

## THE EFFECTIVENESS OF USING RAPQ TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION

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### ABSTRACT

Tujuan penelitian ini adalah untuk mengetahui aspek membaca yang meningkat paling besar setelah diajar menggunakan RAPQ dan untuk mengetahui tanggapan siswa pada siswa sebelum dan setelah pemberian *teknik pembelajaran RAPQ*. Populasi dalam penelitian ini adalah siswa kelas dua SMPN. Penelitian ini menggunakan *pre-test dan post-test satu kelompok* dan para siswa diajar sebanyak tiga kali. Data dianalisis dengan menggunakan *t-test Pengukuran Berulang*. Pada pre-tes, nilai rata-rata adalah 53,4 menjadi 69,86 pada post test. Ini berarti bahwa ada peningkatan sebesar 16,45. Hasil t-test menunjukkan bahwa t-ratio lebih tinggi daripada t-table ( $7,849 > 2,042$ ) dengan signifikan level  $p < 0,05$  dan signifikan 2-tailed  $p=0,000$ . Dapat disimpulkan bahwa *teknik pembelajaran RAPQ* dapat meningkatkan pemahaman membaca pada siswa dan memberikan tanggapan yang positif.

The aim of this research is to find out the aspects of reading comprehension that can improve the most after being taught through RAPQ and to identify the student response before and after being treated *RAPQ teaching technique*. The sample of the research was the second grade students of SMPN, VIII B as try out test and VIII C as experimental class. The study employed *one group pretest and posttest design* and the students were given three treatments. The data were obtained by using *Repeated Measure t-test*. In pre test, the mean score is 53.4 and it becomes 69.86 in post test. It means that there is an increase of 16.45 points. The result of t-test shows that t-ratio is higher than t-table ( $7.849 > 2.042$ ) with the level of significant is  $p < 0.05$  and significant two tail is  $p=0.000$ . It can be said that *RAPQ teaching technique* improves the students' reading comprehension and gives a positive response.

**Keywords:** improve, RAPQ teaching technique, reading comprehension

## **INTRODUCTION**

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspect and difficulties.

Naturally, reading skill is very complex, therefore it is difficult to master. This stands to reason for reading involves determining main idea, identifying specific information, reference, inference and vocabulary. Having good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007: 1).

Dallman (1982:23) suggests that reading is more than knowing what letters of alphabet stand for; reading involves more than word recognition, and comprehension is an essential of reading that without comprehension, no reading takes place. From the definition above, Dallman is intended to clarify that without comprehension, there is no reading. It is impossible that someone reads a text without any purpose. The purpose of reading will be gained if the reader is able to comprehend the text well.

In relation to the statements above, the researcher is intended to implement the technique that can be used to improve students' reading comprehension. There are many technique that can be used to teach reading comprehension, but the focus was on increasing students abilities in finding the main idea and making questions. The technique which appropriate for the research's goal is RAPQ,

because it provides meaningful stages, i.e. Read the text, Ask the main idea of the text, Put the idea into the reader's own word and make and answer Question (RAPQ).

RAPQ is reading technique presented in Everly on cited Schumaker J.B (2008:2), in technique helps students stay focus on the main idea of what they read.

Unfortunately, there are only a few studies implementing of RAPQ. One of them is a study that conducted by Pouwerin (2001) on disable learners who are learning mathematics. Furthermore, Francesca finds that students using RAPQ technique score higher than before. Students can identify main points and interpret questions, as well as constructing and Interpreting graph and charts for social data present in the textbook.

The technique can increase the students' reading comprehension achievements, therefore the researcher decides to implement RAPQ in teaching reading to improve their reading comprehension. By this technique, the students were asked to be more active so they did not feel bored anymore in the class.

Therefore, the objective of this article are (1) to find out the aspects of reading comprehension that can improve the most after being taught through RAPQ teaching technique, (2) to find out the students' response after being taught through RAPQ teaching technique.

## **METHOD**

In this research, the researcher used One Group Pre-test Post-test Design (Hatch and Farhady, 1982:20) in which to investigate whether there is gaining achievement of students' reading comprehension through RAPQ technique.

The researcher used simple random probability sampling to determine one experimental class. There was one experimental class that has both pre- test and post- test and one treatment.

The design of the research was presented as follow:

T1      X      T2

Where:

T1      = Pre-test

X        = Treatments (RAPQ Teaching Technique)

T2      = Post-test

The population of this research was the second grade of SMPN. VIII C as the experimental class was chosen randomly and lottery drawing was used to take the samples intended.

The researcher took a try-out test at VIII B class before the pre test was carried out. The try out was given to the students in order to know the quality of the test as the instrument of the research; those are reliability, level of difficulty, and discrimination power of the test. Try out test was administered before the researcher used this test in the experimental class. The try out test used reading text of 40 items multiple choice. The test was given to find the quality of the test whether the test items were good or not in validity, reliability, level of difficulty and discrimination power. The test was administered in 90 minutes.

According to criteria of the test reliability, the reliability of 0.93 point belongs to high level, so it indicated that the test was reliable and good. Therefore, the results

of the test were believed as the reflection of their reading ability which was accurate and consistent. Based on the computation of the level of difficulty the result of try out test showed that 10 out of 40 items were poor. There were 9 easy items, 30 average items and 1 difficult items. From the computation of discrimination power, there were 30 good items, and 10 poor items.

## **RESULTS AND DISCUSSION**

Before the researcher gave treatments in the experimental class, the researcher gave the pretest to find out the students' reading comprehension achievement before taught through RAPQ teaching technique. After the researcher gave treatment in experimental class, the researcher gave the posttest. The post test was given to measure the improving of students' reading comprehension achievement after the treatments are given. The researcher used statistical computation with *SPSS 17.0 for windows* to analyze the scores on the pre-test in the experimental class. The total score of all students were 1582.4 and the mean score of the pretest was 53.4; the highest score was 73.3 and the lowest score was 40. It indicated that the students' reading comprehension ability was poor, it can be seen from the majority of students' score less than 65. From 30 students and only 2 students who got score more than 65.

After the researcher gave three time treatments in experimental class, the researcher gave the posttest. The post test was given to measure the improving of students' reading comprehension achievement after the treatments are given. The total score of all students were 2089.1 and the mean score for the posttest was 69.63; the highest score was 80 and the lowest score was 60. The majority of

students' score were in interval 66-70 that is from 14 students and then followed by 9 students in interval 73-80. There are only 7 students whose score are less than 65 and 23 students whose score are higher than 65. It indicated that the students reading comprehension achievement had improve after having the three time treatments using reciprocal teaching technique.

According to the analysis of the result of pretest and posttest in reading aspect, it showed that there is an improvement of each aspect. From all aspects of reading, it can be concluded that main character gained the highest improvement than the other aspects. In terms of main idea, the mean score of pretest was 19.28 and post test was 26.28. by comparing the pretest and post test, it was found that the gain was 7. The improvement spesific information was 5.43 from the mean of correct answer of pre test was 17.71 and post test was 23.14. by comparing the pretest and post test, it was found that the gain was 5.43. The improvement inference was 3.6 from the mean of pre test was 12.6 and post test was 16.2. by comparing the pretest and post test, it was found that the gain was 3.6. In this research, reference got the lowest improvement. It could be seen from the improvement mean of reference was 3.4 with the total percentage was 11.33 %. The improvement vocabulary was 4.5 from the mean of pre test was 14.66 and post test was 19.16 by comparing the pretest and post test, it was found that the gain was 4.5.

After the researcher administered pretest and posttest, the researcher conducted the questionnaire to find out the students' response after being taught through RAPQ teaching technique. From the result of the questionnaire, there are more than 50% students who answered "yes", It could be concluded that RAPQ

teaching technique can help the students in comprehending the text; it also made them enjoy and understand when they applied this technique.

The process of teaching learning in the classroom showed that the use of RAPQ teaching technique is effective for teaching narrative text in reading. During the main activities, the students showed good response when they applied every stage in RAPQ teaching technique. It could be seen from the result of questionnaire which showed that most of the students enjoyed and understand when they applied this technique.

Furthermore, by applying RAPQ teaching technique, the students were affected to join class. Thus the students who more active in doing activities. In RAPQ teaching technique, the four instruction strategies (reading, asking, putting by paraphrasing and questioning) were taught through series of monologue text among the students in whole class-instruction. The teacher served as the discussion leader in the initial monologue text and after those four instruction strategies were taught, and then the students take turns as individual leader. Throughout these monologue text, the teacher was modeling how to go about applying those four instruction strategies in reading activity.

The researcher found that the process of applying RAPQ teaching technique could benefit the students to comprehend the content of the passage. In other words, the technique used in the experimental class could improve the students' reading comprehension achievement. Finally, during the classroom process, it was found that RAPQ teaching technique can improve students' reading comprehension

achievement. In short, RAPQ teaching technique improved the students' reading comprehension achievement of narrative text.

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Overall, RAPQ teaching technique is useful since the students learn to concentrate on important ideas, rather than translating word meaning. RAPQ teaching technique is effective technique to improve the comprehension-monitoring and comprehension-fostering skills of students. These results support with the previous research finding conducted Yulianti (2010). Yulianti's finding showed that there is an increase of students' reading comprehension achievement after being treated using RAPQ teaching technique. This could be seen from the difference of the students' means' score in pretest (53.4) to posttest (69.86) with gain 16.45.

## **CONCLUSIONS AND SUGGESTIONS**

In relating to the result and discussion of the research the following conclusion is given as follows:

1. There is an improvement of students' reading comprehension achievement after being taught through RAPQ teaching technique at the second grade



of SMPN 1. This can be seen from the difference of the students' mean score in pre-test (53.4) to post-test (69.86) with gain 16.45 point. According to the analysis of the result of pretest and posttest in reading aspect, it showed the improvement of each aspect. From all aspects of reading, it can be concluded that main character got the highest improvement than another aspects. The improvement of main idea up to 23.4% from the improvement of mean of correct answers of main idea.

2. RAPQ gave positive responses from the students. It can be applied effectively as an appropriate strategy for improving students' reading comprehension of narrative text. It is intended to make students aware about the details of the text.

Referring to the conclusions above, the researcher would like to promote some suggestions below:

1. To the teacher.
  - a. In this research, the researcher found that reference aspect needs more serious attention because the most students have difficulty in this aspect. It can be conducted by giving more various synonym which is appropriate to the students of junior high school level in order to enhance the students' reference list.
  - b. The English teachers are suggested to make highly good preparation before applying RAPQ teaching technique such as mastering its procedure, and preparing the visual clues of the material in order to help the students

understanding the text easily. Particularly, the materials which can guide students in understanding about specific information and inference.

c. Then, the teacher should also control the activity of students it self, so that they would not be too noisy.

2. To the other researchers

a. In this research, the researcher conducted RAPQ teaching technique in teaching reading comprehension of narrative text at second grade students of Junior High School to investigate the improvement of the technique in their reading comprehension achievement. Other researchers can conduct this technique on different level of students (it can be Senior High School) and for the other texts such as recount, descriptive, explanation etc.

b. For further researchers who would like to conduct a research with the same topic, should consider well about the time allocation for the treatments. The target of material cannot be explained fully because the limitation of time.

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