

THE IMPLEMENTATION OF RAPQ TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstract

Penelitian ini bertujuan untuk menemukan apakah ada perbedaan yang signifikan dari pemahaman membaca dan untuk menemukan aspek dalam membaca yang memiliki peningkatan tertinggi setelah diajar melalui teknik RAPQ. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan pada kelas VIII A, SMP Kartika Jaya II-2 Bandar Lampung yang berjumlah 30 siswa. *Random sampling* digunakan untuk memilih kelas dan *paired sample t-test* digunakan untuk menganalisis data. Alat pengumpulan data adalah tes *reading comprehension*. Hasil penelitian menunjukkan bahwa *t-value* lebih tinggi dari *t-table* ($15.237 > 2.160$). Hasil penelitian menunjukkan nilai rata-rata dari *pre-test* adalah 53,5. Sedangkan nilai rata-rata *post-test* adalah 72. *Vocabulary* adalah aspek yang memiliki peningkatan tertinggi (6,67%). Oleh sebab itu dapat disimpulkan bahwa ada peningkatan dari pemahaman membaca siswa setelah diajarkan melalui teknik RAPQ.

The objectives of this study were to find out the significant difference of students' reading comprehension and to find out the aspects of reading comprehension that the most improved after being taught by using RAPQ technique. This research was a quantitative study and was conducted to 30 learners in class VIII A of SMP Kartika Jaya II-2 Bandar Lampung. Random sampling was used to select the class and paired sample t-test was used to analyze the data. The instrument was reading comprehension test. The result of the calculation showed that t-value was higher than t-table ($15.237 > 2.160$). The result showed the mean score of pre-test was 53.5, while the mean score of post-test was 72. Vocabulary was the most improved aspect (6.67%). Therefore, it could be concluded that there was an improvement of students' reading comprehension after being taught through RAPQ technique.

Keyword: improving, RAPQ technique, reading comprehension

INTRODUCTION

Based on the researcher's experience when conducting PPL at SMPN Satu Atap Satu Bengkuntat, there are several factors that hamper the students' achievement in reading comprehension. The students may not be motivated to read because the text is not interesting and sometime the text is too long. The students are also unfamiliar with the word used in the text or they lacking of vocabularies. However, the main factor that causes students uninterested in reading is the technique for teaching reading used by the teachers is not appropriate to their need. Sometimes teacher assumes that the students' reading comprehension will develop naturally without any teaching technique. But in fact, it has significant influence to the students' achievement.

In line with the problems above the researcher applied RAPQ (Read, Ask, Put, Question). In this research, RAPQ technique was used to increase students' reading achievement. RAPQ is intended to increase students' ability in finding the main idea, construct meaning, and making question, involved using a four-step process towards greater reading comprehension. Students were read a paragraph, ask about the information of the text, especially mention the main idea, and put the information into their own words by paraphrasing, then made question based on the story of the text.

There have been previous studies dealing with the implementation of RAPQ technique to improve students reading comprehension. The research has been conducted by Rinjani (2014). The aim of the research was to find out the effectiveness of using RAPQ technique in improving students' reading

comprehension in the second year of SMPN 1 Terbanggi Besar. In collecting data, the researcher used some instruments, there were pretest and posttest, then gave the questionnaire to the students.

Reading comprehension is one of the skills that must be developed at school. It has become something important for students because students' success largely depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students have difficulty in making progress. In line with Nuttal (1982: 17) who stated that the purpose of reading comprehension is part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information and knowledge.

Alyousef (2005:143) suggests that "in teaching reading, contemporary reading tasks; unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages". The pre-reading stages help to activate the relevant schema. For example, the teacher can asks students questions that arouse their interest while previewing the text. The aim of while-reading stages (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. For example, the teacher can encourage the students to generate appropriate questions for the passage and to identify what makes a text difficult and seek an understanding of difficult new vocabulary. Post-reading includes activities which enhance learning comprehension using matching exercise, close exercise, cut-up sentences and comprehension questions or the

teacher can ask students to identify and integrate the most important information by using summarizing.

According to Djuharie (2007: 41), narrative text generally has generic structure which consists of orientation: sets of the scene, where, when or introduce who is the participant. It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters. From the general structure above, the narrative should have the three components such as orientation, complication, and resolution. The three components support the story that is organized as narrative.

RAPQ (Read, Ask, Put, Question) is a technique in reading strategy developed by Schumaker, Denton & Deshler (1984) that to help students stay focused on the main idea of what they read. This is a technique to improve questioning strategies. Students are taught how to read a paragraph, ask themselves key questions about the information (main idea) and then put the information in the students' own word by paraphrasing.

According to Minskoff (2008), RAPQ is a skill or technique for improving questioning strategies. By using RAPQ, the students are taught how to read a paragraph, to ask themselves key questions about the information (main idea) and then put the information into their own words.

Based on the explanations above, this research is aimed at finding out the significant difference of students' reading comprehension achievement through RAPQ technique and to find out the aspects of reading comprehension which was most and least improved by using RAPQ technique at the second grade students of SMP Kartika Jaya II-5 Bandar Lampung.

RESEARCH METHOD

This study used a quantitative method. The researcher used one group pre-test and post-test. It was used to investigate whether there was an improve and a difference of students' achievement in reading comprehension ability through RAPQ technique. The researcher administered pre-test and post-test. Then, the students' improve was found by comparing the means (average score) between pre-test and post-test. It was used to find out the progress before and after the treatments.

The test divided into pre-test and post-test and it was elaborated in the following section:

a. Try out test

The purpose of try out test was to measure that the test arranged by the researcher was good and applicable to be used during the research. Try out test was the question to formulate the pre-test and post-test.

b. Pre test

The pre-test was administered to the students before giving the treatment in order to know the basic of students' reading comprehension before treatment and also the students mean score in reading comprehension

before treatment. The result of try out was used to determine the quality of the test as instrument of the research.

c. Post-Test

The test administered after conducting the treatments for the students. The researcher gave the post-test in order to know the result of this class in teaching learning process whether they have progress or not after being taught through RAPQ technique. The aim of the test was to find out the students' reading comprehension achievement after giving the treatments.

Table 1 Reading Specification of Try out Test

No	Reading Skills	Items Numbers	Percentage of Items
1.	Determining main Idea	1, 16, 21, 26, 41, 46, 61,	17.5%
2.	Finding Specific Information	2, 22, 27, 32, 37, 42, 67	17.5%
3.	Inference	8, 18, 23, 28, 33, 38, 48, 58, 63,	22.5%
4.	Reference	4, 9, 19, 34, 44, 59, 69	17.5%
5.	Vocabulary	5, 10, 25, 30, 35, 40, 45, 50, 55, 65	25%
Total		40 items	100%

RESULTS AND DISCUSSIONS

The research was carried out to find out whether there was a difference between the students before and after being taught through RAPQ technique and to find out the aspects of reading comprehension which were most and least improved by RAPQ technique. It was conducted in the eight grade students of SMP Kartika Jaya II-5 Bandar Lampung in 2014/2015 academic year on May 12nd 2015 to May

29th 2015. This research used two classes; the first class was class VIII D as the try-out class and class VIII A as the experimental class. Class VIII D consisted of 35 students, while class VIII A consisted of 30 students.

The pre-test was administered in order to find out basic score of students' ability in reading comprehension of narrative text before the treatment was given. The pre-test was given in experimental class for about 90 minutes. The researcher administered the pre-test on May 15th in the experimental class that was class VIII A. There were 40 items to test objective reading with four options for each (a, b, c, or d) one was the correct answer and the rest were distracters. The total score for pre-test in the experimental class was 1605. The mean of pre-test was 53.5; the highest score was 70, the lowest score was 42.5; the median was 52.5; the mode was 52.5 (see Appendix 11). The data of reading test was analyzed by using SPSS 17.0. The distribution of the students' pre-test score is presented as follows.

Table 2 Distribution Frequency of Pre-test Scores

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.50	3	10.0	10.0	10.0
	45.00	3	10.0	10.0	20.0
	47.50	3	10.0	10.0	30.0
	50.00	3	10.0	10.0	40.0
	52.50	6	20.0	20.0	60.0
	55.00	1	3.3	3.3	63.3
	57.50	2	6.7	6.7	70.0
	60.00	4	13.3	13.3	83.3
	62.50	3	10.0	10.0	93.3
	67.50	1	3.3	3.3	96.7
	70.00	1	3.3	3.3	100.0
Total		30	100.0	100.0	

After conducting the treatments to the students, the researcher administered the post-test to see the impact of treatments itself to the students and to determine whether there was an increase of students' reading comprehension or not. It was administered on May 29th 2015. There were 40 questions answered within 90 minutes, in the experimental class. The same items were given in the pre-test and the post-test.

The total score of the post-test was 2160. The mean score was 72; the highest score was 82.5; the lowest score was 60; the median was 70; the mode was 67.5. The gain from pre-test and post-test was 18.41. Those scores could be seen on the table below:

Table 3 Distribution Frequency of Post-test Scores

		Posttest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	60.00	1	3.3	3.3	3.3
	62.50	2	6.7	6.7	10.0
	65.00	4	13.3	13.3	23.3
	67.50	5	16.7	16.7	40.0
	70.00	4	13.3	13.3	53.3
	75.00	5	16.7	16.7	70.0
	77.50	2	6.7	6.7	76.7
	80.00	4	13.3	13.3	90.0
	82.50	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

The result of the table shows that there was 32.3% of students who got score up from 80 to 82.5; 76.7% of students who got score up from 60 to 77.5. From the tables of pretest and posttest, the students' scores in posttest were higher than the students score of pretest. It means that RAPQ technique gave a good reflection to attainment of teaching learning reading.

Table 4 Paired Samples Test

Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair Pretest	-	6.65012	1.21414	-20.98320	- 16.01680	-	29	.000
Posttest	18.50000					15.237		

t-table: 2.160

The table above shows that t-value is 15.237. Therefore, t-value > t-table (15.237 > 2.160). It can be concluded there is difference between score of pretest and posttest. The mean of posttest was higher than pretest.

The increase enabled the researcher to test the hypothesis of the research by using Repeated Measures T-test computed through SPSS version 17.0 as well. Therefore, for the first hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. Before using RAPQ strategy in teaching reading, the mean score was 53.5, but after using RAPQ strategy in teaching reading, the mean score was 72.0. Then, from the output we can see that the significance value (2 tailed) showed that $p < 0.05$ ($p = .000$). It means that there is a significant difference of students' reading comprehension before and after being taught by using RAPQ technique.

Table 5 The Increase of Five Reading Aspects

No	Reading Aspects	Pre-test	Post-test	Increase
1.	Main Idea	113 (53.80%)	142 (67.61%)	29 (13.8%)
2.	Specific Information	137 (53.8%)	142 (67.14%)	14 (6.67%)
3.	Inference	145 (53.70%)	182 (66.66%)	37 (13.7%)
4.	Reference	102 (48.57%)	146 (69.52%)	44 (20.95%)
5.	Vocabulary	155 (51.66%)	253 (84.33%)	98 (32.67%)

Discussion

In accordance with the result of the research, it can be seen that there was a difference of students' reading comprehension achievement before and after being taught by using RAPQ technique. It was taken from hypothesis testing. It indicated that the hypothesis proposed was accepted. The difference can be seen by comparing the mean scores of the pre-test and post-test, from 53.5 up to 72 with the gain scores is 18.41.

From the data above, it could be concluded that the difference of students' reading comprehension achievement between pre-test and post-test showed that RAPQ technique has increased toward the students score. It might be because the students got their motivation and enjoyed the learning materials. The increase could be seen from the students score of pretest and posttest. It proved that after getting the treatments the students' scores were higher. There was a significant increase on the students' reading comprehension achievement after the treatments.

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the researcher draws the conclusions as follows:

1. There was a difference in students' reading comprehension score after being taught by using RAPQ technique at the second grade of SMP Kartika Jaya II-2 Bandar Lampung. It could be seen from the students' mean scores of pre-test and post-test. All students have the higher score of posttest than pretest's score. It happened because the students got the treatments before the post-test. The mean score improved from 53.50 to 72.00.
2. Vocabulary and specific information were the aspects of reading comprehension which are most and least improved by RAPQ technique. That can be seen on the gain of students' pre-test and post-test in all aspects of reading comprehension. The increase of main idea was 13.8%, specific information was 6.67%, inference was 13.7%, reference was 20.95%, and vocabulary was 32.67%. All aspects of reading comprehension were increase after students' being taught by RAPQ technique.

Suggestions

Based on the conclusions above, the researcher proposes some suggestions concerning the research findings as follow:

1. English teachers can use RAPQ technique in teaching reading comprehension as one of the appropriate techniques that can be applied in

the class. It is because this technique can improve the students' understanding of narrative text.

2. English teachers should be able to provide every single chance to their students in practicing reading comprehension to improve students' understanding in all aspects of reading; determining main idea, identifying specific information, finding inference, reference, and understanding vocabulary. For example, the teachers may give many chances to the students to find out main idea, specific information, inference, reference, and vocabulary
3. English teachers should be able to manage the condition of the class. When the teachers decide to use this technique, they should have a good way to make the situation of learning process well. Because it can be so noisy and sometimes the students cannot control their emotion to speak. All the students want to speak up loudly. If the teachers cannot manage it well, the situation cannot be conducive.
4. English teachers should be able to maintain the students' activity. It is important because sometimes there are some students who cheat from internet. The students who are lazy to think, they decide to search text from internet, and then they copy it. Thus before this accident happens it is better for the teacher to warn the students.
5. For future researchers, they can use another instrument and include the predictive power when they want to do the similar research in order to

make the research much better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on aspects of reading comprehension in order to give a big contribution in academic life.

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