Teaching RAP Paraphrasing Strategy for Leveling-Up Readers Performance

Maha Mahmoud Shawket 1*, and Manal Omar Mousa 1

1College of Education for Women, Tikrit University, Iraq.

* Corresponding author, Email: momsh89@tu.edu.iq

Abstract

The visual field of the written word (writing must be seen, spatially mapped) is essentially distinct from the auditory field. We can only read printed material as individuals while we listen as an audience. The body forms and vibrates with the voice, which "disappears the moment it is pronounced," whereas writing "separates the word from the live presentation, where only spoken words may remain". However, writing as speech and writing about speech contribute crucial elements to work, and one might argue that creative writing, which sprang from an oral tradition, not only minimizes the distance between writing and voice but also feeds on their closeness. If speech "disappears," then creative writing maintains its traces alive. According to Richard and Willy (2002), writing is considered an active skill that demands output more than recognition, and hence, second language writers must take notice of "the higher level skills of planning and arrange and the lower-level skills of spelling, punctuation, and so on". The students are expected to acquire not just the talent of acquiring and arranging ideas but also the art of expressing those ideas in legible prose. Therefore, the messages may be sent effectively.

Keywords: Teaching, RAP, Paraphrasing Strategy, Leveling-Up, Readers Performance

1. Introduction

1.1 The Questions of the Research

1. What kind of influence does using the RAP Strategy have on the preparatory students' ability to write when they are getting ready for EFL classes?

2. Is there a difference that can be considered statistically significant between the degree of performance attained by the experimental group in terms of recognition and in terms of production?

3. Does the experimental group's performance on the pretest and posttest vary from one another in a way that can be determined to be statistically significant?
1.2 Method of the Research

The method of this study is quantitative research by using an experimental design. The sample of this study is 72 Iraqi EFL students enrolled in the fifth class of Al-Shaimaa preparatory school for girls to examine “the effect of the RAP strategy on developing EFL preparatory students’ writing skills.” It consists of the experimental group of 29 participants, who are served by the RAP Strategy, and the control group of 28 participants, who are served by using the conventional way. The researcher gathers the data by giving the participants a pre and posttest for the experimental and control groups. Before implementing the strategy, the researcher conducts a pretest on the students.

1.3 The Scope of the Study

The current study scope is about using the RAP strategy to develop EFL Preparatory Students’ writing skills. It depends on quantitative research and giving the participants of two groups “experimental group and control group” pre and posttests. Those participants are the fifth class of Al-Shaimaa preparatory school for girls in Salah Al-Din Governorate in the academic year (2021–2022).

1.4 The procedures of the Study

1. Teaching writing skills to the control group using the traditional method, and teaching writing skills to the experimental group using the RAP Strategy.

2. Giving the participants a final administration to demonstrate their writing skills by giving them the post-test to complete the experiment.

3. Conducting an analysis on the data that was gathered in order to get findings by making use of appropriate statistical methods; and ultimately, presenting the results in order to draw conclusions, recommendations, and proposals for more research.

2. Theoretical Background

2.1 Theoretical Background

According to what they have said, RAP is a strategy that may increase the writing skill and reading comprehension of students with and without impairments and is very adaptable. According to Hagaman, Jessica, et al., (2010:22), it is applicable to students in primary, intermediate and secondary schools and may be utilized across a wide variety of subject areas. In order for students to improve their level of understanding of the information being written, this strategy asks them to actively participate in the writing process by asking questions and paraphrasing. The students absorb the material by asking questions about it and rephrasing it, which helps them grasp what they have read better. Since it strengthens and improves students’ capacity to learn English language abilities, this strategy has a
theoretical framework that is consistent with the cognitive theory. This is because it is in accordance with the cognitive theory.

According to Boyle Joseph and David Scanlon (2010:207), the goal of this strategy is to assist students in becoming actively engaged in writing by having them search for main ideas and details in paragraphs, and then transforming that information by paraphrasing in order to make it privately valuable. This can be accomplished by having students search for central points and details in paragraphs. According to Blume Courtney (2010:5), the RAP strategy's main objective is to improve students' writing skill and reading comprehension by assisting them in locating the information in a particular writing selection that is the most vital to their understanding of the material. According to Hagaman, Jessica, et al. (2010:22), the percentage of pupils who were able to retain information from a text after being exposed to the RAP strategy went from "48 to 84" percent. In addition, several researchers who employed the RAP strategy in the classroom discovered that it helped them achieve positive results in their writing instruction study.

2.2 The concept of RAP strategy

The concept of RAP Strategy can be clarified by having students read a paragraph, and then ask themselves what the most important ideas and information in the paragraph are, and then rephrase those concepts and details using their own words. This is an example of the paraphrasing approach known as the Paraphrasing Strategy (Schumaker, Denton, & Dechler, 1984).

Paraphrasing: The act of retelling or rewriting a passage of literature using one's own words is what is meant by the term "paraphrasing" (Munro, 2005).

Writing: Writing is a complicated mental activity that requires simultaneous attention on numerous levels, including topic, paragraph, phrase, and grammatical and lexical levels (Biggs 1988). In another meaning, it is the act of conveying one's thoughts to other individuals, as well as the externalization and reformulation of one's thinking (Applebee 1984).

The RAP strategy, which was created by Schumaker, Denton, and Deshler (1994), fulfills the requirements necessary to be considered one of the most effective reading comprehension teaching strategies. It was developed specifically for use with expository writing and nonfiction works.

The acronym "RAP" stands for the following: (a) "Read a paragraph," (b) "Ask yourself: What primary concept does it contain?", and (c) "Paraphrase the text into your own words".

The students are needed to read a paragraph from the textbook and then to paraphrase the content using their own words after reading the paragraph. In order for students to improve their level of understanding of the information being read, the RAP strategy asks them to actively participate in the
reading process by asking questions and paraphrasing. The students absorb the material by asking questions and rephrasing it, which helps them to have a better grasp of what they are reading.

2.3 The Role of the Instructors and Students in the RAP Strategy

As for Schumaker et al., (1984) as referenced in Hagaman et al., (2010), they clarify that RAP Strategy can easily determine the role of the teachers and students. In the teaching and learning process, the instructor should employ an effective method as a means for students to be more involved. RAP includes "Read a paragraph, Ask yourself what were the major themes and details in paragraph and paraphrase the text into your own words. Reading comprehension is a crucial component for certain students, it causes many reading specialists strive to produce a lot of approaches or strategies to help students grasp it. One alternate technique to boost students' reading comprehension is to adopt a Rap strategy. To utilize the RAP strategy in the room of class, there are several stages the instructor ought to follow, they are:

Stage1: Read a paragraph quietly.

The instructor continues, "As you read, make careful to think about what the words imply".

stage 2: Ask yourself the following question:

"What are the key concepts and features of this paragraph?" The instructor specifies the major concept (the overall topic addressed in the paragraph) (the general subject covered in the paragraph). The instructor defines the specifics (bits or pieces of information connected to the primary topic) (bits or pieces of information related to the main idea). The instructor explains how to find the important topic. He/she explains, "To discover the primary concept, you will have to question yourself certain questions and scan through the text". The first one you should question yourself is: "What is this paragraph about?" The instructor adds, "You should answer this question with this statement: This paragraph is about". The instructor explains how to find the information. He/she adds, "The details are what is left in the paragraph after you've named the main idea". They are the things you believe you will have to memorize for a class discussion or for an exam.

Stage 3: Paraphrase the primary concept and information in your manner.

The instructor states, "When you paraphrase the information into your own words, you are making the information your own". You are modifying it so that it makes perfect sense to you. This enables you to recall it. To paraphrase the content into your manner, put the paragraph aside and then make remark on the primary idea of the paragraph. Next, speak about all the information you can recall. Make sure you provide at least two facts linked to the primary theme.
2.4 The Benefit of Putting a RAP Strategy Into Action

a. It has the potential to help people of a wide range of ages enhance their writing skills.

b. This strategy may be simply introduced into preexisting curricula in order to provide help for a wide range of writers who have difficulty with comprehension.

c. The instructor has the ability to guarantee that students comprehend the meaning of a paragraph, as well as the principal concepts and supporting information that are included in a paragraph.

2.5 The Steps and Procedures of RAP Strategy

1. As a worksheet, a graphic organizer that detailed the phases of the RAP method was distributed to the pupils.

2. On the worksheet, the students are instructed to write the primary concept as well as the facts that supported it in their own words.

3. After that, the researcher examined the final product of their labors.

4. The researcher administered an additional oral comprehension exam to the students, this time asking them open-ended questions regarding the material in the book.

2.6 Teaching RAP Paraphrasing Strategy for Frustration-Level Readers

There is an undeniable need for efficient reading and writing methods that are readily applicable in general education settings and may be employed for the purpose of comprehending various types of texts. Studies that study the benefits of training students to develop writing skills using the strategic instruction model have revealed that such awareness helps students at various reading levels comprehend what they are reading more easily (Hagaman & Reid, 2008; Mastropieri, Scruggs & Graetz, 2003; Shanahan & Shanahan, 2008). This is significant because studies have shown that writing is a cognitive activity that needs students to actively draw new meanings and inferences from texts by engaging their prior knowledge. As a result, it is imperative that students understand this concept (Pressley, 2002; Rasinski, 2012). The objective of this training is not only to acquire a technique in a straightforward fashion; rather, it is to understand the information that is conveyed via the effective use of a collection of distinct cognitive processes. Students should consider strategic training on writing skill and reading comprehension as a useful approach because it gives them the opportunity to better understand and apply the information in the text, stores it in memory, and allows them to recall it. This training should be considered by students to be a useful approach (Deshler & Lenz, 1989 Reid, Lienemann & Hagaman, 2013). However, research on the growth of writing skills and reading comprehension has demonstrated that strategy training, such as approaches for causal inquiry, boosts
students' inferential and comprehension abilities. This is the conclusion drawn from the study of the development of reading comprehension (Van-den Broek, Kendeou, Lousberg & Visser, 2011).

The self-regulating model is one of the reading methods that is regarded to be useful for students who are required to read various levels of material. The goal of this technique is to increase students' overall understanding of the material by instructing them more specifically on how to comprehend what they read. Students are taught how to engage in cognitive dialogues with texts, how to produce inferential questions about the texts' central ideas and supporting information, and how to do all of this while utilizing the original sentences in their entirety as part of this kind of instructional strategy (Berkeley, 2007). The practice of self-regulation, in which students monitor, regulate, and arrange their own performance in reading comprehension, has demonstrated encouraging effects for children of varying reading skill levels (Rosenshine, Meister & Chapman, 1996). According to Hagaman and Reid (2008), using a self-inquiry technique when reading helps readers concentrate on significant concepts and details in the text. They suggest that this is the case. It has been demonstrated through a number of case studies of planned teaching practices and activities that are based on the self-regulatory approach that they improve comprehension skills in academic success; however, the psychological, social, and affective development of the student will be negatively impacted (Da, 2010).

2.7 The Advantage and Disadvantage of RAP Strategy

When it comes to teaching students the abilities that are important for writing skills and reading comprehension, the RAP Strategy, just like any other strategy of teaching, has a number of advantages as well as a number of disadvantages. According to Hagaman and Reid (2008), Hagaman et al. (2010), Mufida (2015), and Mentari (2018), this strategy has a variety of advantages, some of which are as follows:

1. The use of this strategy serves to improve the chances of students working alone or cooperatively.

2. It encourages the students to look for more specific information.

3. It gives the students the chance to contribute to the learning experience in a constructive manner.

4. This strategy is regarded as a key method for getting pupils ready to absorb ideas immediately.

5. It is applicable to students of all ages and levels, including those in primary school, intermediate school, and preparatory schools.

6. It may also be used in big groups, small groups, or even on an individual basis.
7. In addition, the RAP strategy may assist students in developing their capacity to absorb the text, as well as making it simpler for students to understand the information presented in the text.

8. With the help of the RAP strategy, the students are not only able to determine how to get the main idea, but the strategy also encourages the students to be more interested in the act of reading and helps them develop their critical thinking skills in the context of comprehending the reading text.

9. The RAP strategy is a straightforward strategy that may be quickly introduced into the already established curriculum without detracting time from the presentation of essential subject matter.

2.8 The Concept of Writing

Writing is the process of communicating one's thoughts to other people as well as the externalization and reformulation of one's thinking (Applebee 1984). Writing proficiency in the target language is typically thought of as the development or practice of syntactic or lexical aspects of the language that have already been presented in the classroom. This is because developing writing proficiency in the target language typically involves writing in the target language. According to Peacock (2001), learning a second language for many pupils requires acquiring a significant amount of grammatical rules as well as vocabulary. According to Horwitz (2008), there are two distinct types of writing that may be done in a second language: organized writing and communicative writing. In structured writing, students write in order to practice the grammatical and lexical elements that they have previously acquired, while communicative writing is primarily concerned with meaning and does not place as much emphasis on vocabulary or structure.

2.9 Different Steps in the Writing Process

2.9.1 Writing (also known as composing or drafting)

According to Gray (1987: 30), the process of drafting consists of acting on ideas that have been taken from pre-writing and putting them into print. As for D'Aoust (1987: 7), the composing or writing stage is "a stage in which the learners allow for their thoughts to take form by recording words on paper."

2.9.2 -Revising

According to Nordquist (2019:45), revising in composition is defined as the act of reviewing a piece of writing in order to make modifications to the text's sentence structures, organizational strategies, and word choices. Zinsser (2006: 65) refers to the act of editing as "rewriting," and he asserts that "Rewriting is the essence of writing effectively, it's where the game is won or lost." Revising is an essential step in the writing process. Zinsser contends that the majority of authors either do not put down what they want to put down as well as they would want to or do not communicate what they actually want to say from the outset.
2.9.3 - Checking for errors and making changes (Proofreading and Editing)

According to Levisohn (2019:1), "proofreading is a science". The objective of proofreading is to examine material for problems in spelling, grammar, and punctuation. In addition to this, it identifies vocabulary, reference, and format that are inconsistent. According to Nordquist (2019:45), editing is the stage of the writing process that symbolizes the effort of the editors or writers to improve a manuscript by fixing faults and trying to make phrases or words clearer, more effective, and more accurate. These procedures involve going through changes. Adding, eliminating, and rearranging words to streamline the structure while reducing the amount of unnecessary word in the writing.

2.9.4 - The Stage of Assessment (Evaluating)

The author will then implement the feedback to make changes to his writing in order to make it better (William and Mary, 2015:3). Concerning several investigators, including Flower and Hayes, among others (1981: 387) as well as According to Zamel (1983:165), state that there is no set sequence in which the stages of planning, writing, revising, and editing must absolutely be completed in a project. As a result, these processes are considered to be "nonlinear, exploratory, and generative process" (The process by which writers can find and reorganize their thoughts as they try to figure out what their words mean).

2.10 The Basic Types of Writing

1. Narrative:

According to Strikas (2018: 2), the narrative is a kind of writing in which the author relates a tale to the reader that includes a plot and a cast of characters. Even while nonfiction may be narrative if the emphasis is on the characters and what happens to them and the actions they take, this form of writing is considered to be one of the most common styles for fictional works. These fictional works consist of (Novels, poetry, Biography, diaries, short stories).

2. Persuasive:

One may also refer to it as argumentative. According to Fredrick (2011:3), persuasive writing is any piece of writing that sought to infer the outcomes of an experiment or study. As for Hanafy (2012: 1), in persuasive writing, the author takes a position either in support of or opposition to an issue or a case in an effort to persuade and win over the readers. Writing that is intended to persuade may be found in a variety of contexts, including advertising, opinion pieces, letters to politicians, letters of recommendation, book reviews, and so on.
3. Descriptive:

According to Sedilo (2015), he utilizes a simile to describe the descriptive text by comparing it to the act of making a picture. In the image, the writer utilizes his words to illustrate the specifics for describing the locations, individuals, items, and event. As for Faisal and Suwandita (2013: 242), a descriptive paragraph is made up of emotive elements that appeal to the physical senses and attract the emotions and intellect of the readers.

4. Expository:

Expository writing is viewed as fact-based writing since it does not reflect the author’s beliefs, ideas, or backgrounds, as shown by Sarikas (2018: 3). Expository writing is used by writers to describe a topic, and it is also shown that expository writing is used by authors. You may find examples of expository writing in academic publications, newspaper articles, textbooks, recipes, user instructions for technological devices, and many other ranges.

2.11 EFL Students’ Writing Problems and Difficulties

According to Westwood (2008:56), the majority of EFL students have a difficult time developing a clear and flawless statement via the use of written language. Because the development of written language depends on the successful collaboration and harmony of a large number of cognitive-linguistic and psychomotor processes, it is possible that learning to write is the most difficult of all talents to acquire.

3. Methodology

3.1 The Sample

Purposive sampling strategies are those that choose samples not based on strata or by chance, but rather on the basis of the particular purposes being served by the research (Arikunto, 2013).

As per Burns and Dobson (1981: 427), he states that the sample is "a small group that can be easily managed and is picked from a larger population for the purpose of drawing conclusions about that population."

The term "sampling" is defined by Turner (2019: 8) as a selected portion of a population that has an interest in becoming part of a research project.

According to Best (1981:8), he suggests that the sample is a carefully selected subset of the total number of students in order to facilitate study and research. The students from the 5th grade at "Al-Shaimaa' preparatory school for girls" in Al-Dour town in Salah Al Din governorate made up the sample for this
research project. There were 57 total students in the sample. They are separated into two distinct groups. Group A has been assigned at random to serve as the experimental group, while Group B has been assigned to serve as the control group. As can be shown in the table (3.3), group A is made up of 29 students, whilst group B is made up of 28 participants. Additionally, there is a group C, which is a pilot study of 15 students who are chosen randomly.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>No. of the Pilot study</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>29</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>15</td>
<td>72</td>
</tr>
</tbody>
</table>

3.2 The Method of Data collection:

The researcher uses the pretest and posttest, for gathering data, the data are collected quantitatively.

The Methodology Employed in the Collection of Data

The research followed these stages in order to obtain the data needed for the study:

1. Administering a multiple-choice exam to each student in the experimental group as well as the control group before the experiment begins.

2. Educating the "control" group using the more traditional approach.

3. Instructing the experimental group using the RAP strategy which stands for "Read Ask Paraphrase".

4. Administering the Post-test to both the experimental and the control groups.

5. Tabulating the points for each of the student groups' answers.

3.3 Data analysis:

In order to conduct a statistical analysis of the data, the researcher used the application known as SPSS, which stands for the statistical package for the social sciences.
3.4 The Students' Age

To determine "whether or not there is a significant age gap between the two groups of students", their ages are compared by counting the number of months that have passed till the first of January 2022 according to the appendix (A). It was determined, by the use of the formula for the t-test for two separate groups, that there is not a statistically significant difference in age between the experimental group that is subjected to the experiment and the group that served as the control since the means ($\bar{x}$) value of the EX G is (198.82) and the SD is (6.45) and that of the Co G is (200.71) and the SD is (6.96). The t-value that was calculated is 1.061, which is discovered to be less than the value that was tabulated which is (2.00) at the DF (55) and the significance level (0.05). This signifies that both sets of students are equal in the age, as seen in the table (3.1).

### Table (3.2) The Mean, SD, T-Value of Students' Age

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of students</th>
<th>Mean</th>
<th>SD.</th>
<th>T-Value</th>
<th>DF</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG.</td>
<td>29</td>
<td>198.82</td>
<td>6.45</td>
<td>Calculated</td>
<td>55</td>
<td>0.05</td>
</tr>
<tr>
<td>CG.</td>
<td>28</td>
<td>200.71</td>
<td>6.96</td>
<td>1.061</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

3.5 The Educational Standing of the Parents

3.5.1 Fathers' Educational level

The tool of chi-square formula has been used in order to determine "whether or not there is a discernible gap in the levels of education held by the students' respective fathers". At the DF (5) and a significance level (0.05), the results show that the chi-square of the calculated value is (3.836a), which is discovered to be lesser than the tabulated value (11.07). This indicates that there is no significant variation between the two sets in fathers' educational level, as seen in table (3.5).
Table (3.3) Fathers’ Educational Level with the Chi-Square Value

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Sets</th>
<th>Total</th>
<th>Chi-Square Value</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EG.</td>
<td>CG.</td>
<td>Calculated</td>
<td></td>
<td>Tabulated</td>
</tr>
<tr>
<td>Bachelor</td>
<td>13</td>
<td>7</td>
<td>20</td>
<td>3.836a</td>
<td>11.07</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher studies</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate and Secondary</td>
<td>9</td>
<td>10</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>28</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.5.2 Mothers’ Educational level

The chi-square test was carried out in order to determine whether or not there are differences between the two groups in this variable that may be considered to be statistically significant. It has been determined that the educational levels of the moms in both groups are equal. The value that is calculated (0.894a), which is less than the value that was tabulated, which is (7.81). This is significant both at the significance level (0.05) and the DF (3). According to the data in the table (3.3), this indicates that the two groups do not vary significantly from one another in regard to the variable in question.
Table (3.4) Mothers’ Educational Level with The Chi-Square Value

<table>
<thead>
<tr>
<th>Education Level</th>
<th>sets</th>
<th>Total</th>
<th>Chi-Square Value</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EG.</td>
<td>CG.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>4</td>
<td>6</td>
<td>0.894a</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>5</td>
<td>7.81</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>6</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>29</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The Results and Discussion

4.1 The Three Research Questions, Along with their Answers Sources

The major purpose of this research is to investigate the effect that RAP strategy has on the writing skills of Iraqi EFL students. In all, there were around 72 students who take part in this investigation and are assigned to one of three groups: the experimental group, the control group, or the pilot study. In comparison, the pilot study only included 15 participants, whereas the experimental group has 29 participants and the control group has 28 participants. The ages of the students varied from 17 to 20 years of age. The RAP strategy was used in this research project in order to enhance the writing abilities of Iraqi EFL students. The RAP strategy is used in the instruction of the experimental group for a period of two months, whilst the traditional method was utilized for the instruction of the control group. The three research questions and their answers sources where their respective solutions may be found are laid out in the following table (4.1).

Table (4.1) Research questions and the data sources

<table>
<thead>
<tr>
<th>No.</th>
<th>Three Research Questions</th>
<th>Answers Sources</th>
</tr>
</thead>
</table>

13
What kind of influence does using the RAP Strategy have on the preparatory students' ability to write when they are getting ready for EFL classes? By comparing the scores of the posttest of the Experimental group and the control group of each one.

Is there a difference that can be considered statistically significant between the degree of performance attained by the experimental group in terms of recognition and in terms of production? By analyzing the achievements of the experimental group's in terms of recognition and in terms of production.

Does the experimental group's performance on the pretest and posttest vary from one another in a way that can be determined to be statistically significant? By comparing the answers of the experimental group in the pre and posttests.

5. Conclusion

5.1 Conclusion

This study aims to investigate the effect that implementing the RAP Strategy has on the progression of students' writing abilities in EFL preparation courses. It also aims to determine whether or not there is a statistically significant difference between the accomplishments of the Ex group both at the recognized level and the production level. Finally, to determine whether or not there is a statistically significant difference in the accomplishment of the Ex group on the pre and posttests.

It is possible to draw the conclusion that the "Read-Ask-Paraphrase" RAP strategy has a beneficial impact on the writing skills attainment of pupils. The results of a pretest and a posttest on students' writing abilities, which were administered before and after the RAP strategy is put into place, respectively, show that there is a statistically significant difference between the two sets. So, the RAP strategy improves the pupils' overall level of understanding. This strategy is for teaching writing is not only effective but also pleasant and engaging for the students. Because of this, the vast majority of students enjoy developing their writing skills via extensive use of RAP. In addition, it is discovered that students had favorable opinions of the use of the RAP strategy in regard to the 'Ask' stage, the 'Paraphrase' stage, the working setting, teamwork, and students' excitement. This is proven to be the effective way to enhance students' writing skills.

The results of the current study demonstrate that the students who are taught by the RAP Strategy show that there is a significant difference in the mean score of Ex G and Co G in the posttest. They also show
that the students who are taught by the RAP Strategy show that there is a significant difference in the mean score between the pre-test and the post-test. In addition, the positive impact of the RAP strategy on students' productive levels comes through their ability to contribute a highly collaborative role in the class.

5.2 Limitations of the Study

This research has a few drawbacks, one of which is that it was only conducted in one city and one school (Salah Al-Din, the Al-Shaimaa preparatory school for girls), but it was intended for more than one city and more than one institution to be included. The researcher was unable to complete all of the strategy's phases since the length of the course was just a ( ) weeks, making it impossible for them to do so. The study focused on a single academic class from the 5th grade; however this strategy may be used to cover samples from more than one academic level. In addition, there are not enough contemporary technical tools that might assist in achieving superior findings.

5.3 Suggestions for Further Studies

1. An English instructor may choose to use the RAP strategy with their students since this strategy may assist the students in locating the primary focus of the text.

2. The RAP strategy is one of the acceptable tactics that can be utilized in the classroom, and it may be used by 5-English instructors to teach writing abilities to their students. The reason for this is that using this method may help pupils' written compositions.

3. The time allotment for teaching must to be taken into consideration by fifth-grade English instructors. Because the content must be presented and explained to the students in a way that is both comprehensive and understandable, there must be careful preparation of the material and enough allotment of time.

4. English instructors must have the ability to keep their pupils engaged in their work. It is essential due to the fact that there are sometimes some pupils that cheat by using the internet. Students who are too lazy to think for themselves sometimes resort to searching for content on the internet and then copying it. Therefore, it would be best for the instructor to warn the pupils of this potential catastrophe before it really takes place.

5. Other researchers who are interested in doing research should consider using these findings as a source of knowledge for father-related studies. This recommendation is made to those researchers who have shown an interest in conducting research.

6. It has been suggested that future researchers use a strategy known as "Read-Ask-Paraphrase" by using a variety of various forms of text as well as other talents. To individuals who are interested in carrying
out the same study, it is strongly suggested that they investigate the elements that might impact the implementation of a RAP strategy that is both simpler and more widely applicable.

References


Westwood, P. (2008). "What Teacher Need to Know about Reading and Writing Difficulties. Australian council for educational research: Ltd
