



TEACHING READING COMPREHENSION BY USING METACOGNITIVE STRATEGY: READ, ASK, PARAPHRASE (RAP) AT SENIOR HIGH SCHOOL

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ABSTRAK

Makalah ini menjelaskan tentang penerapan salah satu teknik dari *Metacognitive strategy: Read, Ask and Paraphrase* (RAP) dalam proses pengajaran pemahaman membaca siswa Sekolah Menengah Atas. Strategi ini mendorong siswa untuk meningkatkan perhatian dan antusias dalam pembelajaran bahasa Inggris, khususnya dalam *reading comprehension*. Strategi RAP dilakukan dalam 3 tahap yang dilakukan bergantian dalam setiap kegiatan (membaca, bertanya, dan paraphrase. Kegiatan yang pertama, *read*, dapat membantu siswa untuk lebih berhati-hati dalam membaca. Lalu kegiatan selanjutnya, *questioning* dapat membantu siswa dalam menentukan ide pokok dan kalimat pendukung dalam setiap paragraf. Dan yang terakhir, dalam kegiatan *paraphrase*, siswa menggunakan kalimatnya sendiri dalam menuliskan kembali sebuah paragraf, akan membantu siswa mengingat informasi yang dibacanya sehingga dapat lebih mudah dalam memahami teks bacaan. Dengan menggunakan strategi ini, penulis berharap agar siswa dapat meningkatkan kemampuan pemahaman membacanya.

Kata kunci : Pemahaman Membaca, Metacognitive Strategy , *RAP strategy*

ABSTRACT

This paper describes the application one of the techniques in metacognitive strategy: Read, Ask and Paraphrase (RAP) in the process of teaching reading comprehension at senior high school students. This strategy encourages students to improve attention and enthusiasm in learning English, especially in reading comprehension. RAP technique consists of 3 steps that is done in turn for each of the activities: reading, asking questions, and paraphrase. The first activity, Read, can help students to be more careful in reading. Then Questioning can assist students in determining the main idea and supporting details in each paragraph. And finally, in a paraphrasing will help students to remember information he had read so that it can be easier to understand the text reading. By using this strategy, the writer hopes that students can improve reading comprehension.

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Keywords: Reading Comprehension, metacognitive Strategy, RAP strategy

A. Introduction

Since English is the most global spoken language, English then becomes one of the crucial subjects in Indonesia that has been introduced since the elementary school until college. Therefore, it cannot be denied that students need to master English and all of the skills needed. In order to be success in learning English, the one who learns English should accomplish all components contained in learning English. Each component of English takes the essential role to create the ability in learning English. Reading is one of the four important language skills that should be grasped by the students in senior high school. Through reading, people are capable of knowing everything they want. They can access and comprehend the information from the texts by having good competence in reading comprehension.

Reading comprehension is the ability to read text, process it, and understand its meaning completely and be familiar with the text that has been reading. The students are required to be able to catch the meaning from each of the sentences of the text and connect the meaning delivered by the authors. Not only related to the word being read, reading comprehension also has a correlation with the reader strategy which helps them to comprehend more. In order to become better readers, the students need to pay attention on how they are reading and what can they do to improve their comprehension in reading a text.

However, most of the students in senior high school still have problems and difficulties in reading especially reading comprehension. Based on the writer's experience during teaching practice at SMAN 3 Payakumbuh, there are several reasons why the students find problems and difficulties in reading the text. First, Many students only focus on how to correctly pronounce written words on the text. Traditionally, teacher tends to propel the students to read the text to become good in decoding words rather than to improve their ability in comprehending the text. However, students who require most of their mind space decode words, have little room to process meaning. As a result, they have difficulty in accessing information through the written text, so it will be difficult for the students to comprehend the text.

Second, there is no enthusiasm from the students to comprehend the text and be critical readers. They feel satisfied to only become good in decoding the written text. They are reading the text just to find out the answer to the questions or task's questions from the teacher In order to pass the reading test. In short, it appears that they read only to accomplish the teacher's direction, not comprehending the text. Moreover, if the text is too long, they will not put their interest in reading the whole text. They do not have any concern about the content of the text such as information or new knowledge. They just receive all of the writer's ideas without asking why something is happening which leads them to become a passive reader.

The last one is there are no attractive strategies or techniques in teaching reading used by the teacher to enhance students' reading comprehension's skill

in the process of their achievement in reading. The teacher just gives the copies of the text to the students without introducing and explaining the text first. The students are only given the topic and are asked to read the full text. When the students complete their reading, the teacher will deliver some questions about the text and discuss it together. This technique mostly used by some teachers to teach reading as they teach English every week. So that the students find that the teacher's teaching style cannot attract their interest to learn.

Those difficulties in reading will make it hard for the students to comprehend the text. While according to Vellutino in Best, et al (2005: 66) states that reading comprehension is the ability that the reader should have in order to get the meaning from the text for some purposes. So that, when someone reads a text, they need to comprehend and understand the text in order to get the information from it. It means, the readers are required to be able to receive the message from what they read.

In order to become better reader, the students need to be attentive of how they are reading and what can they do to improve their comprehension in reading a text, and one of them is having a strategy in reading. McNamara (2007:34) states that reading strategies are important to gain successful in comprehension. The reader also can be taught some strategies to improve their comprehension. The teacher should find a new attractive strategy that can attract students' interest. Besides, reading is also important for translation (Rahemi, Jufri, Ardi, 2013). Reading ability will influence students' translation ability. So that by using reading strategy, it can help students to improve their comprehension in reading. Another research has been done by Sakinah, Zaim, Syafei (2016) about cultural content in reading passages of English textbooks Bahasa Inggris for senior high school. This research shows various cultural contents appears in the textbooks. However, this research does not mention whether the materials are interesting for the students or not.

Based on the problems above, in order to reach the objective of learning, the teacher should be able to create the process of learning to become interesting, productive and make the students willing to learn and comprehend the text eagerly by using some strategies to attract their interest. One of the strategies that can be applied is using the technique of metacognitive strategies: Read, Ask, and Paraphrase (RAP) technique which is based on a theory that identifies paraphrasing as a key skill to help improve students' memory of main ideas and details in text. Metacognitive strategies in reading has been used in teaching reading for senior high by using in my head (Trinoviyani, Tiarina, 2013).

Paraphrasing is one of a number of strategies that can assist comprehension for the students who experience reading difficulties. RAP technique can improve their ability to understand and process meaning. Furthermore, this technique can be used easily in the classroom and also Schumaker et al. as cited in Hagamen and Reid (2008: 23), states that RAP is a simple strategy that is easily integrated into existing curriculum without changing the content instruction of curriculum. It means that through Read,

Ask, Paraphrase (RAP) technique, students will not only decode the words while they are reading but also they can easily understand and comprehend the text. From reading, questioning and paraphrasing, students can process the information for better understanding of what they read from the text.

B. Discussion

The metacognitive strategy can help students to think to a higher level. Because they can monitor their thinking process. By applying one of the technique of metacognitive strategies in teaching reading comprehension, the students do not only require to understand what reading strategies are but also to understand how to actually use and apply those strategies in reading. It means they will find the solution to the problem exist and develop their thinking. They can think critically like Anderson (2001) states learners who are metacognitively aware know what to do when they do not know to do: that is they have strategies for finding out or figuring out what they need to do, and one of the strategies that the students can use in metacognitive strategy is Read, Ask, Paraphrase (RAP) technique that provides an opportunity for students to develop their background knowledge and facilitates the students to independently comprehend the text.

The implementation of this technique will be discussed as follows:

1. Preparation

a. Preparing material

In teaching reading, one of the important things need to be prepared is the material and the text that is going to be taught. The teacher should consider about some considerations in selecting the materials. It should consider the appropriateness of the text with the syllabus and the curriculum that fit with the capability of the students.

b. Preparing the media

Besides the material, the media also takes an important role in gaining successful in teaching reading. To help them easier in teaching, visual and audio-visual can be a choice to catch interest of the students. This media can be used to build students vocabulary or to help students understand the sequence of some events in the text.

c. Preparing Lesson Plan

After selecting media and preparing the media, then the teacher needs to create a lesson plan as a guide in teaching in the classroom. The teacher needs to arrange this lesson plan carefully and in good order so that the goal of teaching can be achieved successfully

2. Procedure

a. Pre-Teaching Activity

In pre- teaching, there are some activities that can be done by the teacher:

- 1) The teacher greets the students
- 2) The teacher checks the students' attendance.
- 3) The teacher prepares the students to follow the process of learning.
- 4) Telling the students what they will study and the purpose why they have to learn

b. Whilst- Teaching Activity

In this phase, the technique will be implemented. Based on *Kurikulum Tingkat Satuan Pelajaran* (KTSP 2006), this phase is divided into three parts which are exploration, elaboration, and confirmation.

The first part is exploration in which the teacher builds the students background knowledge by previewing a title, picture, illustration, heading, or subheading. The teacher uses some media in order to catch interest from the students so that the process of learning will be fully achieved. One of the media is by showing a video or a picture and ask the students some questions. Here are some examples of questions:

- Do you know those animals?
- What kind of animal are they?
- How do they live?

The second part is elaboration in which the procedures of this technique will be implemented. Before going to the text, the teacher explains how to use the technique briefly. The procedures of the strategy itself are summarized as follows:

- 1) The teacher prepares a report text that has been designed to have several paragraphs and a worksheet to each of the students. The text is presented in the front of the class.
- 2) The teacher asks students to read the text by applying RAP strategy.

Read the first paragraph

After distribute the text, The teacher asks students to review the first step of RAP, R = Read a paragraph. In this step, the students are required to read the first paragraph of the text. As they read, the teacher asks the students to pause and think about the unfamiliar words within the passage and highlight those words to connect the ideas as they read. Then the teacher ask the students to find the meaning for each of the unfamiliar words.

Ask yourself some questions about the main idea and details.

After reading the first paragraph, the teacher asks students to point out the second step of RAP, that is A = Ask yourself about the main ideas and details. The students look through the paragraph again and ask themselves some questions to help them finding the main idea and details for the first paragraph that has been read.

First, the teacher ask students to find the main idea. The first thing the students need do to find the main idea of a paragraph is to identify the topic, the subject of the paragraph. To help them finding the topic, teacher asks the students to ask themselves a question like "What is this paragraph mostly about?" and write the answer on the worksheet given. So, if the students find the topic, they are ready to find the main idea by asking themselves next question like: "What is being said about the topic?"

After finding the main idea, next the students' needs to find the supporting details of the paragraph. To help the students finding the supporting details, the teacher instructs students to write the questions starters of who, what, when, where, why and how to help them building their own questions. Forexample:

- What makes dolphin intelligent?

- Why do human love dolphin?
- How do dolphin live?

The students can create the question based on the main idea to find the supporting details in the paragraph. They can create as many as questions related to the main idea in order to find the supporting details in paragraph.

Put it into your own words

After finding the main idea and the supporting details about dolphin, the students can reread the whole paragraph again in order get the whole meaning of the paragraph. They are required to examine the third step of P = Put it in their own words. The students need to write a sentence based on their understanding after reading the text.

The teacher remains the students that Paraphrasing means rewrite someone's idea into your own words. They still express the same ideas, just in a different way. So, when the students paraphrase, the teacher ask them to change the words being used, for example, the students can change the word: intelligent becomes smart, or fascinate becomes attract. Paraphrasing is not only about changing the words, but also the students can change the structure of the paragraph. They can change the way sentences and paragraphs are put together.

The third part is confirmation in which the teacher evaluates the students' understanding by giving some tests. In this case, the teacher gives new text and asks the students to do the procedures again. In this step, the teacher gives a text to be read again by the students in order to confirm their understanding in comprehending the text using RAP strategy. Here, the and the students can evaluate and measure their comprehending in reading a text. To check their understanding, any task can be asked to the students individually. Then the teacher and students discuss the text whether they comprehend the text or not

c. Post-Teaching Activity

Post-teaching is the last step in the process of teaching. The purpose of this step is to end the teaching and learning activity in reading. In this step, the teacher evaluate learning and teaching process. The teacher can do some activities like:

- a. Give the reflection and feedback to the activities in teaching reading.
- b. The teacher and the students conclude the lesson about reading about what they have learned.
- c. The teacher gives homework to the students related to what they have learned.
- d. The teacher informs the material that will be learned next meeting and asks the students to read the material in students' textbook.
- e. Leave-taking

C. Conclusion and Suggestion

One of the strategies that can be applied to comprehend the text and attract students' interest is using the technique of metacognitive strategies: Read, Ask, and Paraphrase (RAP). The metacognitive strategy can help students to think to a higher level because they can monitor their thinking process. It means they will find the solution to the problem and develop their thinking

There are three stages in teaching reading in the classroom by using the RAP technique. The pre-teaching activity is the first stage in which teacher prepares the students physically and mentally before starting the lesson. The second stage is the whilst-teaching in which students involve actively in the learning process. RAP is conducted in this stage. Teacher gives example and guide students in first paragraph by using RAP technique. RAP technique consists of 3 step; read, ask, and paraphrase (RAP). This technique requires the students to read the text, then ask themselves questions about the main idea and details, and the last one is to put into their own words and try to change as many words as they can. After first paragraph is done, then teacher encourages students to read the rest paragraph by their own. After that, students can do the task and RAP technique will be very useful in answering the question. The last stage is post-teaching activity to summarize the lesson and teacher gives feedback about that day's lesson.

There are many ways to read and comprehend the different kinds of text. However, RAP technique helps students to have better reading comprehension ability especially finding topic, main idea and detail information from the text. It is suggested that the teacher should select the material which can attract students' attention and make them interested in the learning process. Teacher should be able to create the class atmosphere that encourages students to actively participate in the activity, for example in building their own questions and asking those questions. In the teaching process, the teacher has to make sure that each student are participating in the class and do the activity. The writer hopes that teacher can use this technique in teaching reading comprehension since this technique is quite easy to be done by students.

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