

Read, Encode, Annotate and Ponder (REAP) on Reading Comprehension

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Abstract—The main purpose of this study was to find out the effect of Read, Encode, Annotate and Ponder (REAP) strategy towards the students’ reading comprehension. It helps students comprehend the text by connecting a text with their own words to enable them to communicate their understanding of the text. This research was quasi experimental research, the subjects were 51 students, divided into 22 students of control group and 29 students of experimental group was consisting. The data was analyzed by using independent t-test, the experimental class got higher score than control class. The mean score of experimental class was 80.34. The mean score for experimental class was 73.41 with the maximal score was 80 and the minimal score was 65. Based on the result of the t-test analysis was 0.000 that made REAP strategy effective on students reading comprehension to think more deeply about what they have read and get the gist of the text. Based on the result of the research, it could be concluded that the students who were taught by using REAP strategy gave the positive effect on students’ reading comprehension. This strategy is recommended to use in teaching reading comprehension.

Keywords—REAP strategy, reading comprehension, descriptive text

I. INTRODUCTION

For the successful reading process, students must proceed basic intellectual ability or background knowledge and experience related the topic of reading since reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation [1,2]. Students need to improve their reading skill in order to understand the teaching and learning materials. The student can be a good reader if they can reach the goal of reading itself. In reading class, most of reading activities are focused on reading for comprehension.

Reading comprehension refers to ability to understand the information presented in the written form. Reading comprehension is the level of understanding the text. This understanding comes from readers’ interaction between the text and how they use their knowledge outside in the text [2-4].

Students always face the difficulty to comprehend the text in reading, for example, students have known how to

pronounce the words, but without understanding the meanings. The students can find the difficult words using the dictionary but every paragraph the students have difficulties to convey the meaning. Reading activity makes students feel bored and frustrated because they feel difficult to get the point of what they read. Moreover, during reading activity, in teaching and learning process, reading a text is not interesting in learning English and often students cannot focus and do their own business with their friends. Media and reading strategy also influence on students’ reading ability. Therefore, teachers are advised to apply various strategies that give language exposure and motivation to learners of language [5,6]

Based on these factors, the teacher must find various strategies to make student interested and comprehend in the reading text. Most of teacher sometime just ask students to read the text without ensuring that the students comprehend the text or not. One of strategies that can be used by the teacher is REAP (Reading, Encoding, Annotating, and Pondering) that can help the students to help them in increase their comprehension skill in reading. REAP strategy is a good strategy where the students can think critically where they use their own language to retell the main idea of the text [7-11]. The procedure of REAP strategy can be seen on table 1 bellow.

TABLE I. THE PROCEDURE OF REAP STRATEGY

R : Read the whole text to catch the main idea	E : Encoding the main idea, difficult word or synonym, or generic structure
A: Writing the summarize of important point	P : Question to be discussed with group

Read to gather the idea of the authors. In this step the reader reads the whole text to catch the main idea or the main content from the text. In the reading steps, the reader can read about one or two times, the others may be three times based on student’s ability to get the main idea from the text.

Encode the authors’ idea by putting it into their own word. In the second step, the reader explores the idea into their words. In encode step it is demanded critical thinking of the reader to concept of the text into their own understanding.

Annotate by writing the idea for one or for sharing with others. This is the key of process of REAP strategy. In this step, the reader writes down the idea what they have got in Read and Encode steps before. This is good steps for shy and inactive students in the classroom by writing first, it can help students to active in the class.

Ponder the idea through answering the question about descriptive text and discuss with others.

II. METHODS

Research design used in this study was experimental research, by applying quasi experimental include assignment but not random assignment of participants to group. The quasi experimental was relevant to this research. In this case, the researcher used two class as samples [12].

The subject of this research was 51 students of Secondary school in East Java. 29 students as the experimental group and 22 students as the control group. The researcher gave the pre-test to both experimental group and control group to know student's ability before giving the treatment. Then, the researcher gave treatment to the experimental group by using REAP strategy while for the control group the researcher did not give the treatment. The control group were taught by using conventional method. Third, the researcher gave post – test both of experimental group and control group to measure the effect of the technique. Then, the researcher gave the questionnaire to the students. T test was applied by using SPSS version 22.0 in which to answer the problem of this study in comparing the result of post-test to both of experimental group and control group.

III. FINDINGS

There were four steps in this strategy, they were read, encode, annotate and ponder, and before start the first steps, the researcher divided the class into some group consist of 5-6 member of groups. After that, the researcher implemented the first step. In the read steps, the researcher asked students to read the whole text to get the main idea of the text. The researcher gave 10 -15 minutes to the students to read the text.

After the students read the whole text, the researcher asked the students to find the main idea of each paragraph of the text using their own words, find the difficult words and determine the generic structure of the text. In the first treatment, the students found the difficulties to find out the main idea of the paragraph of the text. To help the students the researcher asks the students to find the information that they knew about the text. In the third treatment almost all of the students or only one and two groups still difficult to do this steps. In the last treatment the students did not find the difficulties in this steps.

In annotate step, the researcher asked the students to write down the idea that they got in the encode steps and make a summary using their own words. In the first treatment the students got some difficulties to make a summary and took a long time. In the second and the third treatment some groups still got difficulty to make summary and still took a long time to write. In the last treatment, the students did not find the difficulties to make a summary using their words.

In ponder step, the students answered and discussed the questions about the descriptive text that they had been read, such as the generic structure, the main idea of paragraph, and the main information of the text. In the first treatment, the students had difficulties to understand the text and could not answer the questions. The second and the third treatment there were some groups still could not answer the questions. In the last treatment, all of the groups could answer the question.

Based on the results of the pretest, the mean of control class was 60.00 with the total number of students were 22. The minimum score of control group was 50 and the maximal score was 70. Besides, the minimum score of experimental group was 50, the maximum score was 75. The mean was 64.83 with the total number of students were 29. From Table 2, it can be concluded that the experimental class got higher mean score than control group.

Based on the post-test score, the mean score of class VIII B as the experimental group was 80.34 with the number of students were 29. The minimum score in experimental group was 70 and the maximum score was 90. On other hand the mean score of control group was 73.41 with the member of students were 22. The minimum score was 65 and the maximal score was 85. Indeed, both of experimental and control group had mean score increased in post-test. The result of the mean of post-test showed that the mean score of experimental group was higher than control group. It means that, the students who were taught by using REAP strategy had better achievement rather than the students who were taught by using jigsaw strategy. It showed that REAP strategy gave a positive effect on students reading comprehension.

The researcher used independent sample t –test to know whether one of hypothesis are accepted or not and to answer the question in chapter 1. The estimation if the sig.2 tailed was less than 0, 05, it means that H1 was accepted and H0 was rejected. So, the effectiveness was found. Besides, if the sig.2 tailed more than 0, 05, it means that H1 was rejected and H0 was accepted. So, there was no enough and the effectiveness was not found.

In data analysis, if the sign can't 2 tailed is < 0.05 it means that H1 was accepted and H0 was rejected. And if the significant 2 tailed is > 0.05 it means that H1 was rejected and H0 was accepted. Based on the table above, the significant tailed was 0.000. The significance less than 0.05 and it means that H1 was accepted and H0 was rejected. Based on this result, can be conclude that teaching reading by using REAP strategy in SMP PGRI 6 Malang was effective.

The result showed that the REAP strategy gave the positive effect on students' reading comprehension. Before gave the treatment the students' score is low in reading. But, after the researcher implemented REAP strategy, the students' reading comprehension skill was increase. It was proving by the score of posttest where the students get higher score and the result of independent simple T-test. So, REAP strategy had a sign can't on students' reading comprehension.

The researcher also gave the questionnaire to know the students' response about REAP strategy. The total number of question is 10 question. Based on the result of the questionnaire

showed that the students' perception about the strategy was they like REAP strategy even though only 2 students unhappy when the researcher applies the REAP strategy. The students enthusiastic with the strategy even though they did not really understand about the strategy when the researcher explain it in the first meeting and explain again in the next meeting. They enjoyed with the strategy and the strategy can make them active in the class so they can comprehend the text by this strategy.

IV. DISCUSSION

The researcher gave the REAP strategy as the treatment to the experimental class that cause the different conditions of both classes. The result of data analysis proved that REAP strategy gave the positive effect on students' reading comprehension. Based on the result of pre-test, both of experimental and control class got nearly same at reading skill even though the experimental class got higher score than control class but the difference was not too far. The researcher finds out the difficulties to implement the REAP strategy because the students did not understand so that the first meeting the researcher explain about the strategy first and almost of students still confuse about it. The researcher explains again about the strategy in the second meeting. So, students get used to the strategy.

The first the researcher implemented the REAP strategy the students did not really enthusiastic because they were not familiar with the strategy. But, in next meeting, they began to understand and active in the class even though not all the students could follow the instruction. After they understood how about REAP strategy, they enjoyed and they asked the researcher when they found the difficulties, they asked about the synonym, antonym, and the meaning of the words.

They discussed with the other member of groups about the text, wrote down the summary and answered the question to make sure they understood well. They enjoyed the class and active because the REAP strategy help them to comprehend the text. The advantages of this strategy is make students who are passive or shy to speak up to more brave to tell their opinion. The students need to find out the meaning, synonym, antonym and generic structure of the text first; in encode step and write the summarize in Annotate step before they answer the question in Ponder step. The four step of REAP is connected one each other so the students can understand the text easily.

The result of the hypothesis test showed the significant tailed was 0.000. It means that the significant less than 0.05. So, it proved that the REAP strategy was effective toward the students reading comprehension. By using REAP strategy, the can be more active in the class. It is good for the students who are shy or not confident to speak up in the class because they can write it down in Annotate step before they answer the question.

Based on the research, it can be inferred, teaching reading by using REAP strategy increases students' reading comprehension ability. REAP is a strategy which is aimed to help readers synthesize the author's thought in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur. REAP is a strategy for helping readers read and understand a text. Each

stage the ask students to analyze the text at a higher level to increase and deeper comprehension [8,13,14].

Teaching reading by using REAP strategy make students understand the text easily. The students felt enjoy and more active in the class. They felt enthusiast and more interest when the researcher applied this strategy. Regarding to the result of the data analysis above, that the REAP strategy can improve students' reading comprehension. She said that the REAP strategy was a teaching strategy which was effective to be used in reading class and improve students' reading comprehension. She used narrative text as the reading materials [3,15,16].

She conducted the classroom action research to know whether REAP strategy can improve students reading comprehension or not y using narrative as the material in reading. And the result showed there were students reached a very good category. In conclusion, REAP strategy successfully improved students' reading comprehension REAP effect on students' reading comprehension and she found there is a significant difference between the students who are taught by using REAP strategy and the students who are not taught by using REAP strategy and the material that she used in her study was narrative text [17,18].

Based on the research, the researcher found that REAP strategy gave the positive effect on students' reading comprehension. There were four steps to help students to comprehend the text. In encode steps, the students need to explore the author's idea into their own language. In this steps, the students need to think critically to put the gist into their own language. Besides, the students can discuss the difficult words and find out the synonymous or antonym of those words. The students can make the summary easily in annotate step because they already get the main point in encode step. So, they can answer the question about the descriptive text in ponder step [11,17,19].

V. CONCLUSION

In conclusion, REAP strategy was effective towards the students 'reading comprehension, especially on student's comprehension for descriptive text. Also this strategy could make the students comprehend the text but also enrich their ability in writing.

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