Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 7, Number 2, pp: 538-549, December 2023
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

THE EFFECTS OF SRSD WITH MNEMONIC TRAP ON EFL UNIVERSITY STUDENTS' READING COMPREHENSION SKILL

Yuni Putri Utami, Nurul Fadhilah
University of KH. Bahaudin Mudhary Madura (UNIBA Madura), Sumenep, Indonesia
E-mail: yuniutami@unibamadura.ac.id

Received: 2023-11-01 Accepted: 2023-12-16 Published: 2023-12-29

Abstract

This paper examines the impact of a Self-Regulated Strategy Development using the mnemonic TRAP on the teaching of English reading comprehension skills. The primary goal of the research is to figure out whether: 1) SRSD with mnemonic TRAP is insightful in enhancing students' reading comprehension skills, and 2) the effects size of SRSD with mnemonic TRAP on students' reading comprehension skills. The research utilizes a quasi-experimental design using a pretest and posttest control group design. As of now, the research has been conducted on fifth semester college students in Sumenep, East Java, Indonesia. This research involves 70 students, with 35 assigned to the experimental group obtaining SRSD with the mnemonic TRAP and 35 assigned to the control group obtaining the RAP method - common strategy. There are significance differences in reading comprehension between students taught using SRSD with the mnemonic TRAP and those taught using the RAP strategy, confirming the results of a paired sample t-test. Students' reading comprehension improves significantly after utilizing the SRSD with the mnemonic TRAP, with an 80% contribution.

Keywords: *reading comprehension; SRSD; TRAP*

1. Introduction

Literacy is defined as the capacity to write and read, as well as the ability to comprehend information and know life skills. Literacy skills are strongly tied to language and text, including the ability to communicate well, compose effectively, and comprehend adequately. Literacy skills are critical for everyone, but especially for students in Indonesia. In Indonesia, students' literacy levels are extremely low. Despite actually, in regards to the Program for International Student Assessment (PISA) report from 2018, Indonesia ranks 74th out of 79 nations with inadequate literacy levels. Furthermore, according to the OECD's 2018 PISA study results, Indonesian students who learned to read obtained an average score of 371 out of a possible OECD score of 487. Between 2015 and 2018, there was no substantial gain in literacy in Indonesia, which previously placed 64th out of 72 countries. As consequently, if this trend persists, it will have a detrimental impact on various areas, including the Indonesian people's willingness to believe fake news or information. This occurs due to insufficient literacy abilities, which prevents people from properly comprehending and processing information. A further consequence is that Indonesians,

particularly today's students, are more acquainted with technology and social media. In the present day, it is uncommon to find student visiting the library; even if it is only to look at a book collection. Students prefer to spend their time playing video games and on social media. Even if students enjoy reading, they choose to read on electronic devices such as smartphones or electronic devices rather than actual books.

In line with early observations undertaken by researchers at a university in Sumenep Regency, East Java, Indonesia, generally, students possess a similar tendency, where they have inadequate interest in reading, and some of them dislike to read at all. They are increasingly interested in playing with electronics along with social media. Their lack of reading enthusiasm and vocabulary expertise pose a challenge difficult for students to succeed in English reading courses. Furthermore, English is a foreign language for them, yet they, as EFL students, persist in trying to acquire Indonesian since their mother tongue is Madurese. As a result, enhancing reading abilities is critical for researchers to tackle.

While there are many more interesting options outside of books, Septia et al., (2022) discover that learners may read literature online via smartphones, which comprise news, novels, bulletins, and invitations. Students who struggle with reading find it challenging to remain affected by this new trend. They are less enthusiastic about reading books, thus reading may assist them in dealing with new trends such as language slang and a lot of new vocabulary. In accordance with Jennings et al. in Rojas, (2022), three environmental elements influence reading comprehension: those related to the family circumstances, social conditions, and the cultural atmosphere. Homes that are burdened by poverty, family instability, and places where violence is prevalent enhance the possibility that children may fail to complete their education. Meanwhile, learners who encounter difficulties with reading and social abilities may be socially insensitive and underachievers. Low-achieving students usually overestimate their popularity. As Lerner in Rojas, (2022), demonstrates, cultural differences, particularly those arising from a culture of poverty, can cause considerable suspicion and discomfort against people witnessed to be in the cultural majority.

Literacy skills must be acquired at a young age, for instance while acquiring knowledge of teaching English at school. Students need to grasp four competencies in the context of English Language Teaching (ELT): listening skill, reading skill, speaking skill, and writing skill. In simpler terms, speaking and writing practices (literacy) are productive components of language production, both oral and written. Acceptance or absorption are the receptive characteristics of listening and reading activities. Reading activities can increase a person's knowledge and global ideas, allowing someone to be proficient in information literacy in this modern era while providing access to information faster. It believes that the Indonesian people will cultivate the habit of reading as a means to boost literacy abilities, primarily for college students in priority to promote critical thinking and understanding. Literacy is thus a talent that everyone must possess in this 4.0 industrial era.

Self-regulated strategy development (SRSD) is one approach used to enhance students' reading skills and reading comprehension while learning English (McKeown, FitzPatrick, Ennis, & Sanders, 2021). *Develop Background Knowledge*, *Discuss it*, *Model it*, *Memorize it*, *Support it*, and *Independence Performance* are indeed the six fundamental instructional stages of SRSD. Furthermore, TRAP (*Think before reading*, *Read a paragraph*, *Ask for the primary idea as well as significance facts, and Paraphrase the piece*) is a reading

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 7, Number 2, pp: 538-549, December 2023
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

comprehension approach that is designed to strengthen students' reading comprehension skills (Sanders, Jolivette, Rollins, & Shaw, 2021). The efficiency of SRSD was further demonstrated in the research of Özdemir & Kiroğlu, (2022), who discovered that SRSD is typically a strategy that is commonly utilized in writing courses, but in the past few years, SRSD has been employed as well in reading classes, primarily those who are concerned with reading comprehension. The paradigm promotes independent strategy use by combining self-regulation processes with strategy instruction. As a result, a teacher displays goal setting, self-teaching, self-monitoring, and self-evaluation procedures to ensure self-regulation throughout the teaching process. Abdelhaleem, (2022) accomplished the same thing, and the outcome revealed that there was indeed a considerable improvement in the advancement of reading comprehension skills in the experimental group after completing the reading comprehension test by employing the TRAP paraphrasing tactics. Despite all, Hagaman et al., (2016) assessed the effectiveness of the TRAP (Think before you read, Read a paragraph, Ask myself, "What was this paragraph mostly about?" and Put it into my own words) paraphrasing technique taught using the Self-Regulated technique Development model. The subjects in this study were seven middle grade students who were characterized as fluent readers but struggled with comprehension. The TRAP approach promoted reading comprehension as considered by the proportion of text recall and short response questions.

A further investigation carried out by Jozwik et al., (2019) found encompass developing bilingual students with learning difficulties in the research on self-regulated strategy development (SRSD). The effects of classroom instruction on fifth-grade participants' utilization of reading comprehension tactics and proficiency with comprehension question answering were examined in this study. The visual result demonstrated level changes as well as a functional relationship between SRSD training and scores illustrating strategy application and question answering accuracy.

Chandler & Hagaman, (2020), as well as Jozwik et al., (2019), investigated the impact and faithfulness of pre-service teachers' adoption of SRSD on the reading comprehension of middle school students classified as struggling readers. When SRSD is adopted, pre-service teachers can adhere to SRSD components and improve students' reading comprehension.

Several studies on literacy enhancement also have been conducted. Jang et al., (2021) with the title *"The Impact of Literacy on Intention to Use Digital Technology for Learning: A Comparative Study of Korea And Findland"* and Lee et al., (2022) entitled *"The Effects of Technology on K-12 English Language Learners' Literacy Development: A Meta-Analysis"*. Both research studies investigate the impact of technology on literacy skills. The findings of this study indicate that utilizing technology increases literacy skills and that information literacy has a direct effect on the desire to utilize digital technology in Korea and Finland. The more advanced one's information of literacy, the greater one's desire to use digital technology, and the effect of digital literacy on one's intention to utilize technology is fully dependent on habits and performance expectations. Meanwhile, both of these studies use technology to increase literacy abilities, whereas this study uses the SRSD approach with the mnemonic TRAP, which has phases to help children learn reading. According to the findings of the literature review, the application of the SRSD method with the mnemonic TRAP to enhance reading comprehension skills is the primary focus of this research and one of the solutions to literacy challenges in the classroom.

2. Literature Review

Improving students' literacy abilities, such as reading comprehension, is critical and has gained more emphasis in recent years. As a result, comprehension is the ultimate purpose of reading any material. Comprehension, on the other hand, is a diverse and sophisticated process in which learners consistently extract and construct meaning through engagement and involvement with written language. In other words, an in-depth comprehension is a metacognitive process in of which the reader responds to what the author conveys in the text, both implicitly as well as overtly, while utilizing their own prior expertise (Washburn, Abdullah, & Mulcahy, 2021). Reading comprehension, on the other hand, is characterized as the process of generating meaning through the coordination of a variety of complicated processes such as word reading, word and world knowledge, and fluency; nevertheless, it must be aligned with the purpose and text of the reading (Apriyani & Almunawaroh, 2019). Reading is a multidimensional activity that leads to the use of both sense and thought. In reading, word recognition and comprehension are two interconnected processes. The process of identifying how written symbols match to spoken words is known as word recognition. The process of comprehending words, sentences, and related data is known as comprehension. Background knowledge, vocabulary, grammatical comprehension, text expertise, and other tactics are routinely used by readers to assist them interpret written content (Que & Wakim, 2020). Students must be able to receive information and meaning, or have receptive language abilities, in order to communicate effectively. Students not only interact with the material, but they also practice recalling facts from memory, thinking actively, and monitoring their own comprehension. These items aid students' reading comprehension because they allow them to interact with the text, analyzing and recognizing particular material by questioning, recalling, and measuring their own knowledge. This is congruent with a view to of reading comprehension, serving to develop individual engagement in reading material, perceive the important information within the text, as well as memorize text information. In a nutshell, the process of evaluating reading comprehension is arbitrary, prompting a rethinking of evaluation of reading and the utilization of open-ended inquiries in reading comprehension assessments (Kazemi, Bagheri, & Rassaei, 2020; Mama, 2023).

As EFL students, students have numerous challenges following English lectures; restricted vocabulary is the key worry for reading comprehension abilities. One approach to overcome this challenge is to employ reading-related learning methods such as cognitive strategy instruction. The cognitive approach instruction consists of three distinct sections: (a) identifying the targeted approach, (b) discussing the value and usage of the strategy with students, and (c) integrating self-regulation skills to promote the use and maintenance of the strategy. Self-regulated strategy development is an effective, evidence-based strategic education strategy for meeting student needs. SRSD stands for Self-regulated Strategy Development is an evidence-based teaching approach that combines direct instruction of an academic strategy with self-regulation abilities to allow students to apply academic strategies on their own (Li & Gan, 2022; Rogers, Hodge, & Counts, 2020; Sanders, Jolivette, Rollins, et al., 2021; Teng, 2020). SRSD comprises six phases that should be executed in each session in accordance with the teacher's intends and the students' prerequisites, categorized as follows: a) Develop and activate background knowledge, b) Discuss it, c) Model it, d) Memorize it, e) Support it, f) Independent practice.

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 7, Number 2, pp: 538-549, December 2023
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

During the first stage of SRSD, the lecturer develops the students' prior knowledge of connected vocabulary and genre, as well as required abilities like as discovering the main idea and organizing texts. The lecturer considers the mnemonic devices, discusses the method, and wins the students' willingness to utilize the approach into learning agreements and establishing objectives in the second phase, Discuss it. At this instance, the lecturer seeks to figure out TRAP as mnemonic devices. The lecturer then models the approach for students with regard to outlining all of the necessary steps as well as modeling the thinking process involved alongside the specific mnemonic - TRAP. Memorize It, the fourth level, demands students to recall the mnemonic device and stages in the specific technique. This mnemonic comprises of distinct stages, namely, **T**hink before reading, **R**ead a paragraph, **A**sk yourself what the paragraph is largely about and what the most relevant information is, and **P**araphrase the paragraph. In the Support it stage, the lecturer affords scaffolding or directed assistance to students as they strive toward mastery of a particular approach. The last level, Independent Practice, requires fading all aids and each student accomplishing the particular approach individually. All of the above phases enable students to gain insight from a proven instructional approach to teaching reading comprehension skills (McKeown et al., 2021; Salas, Birello, & Ribas, 2021; Sanders, Jolivette, Rollins, et al., 2021).

Precisely stated before, TRAP is a reading comprehension mnemonic presented in conjunction with the SRSD instructional technique, which directly illustrates to learner ways to distinguish the core of the main idea and paraphrase content-specific information. **T** - refers to thinking before reading, **R** - refers for reading the book, **A** - refers for asking questions while reading, and **P** - refers to paraphrase or putting the most important details from the text into your own phrases. The TRAP paraphrasing approach has numerous advantages for students' reading and writing skills. Many academic studies have validated the use of the TRAP paraphrasing approach to engage students in the learning process, boost learning skills, and improve academic success. Students can use the TRAP paraphrasing approach to paraphrase by determining the primary concept and supporting information, as well as understanding the relationship between the phrases in the text being read. Furthermore, paraphrasing assists students in interpreting text passages as it supplies them with the opportunity to receive the target information in order to be instructed, along with stimulates the use of complete sentences. Paraphrasing likewise enables students to embed their grasp of the reading sources into their personal interpretation and argument (Abdelhaleem, 2022; Sanders, Jolivette, Rollins, et al., 2021; Sanders et al., 2020; Washburn et al., 2021).

The RAP strategy is identical to TRAP in the sense that it offers a recap alongside self-monitoring: Read a paragraph; Ask myself, what is the primary idea and details; and Paraphrase or Put the information into own words. The RAP strategy is a process comprised of three stages that requires readers to divide a reading task into smaller portions (such as a passage or a section), read every chunk, assess the major ideas as well as supporting aspects of every component of text, and finally paraphrase or define precisely what is read in each piece of text. This strategy has recently been adapted to the TRAP and now includes a before reading step (Think regarding what you are going to read) in which the reader is set off to employ critical thinking skills to analyze text features (e.g., titles, headings, captions) to formulate an assumption concerning the content they are going to read prior to sectioning and reading text. Along with TRAP, the RAP approach is employed to assist English teachers in enhancing reading comprehension by encouraging readers to read carefully, asking

questions, and providing summaries to make it simpler for students to obtain information, knowledge, and new vocabulary throughout the book as a whole (Surayatika, 2018; Washburn et al., 2021)

3. Research Method

This current research employed a quasi-experimental design comprising a pretest and a posttest. This research is classified into two distinct groups, namely experimental and control. The experimental group acquires reading comprehension using the SRSD with mnemonic TRAP, while the control group gains reading comprehension with regular instruction (RAP). The two groups were examined using the TOEFL reading section pretest and posttest. The participants in this study were all 5th semester students at a university in Sumenep Regency, East Java, Indonesia, at the Faculty of Economics and Business. In this study, 70 students were placed into two groups: 35 experimental class students and 35 control class students. The data used in this research were gathered using two tests: a pretest and a posttest. The research instrument had 50 multiple-choice questions with four possible answers. The pre-test was administered prior to the treatment along with treatment to determine the students' initial reading comprehension skills prior to the SRSD with the mnemonic TRAP was administered. The post-test was then administered to students afterwards they received any kind of treatment to determine their achievement of reading comprehension skills.

As defined by Jozwik et al., (2019) studies, a self-regulated strategy is a framework which encourages autonomous accomplishment with specific techniques whereas highlighting the improvement of self-regulation skills (i.e., goal setting, self-efficacy, self-regulation, monitoring, and self-evaluation). The findings of those research indicate SRSD instruction is beneficial for encouraging comprehension of texts for students with reading difficulties. An additional finding in Hagaman et al., (2016) evaluated the effects of SRSD instruction using TRAP revealed that seven monolingual learners, including one with disabilities associated with learning, enhanced their accuracy with verbally responding to six short answer comprehension questions along with their oral retelling scores.

The data were analyzed using inferential as well as descriptive statistics. The independent and dependent paired sample t-tests were utilized to verify a research hypothesis.

1. Is there a statistically significance difference between students taught with the SRSD with TRAP mnemonic and students taught with the RAP strategy?
2. Is there a significance influence on reading comprehension skills of employing SRSD with the mnemonic TRAP?

4. Results and Discussion

The present research investigated the effectiveness of SRSD with the mnemonic TRAP on the reading skills of college students at one university in Sumenep, East Java, Indonesia. A pretest-posttest quasi-experimental design was employed in this study. Seventy students from the Faculty of Economics and Business were randomly assigned to one of two groups for the fifth semester of English reading classes. Thirty-five students in the experimental group were exposed to SRSD with the mnemonic TRAP, while thirty-five students in the control group were exposed to a common instructional method (RAP). At the

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 7, Number 2, pp: 538-549, December 2023
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

end of a month of treatment, both comparison groups were given a reading comprehension test. The TOEFL reading section of the comprehension test was given to both groups. Statistical investigation of data from the tests' pretest and posttest revealed that SRSD with mnemonic TRAP enhanced reading comprehension in the experimental group as well as enhancing in the control group. The results of descriptive and inferential statistics data analysis using the independent sample t-test and paired sample t-test are shown in Table 1.

Group	Pretest		Posttest		Mean Difference
	M	SD	M	SD	
Experimental	60.8000	10.24063	76.5429	8.08900	+ 15.7429
Control	63.4286	12.48596	74.8857	7.17746	+ 11.4571

Table 1. The results of Descriptive Statistics

According to the descriptive data in Table 1, the control group (M= 63.4286, SD= 12.48596) was slightly higher than the experimental group (M= 60.8000, SD= 10.24063) in terms of SRSD pre-treatment with mnemonic TRAP. This demonstrates that there was no difference in the two groups' skills to reading comprehension prior to the experiment. Yet the experimental group's mean was higher (M= 76.5429, SD= 8.08900) than the control group's (M= 74.8857, SD= 7.17746), as was the mean difference (15.7429 > 11.4571). Both groups improved their reading comprehension from pretest to posttest after treatment.

These findings also demonstrate that the experimental group's reading comprehension was considerably higher than the comparison group's, which implies that the SRSD with TRAP mnemonic was more effective than the RAP strategy for enhancing students' reading comprehension skills. Since the data from the statistical analyses indicated normal distributions and homogeneity, the inferential statistics-paired sample t-test was used to evaluate the research's hypothesis. The data were evaluated by Shapiro-Wilk as the sample size was less than a hundred (100), and the result indicated that the significance level was higher than 0.05 (p > 0.05), proving that the data was likely assessed using the paired sample t-test.

Tests		N	Descriptive Statistics		Paired T-Test		
			M	SD	T	Df	Sig. (2-tailed)
Pretest	RAP	35	63.4286	12.48596	-7.170	34	.000
	SRSD with TRAP	35	60.8000	10.24063			
Posttest	RAP	35	74.8857	7.17746	-11.550	34	.000
	SRSD with TRAP	35	76.5429	8.08900			

**p<0.05: Significance Value*

Table 2. The results of Inferential Statistics
of Experimental and Control Group

Considering the significance value p 0.05, the control group as well as the experimental group demonstrated a significance difference in reading comprehension. Table 2 shows that following treatment, the experimental group had a higher reading comprehension score (M= 76.5429, SD= 8.08900) than the control group (M= 74.8857, SD= 7.17746). It also demonstrated that the two groups had equal levels of reading

comprehension prior to treatment. As the mean difference in reading comprehension between the two groups of students before and after treatment was compared, the experimental group increased by 15.7429 points, while the control group increased by just 11.4568 points. Inferential statistics were employed to examine the research hypotheses, which are as follows:

The 1st Hypothesis

Ha1: There were significance differences on students' reading comprehension pretest achievement among students taught by using SRSD with mnemonic TRAP and those taught by using RAP strategy.

The paired T-test outcomes in pretest of the two groups indicated that the statistical significance level was less than the significance value (0.000 0.05), the null hypothesis was rejected and the alternative hypothesis accepted. In other words, there were statistical significance distinctions regarding the student's pretest mean score within the experimental group and control group.

The 2nd Hypothesis

Ha2: There were significance differences on the student's reading comprehension posttest achievement among students taught by using SRSD with mnemonic TRAP and those taught by using RAP strategy.

Considering this particular instance of Table 2, the probability value was higher than the level of significance (0.05 > 0.000), signifying that the alternative hypothesis was accepted. It demonstrates that there were significance differences in students' posttest reading comprehension proficiency across those taught using SRSD with the mnemonic TRAP and those taught by the RAP strategy.

The 3rd Hypothesis

Ha3: There were significance effects on the students' pretest posttest of reading comprehension achievement in the experimental group.

		Mean	Std. Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-15.74286	8.06351	1.36298	-18.51277	-12.97295	-11.550	34	.000

Table 3. The results of Paired T-test in the Experimental Group

The result suggested that the degree of significance level was less than the significance value (0.000 0.05). Since the alternative hypothesis was accepted, it could possibly be determined that there were substantial impacts on the experimental group's students' pretest and posttest reading comprehension performance. The eta-squared effect was explored to assess the percentage of significance associated with pretest and posttest

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 7, Number 2, pp: 538-549, December 2023
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

outcomes in both the experimental and control groups. To investigate the effect of eta-square, the following formula was used:

$$\eta^2 = \frac{t^2}{t^2 + (n-1)}$$

The 4th Hypothesis

Ha4: There were significance effects on the students' pretest and posttest reading comprehension achievement in the control group.

		Mean	Std. Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-11.45714	9.45374	1.59797	-14.70461	-8.20967	-7.170	34	.000

Table 4. The results of Paired T-test in the Control Group

The findings proved that the level of significance value was at or above the significance level (0.05 > 0.000). Therefore, the null hypothesis was rejected thus it could be believed that there were significance effects on the students' pretest and posttest of reading comprehension in the control group. The eta-squared was used to determine the significance effects of the pretest and posttest in the control group.

$$\eta^2 = \frac{t^2}{t^2 + (n-1)}$$

In terms of outcomes, SRSD with mnemonic TRAP could strengthen the reading comprehension skills of 80% of learners after treatment. Therefore, these findings imply that as compared to the RAP strategy, SRSD with the mnemonic TRAP has more significance influence on enhancing students' reading comprehension. Theoretically, SRSD with the mnemonic TRAP was thought to be an effective approach for improving students reading comprehension. Further studies in the literature are linked to the research findings, and the research findings are addressed in connection to the research questions.

The 1st questions: Is there a statistically significance difference between students taught with the SRSD with TRAP mnemonic and students taught with the RAP strategy? The analysis of comparing the pretest results indicated that all individuals had statistically equal reading comprehension test results. As a consequence, the variance among the individuals in this research was homogeneous. As expected, any noticeable difference in outcomes comparing the control and experimental groups was assigned to treatment. Contrasting the two groups on posttests revealed that the experimental groups outperformed the control group. This demonstrated that combining SRSD with the mnemonic TRAP had a significant favorable impact on the students' reading comprehension skills.

Reading comprehension growth in the comparable groups was monitored further by comparing their performance in the before and post-tests independently. Paired t-tests for reading comprehension tasks demonstrated that the RAP technique used by the control group improved comprehension performance posttest. According to Espinoza's (2020)

research entitled *"Read Ask Put Strategy and Reading Comprehension"*, most students improved significantly in determining the primary idea, arguments, and some facts about the reading text. This is consistent with the findings of Apriyani & Almunawaroh's, (2019) research, which found a substantial difference in reading comprehension achievement between students taught utilizing RAP.

Furthermore, by the assistance of RAP, the mean score of the posttest increased after treatment (M= 74.8857, SD= 7.17746) in this research. Yet, the mean score increases in the experimental group (M= 76.5429, SD= 8.08900) that assists students with SRSD with mnemonic TRAP is lower. As stated by McKeown et al., (2021); Sanders, Jolivette, & Harris, (2021); Sanders et al., (2020, 2021), those studies demonstrate that the TRAP reading strategy is an adequate approach for teaching reading comprehension skills. Employing the SRSD model to teach the TRAP reading strategy is an efficient way to ensure higher students acquire the reading comprehension skills required for accomplishment. From the outset, the TRAP strategy may offer a time-efficient yet effective strategy for teaching reading comprehension.

The 2nd questions: Is there a significance influence on reading comprehension skills of employing SRSD with the mnemonic TRAP? Table 2's results illustrate that the significance value (*p*-value) was less than the significance level (0.000 < 0.05). It can be inferred that the experimental group had significance influence on the students' pretest and posttest reading comprehension achievement. The significance value of the control group, on the other hand, indicated that the *p*-value was less than the significance level (0.000 < 0.05). It reflects that there were substantial implications on the students' pretest and posttest reading comprehension in the control group.

According to the data, the RAP tackle may raise 60% of students' capacity for reading comprehension after treatment, and yet SRSD with the mnemonic TRAP enhance 80% of students' reading comprehension abilities. The results demonstrate that SRSD with the mnemonic TRAP has a more significance effect on students' reading comprehension than the RAP strategy.

5. Conclusion

The following conclusions can be formed as a result of the research and discussion: 1) There were significance differences in reading comprehension between students taught using SRSD with the mnemonic TRAP and those taught using the RAP strategy. 2) There were considerable effects on students' reading comprehension after using the SRSD with the mnemonic TRAP, with an 80% contribution. Finally, SRSD with the mnemonic TRAP engaged students in critical reading as well as comprehension. As a result, students' who struggled with reading comprehension might benefit from SRSD with the mnemonic TRAP.

This research implies that selecting instructional strategies and learning methods that are suitable and appropriate for students' needs may possess an enormous effect on the enhancement of students' reading skills. Students with high levels of literacy will gain advantages throughout the learning process and will perform better academically. As a result, enhancing student literacy needs to be the main priority in university. This should be a concern for both teachers/educators/lecturers and learners' guardians and parents.

Parents and educators may promote students' interest in reading and literacy by offering instruction reading habits at an early age, establishing an atmosphere that promotes learning, and utilizing technology as a means of instruction. Furthermore, enhancing student

e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: 10.30743/ll.v7i2.8188

literacy is an uphill battle, but the involvement of parents and educators will undoubtedly and substantially assist students in attaining their academic potential as well as becoming prosperous in the future.

References

Abdelhaleem, S. A. M. (2022). T*he effect of trap paraphrasing strategy on improving secondary stage students' efl reading comprehension of authentic texts.* (Vol. 119,). https://doi.org/10.21608/maed.2022.288892

Apriyani, M., & Almunawaroh, N. F. (2019). Teaching reading comprehension by using rap (read- ask-put). *E n g l i s h E m p o w e R*, *4*(2), 29.

Chandler, B., & Hagaman, J. (2020). Pre-Service teacher implementation of strategy instruction: effects on the comprehension of middle school students. *The Journal of Special Education Apprenticeship*, *9*(1), 7.

Espinoza, C. M. P. (2020). *Read ask put strategy and reading comprehension* (UNIVERSIDAD TÉCNICA DE AMBATO; Vol. 7). UNIVERSIDAD TÉCNICA DE AMBATO. Retrieved from http://repository.radenintan.ac.id/11375/1/PERPUS PUSAT.pdf%0Ahttp://business-law.binus.ac.id/2015/10/08/pariwisata-syariah/%0Ahttps://www.ptonline.com/articles/how-to-get-better-mfi-results%0Ahttps://journal.uir.ac.id/index.php/kiat/article/view/8839

Hagaman, J. L., Casey, K. J., & Reid, R. (2016). Paraphrasing strategy instruction for struggling readers. *Preventing School Failure*, *60*(1), 43–52. https://doi.org/10.1080/1045988X.2014.966802

Jang, M., Aavakare, M., Nikou, S., & Kim, S. (2021). The impact of literacy on intention to use digital technology for learning: A comparative study of Korea and Finland. *Telecommunications Policy*, *45*(7), 102154. https://doi.org/10.1016/j.telpol.2021.102154

Jozwik, S. L., Cuenca-Carlino, Y., Mustian, A. L., & Douglas, K. H. (2019). Evaluating a self-regulated strategy development reading-comprehension intervention for emerging bilingual students with learning disabilities. *Preventing School Failure*, *63*(2), 121–132. https://doi.org/10.1080/1045988X.2018.1523126

Kazemi, A., Bagheri, M. S., & Rassaei, E. (2020). Dynamic assessment in english classrooms: Fostering learners' reading comprehension and motivation. *Cogent Psychology*, *7*(1). https://doi.org/10.1080/23311908.2020.1788912

Lee, S., Kuo, L. J., Xu, Z., & Hu, X. (2022). The effects of technology-integrated classroom instruction on K-12 English language learners' literacy development: A meta-analysis. *Computer Assisted Language Learning*, *35*(5–6), 1106–1137. https://doi.org/10.1080/09588221.2020.1774612

Li, H., & Gan, Z. (2022). Reading motivation, self-regulated reading strategies and english vocabulary knowledge: which most predicted students' english reading comprehension? *Frontiers in Psychology*, *13*(December), 1–15. https://doi.org/10.3389/fpsyg.2022.1041870

Mama, A. A. (2023). Measuring the impact of e-portfolio assessment on the moroccan undergraduate efl students' reading skill at the university of moulay ismail: A case study. *Teaching in Higher Education*, *8*(2), 145–158.

McKeown, D., FitzPatrick, E., Ennis, R. P., & Sanders, S. (2021). Self-Regulated strategy development: A framework for effective instruction across the content areas.

Learning Disabilities Research and Practice, *36*(3), 184–187. https://doi.org/10.1111/ldrp.12256

Özdemir, Y., & Kiroğlu, K. (2022). A different technic in the teaching of reading comprehension strategy: self-regulated strategy development model. *Kastamonu Eğitim Dergisi*, *30*(2), 398–410. https://doi.org/10.24106/kefdergi.820460

Que, S. R., & Wakim, V. A. (2020). Using RAP (Read, Ask, Put) Strategy to improve students' ability in reading comprehension at class viii2 of smp negeri 2 dobo. *matai: international Journal of Language Education*, *1*(1), 23–38. https://doi.org/10.30598/matail.v1i1.2770

Rogers, M., Hodge, J., & Counts, J. (2020). Self-Regulated strategy development in reading, writing, and mathematics for students with specific learning disabilities. *Teaching Exceptional Children*, *53*(2), 104–112. https://doi.org/10.1177/0040059920946780

Rojas, H. H. (2022). Factors affecting reading comprehension among grade 5 pupils in poo *Elementary School*. *8*(5), 2022.

Salas, N., Birello, M., & Ribas, T. (2021). Effectiveness of an SRSD writing intervention for low- and high-SES children. *Reading and Writing*, *34*(7), 1653–1680. https://doi.org/10.1007/s11145-020-10103-8

Sanders, S., Jolivette, K., & Harris, C. (2021). Improving the reading comprehension skills of systems-involved youth: a preliminary investigation of an underserved population. *Learning Disabilities Research and Practice*, *36*(3), 201–212. https://doi.org/10.1111/ldrp.12254

Sanders, S., Jolivette, K., Rollins, L. H., & Shaw, A. (2021). How to "TRAP" Information: A reading comprehension strategy for students with emotional and behavioral disorders. *Teaching Exceptional Children*, *53*(6), 450–458. https://doi.org/10.1177/0040059920981099

Sanders, S., Losinski, M., Ennis, R. P., Lane, J., White, W., & Teagarden, J. (2020). Use of Self-Regulated Strategy Development to Improve Comprehension of Elementary Students with and At-Risk for E/BD. *Education and Treatment of Children*, *43*(1), 21–33. https://doi.org/10.1007/s43494-020-00003-5

Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An analysis of students' difficulties in reading comprehension. *EEdJ: English Education Journal*, *2*(1), 11–22. https://doi.org/10.32923/eedj.v2i1.2519

Surayatika, D. (2018). The Use of RAP strategy in improving reading comprehension of efl students. *Global Expert: Jurnal Bahasa Dan Sastra*, *7*(1), 33–38. https://doi.org/10.36982/jge.v7i1.522

Teng, (Mark) Feng. (2020). Young learners' reading and writing performance: Exploring collaborative modeling of text structure as an additional component of self-regulated strategy development. *Studies in Educational Evaluation*, *65*(March), 100870. https://doi.org/10.1016/j.stueduc.2020.100870

Washburn, E. K., Abdullah, S., & Mulcahy, C. A. (2021). Effects of a paraphrasing strategy on the text comprehension of fourth-grade striving readers. *Elementary School Journal*, *121*(4), 586–608. https://doi.org/10.1086/714035