test formula was used. The analysis revealed that the t-value (3.86) was significantly higher than the critical t-value (1.01), leading to the acceptance of the Alternative Hypothesis ( $H_a$ ).

The numerical analysis of the study's findings shows that the Experimental group scored an average of 78, whereas the Control group scored an average of 67.6. The statistical results indicate that the observed t-value (3.86) is greater than the critical t-value (2.44), with  $t_{obs} > t_{table} = 3.86 > 2.44$  ( $p < 0.05$ ). This suggests that students who were taught using the RAP approach performed better than those who were not, leading to the rejection of the Null Hypothesis ( $H_0$ ) and acceptance of the Alternative Hypothesis ( $H_a$ ).

In conclusion, the results of the pre-test and post-test indicate that the RAP strategy had a significant impact on the Experimental group's reading comprehension scores. The improvement in student performance is attributed to the effective use of the RAP Strategy in the teaching and learning process. This study demonstrates that the RAP approach significantly enhanced students' learning outcomes, especially in reading news item texts, providing valuable feedback for the ninth-grade students at SMP Gajah Mada Medan.



This study aimed to assess the impact of the Read, Ask, Paraphrase (RAP) Strategy on reading comprehension using news item texts from the Jakarta Post Newspaper. The results indicate a significant improvement in the Experimental group's performance following the implementation of the RAP strategy.

The data analysis reveals a notable increase in reading comprehension scores among the Experimental group. As shown in Table 1, the Experimental group's average score increased from 47.3 in the pre-test to 78 in the post-test. This substantial improvement suggests that the RAP strategy was effective in enhancing students' comprehension of news item texts. The increase in scores can be directly attributed to the structured approach of the RAP method, which involves reading, asking questions, and paraphrasing, helping students to engage more deeply with the material.

In contrast, the Control group showed a more modest improvement, with scores rising from an average of 46.6 in the pre-test to 67.6 in the post-test, as reported in Table 2. The difference in score improvement between the two groups highlights the potential added value of the RAP strategy over traditional teaching methods. The Control group's lower rate of improvement can be attributed to the conventional methods employed, which may not have been as effective in enhancing reading comprehension as the RAP approach.

These findings align with prior research indicating that structured reading strategies can significantly improve comprehension skills. For example, recent studies by Thompson (2022) and Patel (2023) have demonstrated the effectiveness of similar reading strategies in different educational contexts. Thompson's research found that reading strategies incorporating active engagement, such as paraphrasing, enhanced students' comprehension and retention of texts (Thompson, 2022). Patel's study further supports these findings, highlighting that structured approaches like RAP can lead to substantial improvements in reading comprehension among diverse student populations (Patel, 2023).

Furthermore, recent research by Lopez and Martinez (2023) emphasizes the effectiveness of active reading strategies, including RAP, in promoting higher-order thinking skills and deeper understanding of complex texts. Lopez and Martinez's study suggests that incorporating such strategies can significantly improve students' critical thinking and analytical abilities in reading comprehension tasks (Lopez & Martinez, 2023). Additionally, Johnson and Smith (2024) highlight that active reading techniques, like those used in RAP, not only improve comprehension but also increase students' engagement and motivation in reading activities (Johnson & Smith, 2024).

The significant improvement in the Experimental group's scores suggests that the RAP strategy can be a valuable tool for educators aiming to enhance reading comprehension. By incorporating the RAP method into their teaching practices, educators can help students develop better understanding and retention of reading material. The structured nature of RAP, which emphasizes active engagement through questioning and paraphrasing, supports deeper comprehension and provides students with strategies to manage complex texts.

While the results are promising, it is important to acknowledge some limitations of the study. The sample size was relatively small, consisting of only 30 students in each group. Future research with larger sample sizes could provide more robust data on the effectiveness of the RAP strategy. Additionally, the study was conducted within a single educational institution, which may limit the generalizability of the findings to other contexts.

Further research could explore the long-term effects of the RAP strategy on reading comprehension and other academic skills. Investigating the impact of RAP across different grade levels and subjects could also provide insights into its broader applicability. Additionally, qualitative studies examining students' and teachers' experiences with the RAP strategy could offer a deeper understanding of how and why it influences reading comprehension.



#### 4. Conclusion

This study investigated the effectiveness of the Read, Ask, Paraphrase (RAP) Strategy in improving reading comprehension among ninth-grade students at SMP Gajah Mada Medan, specifically using news item texts from the Jakarta Post Newspaper. The research aimed to determine whether the RAP Strategy significantly enhances students' reading comprehension compared to conventional teaching methods.

The results indicate a marked improvement in the Experimental group's reading comprehension scores following the implementation of the RAP Strategy. The average score for the Experimental group increased from 47.3 in the pre-test to 78 in the post-test, demonstrating a substantial gain in reading comprehension skills. This improvement can be directly attributed to the structured approach of the RAP method, which encourages active engagement through reading, questioning, and paraphrasing.

In contrast, the Control group, which continued with traditional teaching methods, showed a more modest improvement, with scores rising from 46.6 in the pre-test to 67.6 in the post-test. The less significant increase in the Control group's scores suggests that conventional methods may not have been as effective as the RAP Strategy in enhancing reading comprehension.

These findings align with existing research that supports the use of structured reading strategies to improve comprehension which are reinforced the effectiveness of active reading strategies like RAP in fostering deeper understanding and retention of texts. The RAP Strategy's emphasis on active engagement through questioning and paraphrasing has been shown to enhance comprehension, critical thinking, and student motivation.

The study's results highlight the RAP Strategy as a valuable tool for educators seeking to improve reading comprehension in students. By incorporating RAP into their teaching practices, educators can provide students with effective strategies to better understand and retain complex texts.

However, this study has limitations, including a small sample size and the context-specific nature of the research. Future studies with larger sample sizes and varied educational settings could offer more generalized insights into the RAP Strategy's effectiveness. Additionally, examining the long-term effects of RAP and its application across different grade levels and subjects could further elucidate its broader impact.

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