

INTRODUCTION

In Indonesia, English is used and studied as a foreign language, therefore the teaching applied in Indonesia is Teaching English as a Foreign Language (TEFL). According to Sipayung (2018), Teaching English as a Foreign Language (TEFL) is English teaching intended for students whose first language is not English. In TEFL, students will usually learn gradually and in a structured manner from a low level to a higher level, adjusted to the abilities of the students. In education in Indonesia, teaching English as a foreign language has been carried out since childhood (Syiah, 2019). The role of English is very important as an international language, which makes English never separate from the national learning curriculum. The curriculum for the English subject emphasizes four types of English basic skills that students must master, namely reading, listening, writing, and speaking.

One of the English language basic skills that students are required to master is reading. The activity of reading is the process of obtaining and understanding written information. This was also conveyed by Tiana & Kumalasari (2022) that reading is the process of getting messages or information that the writer is trying to convey through written language. In English, there is a term reading comprehension, where when reading, the reader not only understands what is read but the reader will also interpret and conclude the overall meaning in the written text (Pearson et al., 2020). Darmawansah et al. (2024) also said that reading comprehension is the process of concluding, interpreting, and constructing meaning from the information obtained by also understanding the context in the text, either implicitly or explicitly. So, reading comprehension is a process where the readers not only decoding the text but also build a deep understanding by comprehending the content to get detail information and construct conclusion from the text. Reading comprehension teaching has been implemented at every level of education in Indonesia, from schools to universities.

In the English Language Education Department at Hindu State University of I Gusti Bagus Sugriwa, English teaching covers all linguistics and education field, including reading comprehension. Reading courses are taught for two semesters with different levels in each semester. According to Olviyanti et al. (2016), there are 3 levels in reading comprehension, including literal level, interpretative level, and extended or applied level. This level is also applied in the English Language Education Department of UHN I Gusti Bagus Sugriwa where, at the first level or literary level it is taught in the second semester with the name of the Reading for Enjoyment course, then in the third semester, students will enter the extended or applied level that is taught through the Extensive Reading course.

One of the reading courses that will be the focus of this study is the Reading for Enjoyment course which is included in the literal level in reading comprehension. According to Čepič et al. (2024), Reading for Enjoyment or reading for pleasure is a reading activity where readers do it with pleasure and are not limited by any genre. In this Reading for Enjoyment course, the expected learning outcomes of the course (CPMK) reflected in the competency achievement indicators include students being able to master English at least equivalent to post-intermediate, being able to apply various reading techniques to find specific information, vocabulary meaning, and determine the main idea and topic in the text, mastering basic linguistic concepts, and mastering cross-cultural understanding through various types of texts. These learning achievements are in accordance with the concept of reading comprehension at the literal level, where this level includes understanding facts and detailed information in the text, initial understanding of

reading, and rote learning or remembering information, and understanding vocabulary in the text (Olviyanti et al., 2016). This course focuses on building the foundation of students' reading skills by introducing students to a variety of texts and teaching several reading techniques so that students become accustomed to reading and can comprehend the content in the text.

In line with the classroom practice in the Reading for Enjoyment course, discovery learning strategy has been implemented for students' reading comprehension in several previous studies. The first study was from Yulyanah et al. (2022), the result proved that discovery learning strategy was able to improve students' reading comprehension, especially in the tenth-grade students of SMA Mandiri Balaraja. The results showed in the first cycle, the mean of reading comprehension score was 67,5. In the third cycle, the mean score was increase to 78,9. Based on the data, discovery learning strategy was successful in improving students' reading comprehension. The second study was from Damayanti et al. (2023) stated that the discovery learning strategy showed significant effect in students' reading comprehension as proved by the mean score of the pre-test was 64,44 and the mean score of the post-test was increased to 76,91. However, the effectiveness of a learning strategy in reading comprehension might also depend on the type of guidance provided to the students during learning process.

RAP strategy is one of the learning strategies that specifically uses for and gives specific guidance in reading comprehension. The RAP strategy consists of three stages, namely Read means reading the text where the students are asked to read the text first carefully; Ask means asking yourself about the content that has been read; and Put means putting detailed information or main ideas using readers' own words. According to Syiah (2019) , this strategy is a simple and effective learning strategy applied to various class levels. This strategy can be applied to elementary, high school, and college students which of course are used to help students practice their reading comprehension. In the previous research, Darmawansah et al. (2024) stated that the RAP strategy is suitable for training students' reading comprehension because this strategy includes stage where the students will read the text as a whole carefully so that students can find and understand the information in the text.

In several previous studies, the RAP strategy showed significant results on students' reading comprehension. In a study conducted by Ningsih (2024), the results proved that the RAP strategy was able to improve reading comprehension, especially in narrative text in grade VIII students at SMP Wisata Sanur, as evidenced by the average post-test results increasing from 70.83 in cycle I to 88.54 in cycle II. The study from Ningsi & Jannah (2018) also showed the same results, where the use of the RAP strategy was successful for increasing students' reading comprehension in grade XI IPA 2 students at SMAN 3 Kota Bima, which can be proven by the average post-test results increasing from 73.33 in cycle I to 86 in cycle II.

This study emerged because researchers found research gaps in several studies that had been conducted. This study investigated the use of Read-Ask-Put (RAP) strategy in students' reading comprehension, especially in the Reading for Enjoyment courses of the second-semester students of the English Language Education Department using Quasi-Experimental Design, especially Non-equivalent Control-Group Design. The novelty of this study includes the research design that uses Quasi-Experimental Design, especially Non-equivalent Control-Group Design, the learning subject that had been investigated was the Reading for Enjoyment course, and this study also compared the use of the RAP strategy and the

Discovery Learning strategy on students' reading comprehension, where the previous studies have not covered this area. The researcher chose the Discovery Learning strategy because this strategy has been implemented by the lecturer in the Reading for Enjoyment course.

Based on the research gaps found, this research entitled "The Effectiveness of Using Read-Ask-Put (RAP) Strategy in Reading Comprehension in the Reading for Enjoyment Course of the Second-Semester Students of the English Language Education Department at UHN I Gusti Bagus Sugriwa" needs to be conducted to cover the existing gaps. The research question of this research was formulated as follow: Do students who learn using the Read-Ask-Put (RAP) Strategy achieve better score in reading comprehension than students who learn using the discovery learning strategy in the Reading for Enjoyment course of the second-semester students of the English Language Education Department at UHN I Gusti Bagus Sugriwa?

METHODS OF RESEARCH

In this current study, the researcher used a quasi-experimental study, especially the non-equivalent control-group design. According to Creswell (2009), the non-equivalent control-group design was a quasi-experimental design that consisting of two groups, namely a control group and an experimental group that were not selected using random sampling. This experimental research was conducted in Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. The population in this study was all students in the English Language Education Department at UHN I Gusti Bagus Sugriwa Denpasar. This study focussed in the second-semester students. This study used convenience sampling technique to select the research participants. The participants were 38 students of the second-semester in the English Language Education Department. The 21 students of II A1 PBI Denpasar as the experimental group, and the 17 students of II A PBI Bangli as the control group.

There were some techniques of collecting data that would be used by the researcher of this study, such as pre-test, treatment, and post-test. The pre-test and post-test were reading comprehension tests, with 25 multiple-choice questions with four alternative answers (options a, b, c, and d). The researcher used multiple-choice questions because this research examined reading comprehension which consisted of five aspects, namely main idea, specific information, vocabulary, inference, and reference. In this study, the researcher utilized descriptive statistical analysis and inferential statistical analysis as techniques of data analysis. The inferential statistical analysis that be used in this research were the normality testing, the homogeneity testing, and the hypothesis testing. The researcher used SPSS Statistics 26 to analyze the data.

RESULT AND DISCUSSION

Result

The data collected in this research was in the form of students reading comprehension scores. These scores were obtained from the pre-test and post-test that was conducted at the beginning and the end of the research in the experimental group and the control group.

1. Pre-test Score Difference between Experimental Group and Control Group

The pre-test was conducted at the beginning of each group's meeting. This pre-test was conducted to

determine the initial abilities or baseline of the experimental group and the control group before receiving treatment. The results of the pre-test descriptive statistical analysis were presented in the Table 4.1 below.

Table 4.1 Descriptive Statistical Analysis Results of the Pre-test

Group	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental	21	28	100	1816	86.48	16.516
Control	17	36	100	1360	80.00	16.971

Based on the Table 4.1, the mean score of the experimental group was 86.48 while the mean score of the control group was 80.00. The mean score of the experimental group was slightly higher than the control group. The researcher also conducted the hypothesis testing of the pre-test data to determine whether there is significant difference between the pre-test scores of the experimental group and the control group. First, the researcher carried out the normality and homogeneity testing. The results were presented in the Figure 4.1 and Figure 4.2 below.

Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test (Experimental)	.251	21	.001	.698	21	.000
Pre-test (Control)	.206	17	.054	.908	17	.094

Figure 4.1 Normality Testing of Pre-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.114	1	36	.738
	Based on Median	.450	1	36	.507
	Based on Median and with adjusted df	.450	1	34.062	.507
	Based on trimmed mean	.307	1	36	.583

Figure 4.2 Homogeneity Testing of Pre-Test

Based on the results of normality testing, the pre-test data of the experimental group was $0.000 < 0.05$ which was the data were not normally distributed. Meanwhile the pre-test data of the control group was $0.094 > 0.05$ which was the data were normally distributed. The results of homogeneity testing showed that the value of based on mean was $0.738 > 0.05$ which was the data were homogeneous. From these results, the hypothesis testing had to be conducted using the non-parametric test, namely Mann-WhitneyU test because there was data that not normally distributed. The results of hypothesis testing could be seen in the Figure 4.3 below.

Test Statistics^a

	Results
Mann-Whitney U	128.000
Wilcoxon W	281.000
Z	-1.497
Asymp. Sig. (2-tailed)	.134
Exact Sig. [2*(1-tailed Sig.)]	.144 ^b

Figure 4.3 The Hypothesis Testing of Pre-Test

Based on the hypothesis testing results, the value of Sig. (2-tailed) was $0.134 > 0.05$ which was there is no significant difference between pre-test scores of the experimental group and the control group. Therefore, the baseline or initial condition of students in the experimental dan the control group was considered similar.

2. Post-test Score Difference between Experimental Group and Control Group

The students in the experimental group learned using RAP strategy while the students in the control group learned using Discovery Learning strategy. The two groups were given different treatment aimed to investigate whether the experimental group who learned using the RAP strategy achieve better reading comprehension score than the control group who learned using the Discovery Learning strategy. The results could be presented in the Table 4.2.

Table 4.2 Descriptive Statistical Analysis of the Post-test

Group	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental	21	44	100	1980	94.29	12.685
Control	17	40	100	1500	88.24	16.338

Based on the table 4.2, there were differences in the post-test results of the experimental and the control group. The mean score of the experimental group was 94.29 while the mean score of the control group was 88.24. This showed that there was difference in the reading comprehension scores between students in the experimental group who learned using the RAP strategy and students in the control group who learned using Discovery Learning strategy. Students who learned who received RAP strategy as treatment were achieve better scores than the students who received Discovery Learning strategy as treatment.

3. The Assumption Testing

Before conducting the hypothesis testing, the researcher carried out the inferential statistical analysis namely the normality test and homogeneity test using SPSS 26. The test results were described as follows.

The Effectiveness of Using Read-Ask-Put (RAP) Strategy in Reading Comprehension in the Reading for Enjoyment Course of the Second-Semester Students of the English Language Education Department at UHN I Gusti Bagus Sugriwa
(Wulandari, et al.)

Tests of Normality							
Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	Posttest A (Experimental)	.363	21	.000	.505	21	.000
	Posttest B (Control)	.297	17	.000	.724	17	.000

a. Lilliefors Significance Correction

Figure 4.4 Normality Testing of Post-Test

Test of Homogeneity of Variance						
Results		Levene Statistic		df1	df2	Sig.
		Statistic	df			
Based on Mean		1.366	1	36	.250	
Based on Median		.968	1	36	.332	
Based on Median and with adjusted df		.968	1	35.906	.332	
Based on trimmed mean		1.324	1	36	.258	

Figure 4.5 Homogeneity Testing of Post-Test

Based on the normality testing, p-value of the experimental group was $0.000 < 0.05$ and the p-value of the control group was $0.000 < 0.05$. It can be concluded that the data from the experimental group and control group were not normally distributed since the p-value or sig. value for both of the groups were less than α (0.05). In the homogeneity testing, the sig. value of the based on mean table was $0.250 > 0.05$. This result showed that the data was homogeneous and not violated since the p-value or sig. value was higher than the α (0.05).

4. Hypothesis Testing

In this research, the researcher used a non-parametric test namely Quade ANCOVA test for hypothesis testing. The Quade ANCOVA test is a non-parametric test version of ANCOVA test. Although there was no significant different between mean value of both of the groups, the researcher decided using Quade ANCOVA test because the mean scores of the experimental and the control group were different.

ANOVA					
Unstandardized Residual					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.295	1	2.295	.221	.641
Within Groups	374.169	36	10.394		
Total	376.464	37			

Figure 4.6 ANCOVA Test Result

Based on the hypothesis testing using the Quade ANCOVA test, the data showed that the value of

Sig. (2-tailed) was 0.641. Since this research using 1-tailed significance, the value of Sig. (2-tailed) needs to be divided into two to get the value of Sig. (1-tailed). Sig. (2-tailed) $0.641 : 2 = 0.320$. Therefore, the value of Sig. (1-tailed) was 0.320. Moreover, the researcher also measured the mean rank of the post-test scores from the experimental and also the control group.

Ranks				
	Group	N	Mean Rank	Sum of Ranks
Results	Posttest A (Experimental)	21	22.40	470.50
	Posttest B (Control)	17	15.91	270.50
	Total	38		

Figure 4.7 Mean Ranks Test Results

The table showed that mean rank of the experimental group was 22.40 while the mean rank of the control group was 15.91. The mean rank of the experimental group was higher than the control group. In terms of score distribution, students in the experimental group who learned using RAP strategy tend to have higher score than the students in the control group who learned using Discovery Learning strategy.

Although the mean rank of the experimental group was higher from the control group, based on the hypothesis testing, the Sig. (1-tailed) value was $0.320 > 0.05$. The significance value was higher than the alpha value (0.05). The null hypothesis (H_0) would be rejected if the value of Sig. (1-tailed) < 0.05 and the alternative hypothesis would be accepted. Based on the data, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, the students who learned using the RAP strategy did not achieve better reading comprehension scores than the students who learned using the Discovery Learning strategy. This was because the limited duration of the treatment conducted in this research so that the effect of the RAP strategy might not optimally influence the students' reading comprehension. Moreover, both of the RAP strategy and the Discovery Learning strategy encouraged students in the similar cognitive processes which was input, process, and output stages. As a result, the similar cognitive processes might lead to the absence of a statistically significant difference between both of the groups.

Discussion

Based on the research findings from hypothesis testing, the students who learned using the RAP strategy do not achieve better scores than the students who learned using the Discovery Learning strategy. The first possible reason that influence the result was the limited duration of the treatment conducted in this research since the researcher only conducted treatment in 3 meetings so that the effect of the RAP strategy was not optimally influence the students' reading comprehension. This was supported by the previous research from Syahar (2018) suggested that the implementation of the RAP strategy in classroom settings need to do continuously in several meetings to get significance improvement in the students' reading comprehension. In this previous research, the researcher conducted two cycle research with the total of treatments were 2 meetings for each cycle. Moreover, the research by Que & Wakim (2020) also stated the similar where the RAP strategy would be effective influencing students reading comprehension when the students had amount of time for practicing and applying the strategy during learning activities. This

previous research conducted the RAP strategy in six meetings so that the strategy was suggested successful in helping students to improve their reading comprehension. In additional, the research by Syiah (2019) conveyed that the students were able to comprehend reading materials easily through implementation of the RAP strategy that combined with regular reading exercise in every meetings. This indicated that the implementation of the RAP strategy must be carried out more than three meetings to get the effectiveness optimally.

The other possible reason was the similarity of the cognitive processes that involved in the RAP strategy and the Discovery Learning strategy since both of these strategies encourage students in the learning processes that consisted of input, process, and output stages. These three stages involved active cognitive role in the learning process. This aligned with the research by Ningsi & Jannah (2018) stated that the RAP strategy was based on the cognitive theory that required students to be active in gaining information from the reading materials that they read. Moreover, the research from Mentari et al. (2018) also stated that the RAP strategy involved active and critical cognitive process in comprehending a text. The 'Read' step considered to the input stage where this step required students to read a text carefully to identify and understand the information. The 'Ask' step considered to the process stage where this step encouraged students to ask themselves about the important information which involved students' active thinking process. Then the 'Put' step considered to the output stage where this step required students to express their idea using their own words after reading the text.

In addition, for the Discovery Learning strategy, the research by Nurzaelani et al. (2025) suggested that the Discovery Learning strategy was based on the cognitive constructivism theory by Jerome Bruner (1960) that emphasized students' active role in the process of constructing knowledge. Furthermore, the research by Meliasari et al. (2023) stated the similar thing that the Discovery Learning strategy involved students' active cognitive process in gaining knowledge. The input stage could be seen in the 'Stimulation' and 'Data Collection' steps where the students received information from the reading material they read. Next, the process stage could be seen in the 'Problem Statement', 'Data Processing', and 'Verification' steps where the students needed to find, analyze, and confirm the information related to the text. Then, the output stage could be seen in the 'Generalization' step where the students had to build conclusions and express ideas based on their understanding. Therefore, although the RAP strategy was considered as an explicit reading comprehension strategy, both of the RAP strategy and the Discovery Learning strategy encouraged students in the similar active cognitive processing during learning reading activities which is input, process, and output stages.

Although the statistical results showed the use of RAP strategy did not significantly outperform the use of Discovery Learning strategy, the experimental group still showed higher mean score and mean rank in students reading comprehension scores. These findings indicated that the RAP strategy might still provide positive effect in the reading comprehension aspects.

In the aspect of the main idea, RAP strategy helped students to focus in reading and understand overall contents of the text through the 'Read' and 'Ask' steps. During the 'Read' step, the students were asked to read the whole text in 10 minutes while trying to grasp the content of the text. Then, in the 'Ask' step the students were assigned to ask themselves about the important points or information from each of the paragraph to ensure they already understand the text well. This aligned with the previous research that

conducted by Kharisma et al. (2023) stated that the RAP strategy made the students were able to comprehend the content after reading the text carefully. During the 'Read' step, the students had opportunities to read a whole text while trying to understand so that the students were able to identify general information, including the main idea of the paragraphs. In additional, the research from Silitonga et al. (2022) also stated the similar where the RAP strategy, especially the 'Read' and 'Ask' steps became the important steps to comprehending the content of the text so the students could solve one of their reading comprehension problem, which was identify the main idea. Moreover, the research by Darmawansah et al. (2024) also stated the similar where the 'Read' step in the RAP strategy helped the students to focus in reading, then 'Ask' step assisted students in questioning and identifying the main ideas.

In the aspect of specific information, the 'Read' step of the RAP strategy helped students to pay attention and memorize the detail information since they gave full attention during reading the text. This process made students could retain important details that presented in the text. This aligned with the research conducted by Surayatika (2018) stated that the students who learned using RAP strategy could increase their understanding in finding detail information from the text. The 'Read' step was the process where the students read and gain some information from the reading materials. Moreover, the research by Mentari et al. (2018) stated that through the process of reading the text during the RAP strategy implementation helped students actively searching the detail information in the paragraphs. Meanwhile, the study conducted by Que & Wakim (2020) stated that the step 'Ask' in the RAP strategy assisted the students to find out the detail information by asking themselves by question 'What were the details of this paragraph?'. This study indicated that the implementation of 'Ask' step affect the students' ability in finding the detail or specific information from the text.

In the aspect of inference, the step 'Put' in the RAP strategy was the step where the students needed to put the idea based on the text with their own words. This step trained students to recall the memory of the text to build conclusions using their own words or doing paraphrasing. This aligned with the research carried out by Darmawansah et al. (2024) where the 'Put' step encouraged students to deliver their understanding after reading the text. In this step, the students had to answers several questions given by the teacher using the paraphrasing technique that made the students easier to answer since they could freely to express their opinions as long as the context was still appropriate to the text. In addition, the research by Silitonga et al. (2022) also stated the similar that the 'Put' step encouraged the students to determine the general theme or conclusions of the text after reading it. The students were expected to build conclusions that could summarize and retell the content of the text based on their understanding.

In the aspect of vocabulary and reference, the step 'Read' and 'Ask' helped students to find the meaning of difficult vocabularies and also reference words. It aligned with the research by Que & Wakim (2020) that stated in the 'Read' step, the students could find out the difficult words in the text and then took notes or highlight them. After finishing to read a whole text, the students could reread the sentences with the difficult words and asked themselves questioning the meaning of those difficult words. This step would help students to predict the meaning of the words based on context of the text. Furthermore, the research by Virgiyanti & Hafiz (2024) stated that the 'Read' step assisted the students to find meaning of words in the text, including vocabulary and reference words. Reading the text while trying to understand every content would help students constructing their understanding about the relation between words in each

passage.

The implementation of the Discovery Learning strategy had also showed good results in this study, so this strategy had been proven to be able to be used in teaching students reading comprehension since this strategy also encouraged active learning processes, especially in exploring, analyzing, and building knowledge according to the information that had been understood from the reading materials. This aligned with the previous research by Yulyanah et al. (2022) stated that the students had positive responses to the use of Discovery Learning strategy in the learning reading activities. The students became more active and interested in reading English text so that this strategy helped them to improve their reading skills. Moreover, the research from Damayanti et al. (2023) stated that the Discovery Learning strategy helped the students in finding information after reading a text and expressing their ideas during the presentations. This strategy helped the students became more active in reading and thinking process to answer questions related to the text. In addition, the research by Tampubolon (2017) suggested that the use of Discovery Learning strategy in reading activities helped the students in improving their critical reading and constructing their ideas related to the reading materials. The students felt motivated to improve their reading comprehension skills after learning using Discovery Learning strategy.

Although there was many of the previous research supported the findings from this research, there were still many limitations of this study. This research only focused in investigating the effectiveness of the RAP strategy in the reading comprehension of the second-semester students. Apart from that, the researcher of this study conducted the treatment only in three meetings because of the limitation in time, so that in the future, the research treatment can be carried out for more than three meetings to obtain optimal effects of the RAP strategy. In addition, this research only focused investigating the English Language Education students in the second-semester at UHN I Gusti Bagus Sugriwa with the amount of 38 participants. In fact, this strategy could be implemented in the higher-level students, in the other department, and also with more research participants so the results can be generalized. Lastly, this research only limited in investigating five aspects of reading comprehension based on the theory from Nuttal (1982), while there are the other aspects of reading comprehension from the different theories that can be explored using the RAP strategy.

CONCLUSION

This research was conducted to find out the answer of the research question that stated whether the students who learned using the RAP strategy achieved better reading comprehension scores than the students who learned using the Discovery Learning strategy. The hypothesis testing using the Quade ANCOVA with 1-tailed significance test showed that the value of Sig. (1-tailed) was $0.320 < 0.05$. The result suggested that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. These results indicated that the students who learned using the Read-Ask-Put (RAP) strategy do not achieve better reading comprehension scores than the students who learned using the Discovery Learning strategy in the Reading for Enjoyment course of the second-semester students of the English Language Education Department at UHN I Gusti Bagus Sugriwa. In conclusion the use of the RAP strategy was not significantly effective to teach students in reading comprehension. This was because the limited duration of the treatment

conducted in this research so that the effect of the RAP strategy might not influence students reading comprehension optimally. Moreover, both of the RAP strategy and the Discovery Learning strategy encouraged students in the similar cognitive processes which was input, process, and output stages. As a result, the similar cognitive processes might lead to the absence of a statistically significant difference between both of the groups.

Based on the research results, the researcher conveyed some suggestions to other researchers could find and investigate the other area that has not been covered yet by the current researcher. The researcher in the future can investigate the use of RAP strategy in higher-level students, the other kind of reading materials beside of fiction and non-fiction text, implement this strategy into the students with special needs, investigate the other reading aspects from other theories, and conduct the research with more participants so that the results can be generalized.

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