The Implementation of Read, Encode, Annotate, Ponder (REAP) Strategy in Teaching Students' Reading

Elina Lulu B.Rumapea[1], Tiodora Silalahi[2], Tumpal Siahaan[3]
[1]STIE Petra, Indonesia
[2]Universitas Simalungun, Indonesia
[3]Universitas HKBP Nommensen, Indonesia

Abstract

In this research, the data was analyzed from quantitative data. The quantitative data was taken from the mean of students score in taking test in form written test. This research was conducted in two classes which consist of 56 students. The class named VII-A and VII-B of SMP Swasta Teladan Pematangsiantar In order to find out the improving the students' reading ability, the writer created a pre-test about describe someone. Then, the writer taught the students by using REAP strategy. After that, the created a post test about also described. The writer decided the score of both pre test and post-test by using REAP Strategy. The analysis of the data are started from scoring the students reading ability of the Explanation text, tabulating the pre test and post test student's score, then calculating the coeficient correlation by using SPSS. The writer found the result of research as follows the score of Reading Ability test of Explanation text from 28 students is low where the total of pre test score is 1280.

I. Introduction

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Many languages all over in the world are very popular especially English. In Indonesia, English is a foreign language. So, the people in Indonesia feel difficult to understand English.There are four skills in English, those are listening, speaking, reading and writing. Reading is important for people because by reading people can get many information that they need. For student reading is needed so much, because there are many advantages from reading.

Refering to the explanation above, Alfassi (2004) in Amalia et al. (2018: 1) states reading is a coto get information in society. Some information and knowledge can be achieved through reading. It requires ability to comprehend the text, especially the texts are written in English language. It means the readers are not only able to read the text but also be able to find out the point of information or the idea of the text. Besides,the reader should be able to get and interpret ideas from the text that they read.

Dealing with the problem above, the teacher should use the appropriate strategy in teaching reading, that's why, the researcher would like to apply the REAP strategy. This strategy is used in reading the text. The students must find the textual cues, make questions,predict, search the answer, respon and then summarize the text by answering some questions.The researcher is interested in writing this research with the tittle "The implementation of REAP strategy to improve students'reading comprehension

II. Review of Literature

2.1 Teaching Reading

According to Rohani, (2004:67) "teaching is a part of education, that is a process where the someone enviromental expressly managed so that enable the person can do specific thing and on the specific condition can give respond to the specific situation too".

There are many reasons why teaching students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. We can do anything to make reading easier for them.

Reading text also provide opportunities to study language, vocabulary, grammar,punctuation, and the way construct sentences,paragraphs and texts. Lastly,good reading text can introduced interesting topics, stimulates discussion,excites imaginative responses and be the springboard for well-rounded fascinating lessons.

2.2 Reading Comprehension

According to Horny (1974:174) comprehension exercise aimed at improving of testing one understanding language (written or spoken). It means that comprehension in needed in reading and listening activities. In reading, the reader needed comprehension either in reading or listening activities. In reading, the reader needed comprehension in spoken language in order to take in the sound uttered by a speaker which is intended to convert.

According to Nunan (2003, p.68), the objective of reading is comprehension. The ability to grasp the information conveyed in printed form can be stated as reading comprehension. Based on Klingner (2007, p.8), reading comprehension is the act of creating meaning by integrating a variety of complex processes that include word reading, word, knowledge, and fluency.

According to Grabe and Stoller (2002: 29) reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the processof constructing meaning from atext.

Reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals, and language abilities. Grabe and Stoller (2002:19) stated reading comprehension process are likely to work for skilled readers, assum singapur pose of general comprehension of alonger text. Reading for general comprehension will use a balanced combination of text model comprehension and situation model interpretation.

2.3 Strategy of Teaching

Learning strategies are certain methods that are used systematically and procedurally in learning activities to improve the quality of learning processes and outcomes. Learning strategies according to Rowntree (via Wina Sanjaya, 2008: 128) consist of two types, namely: (1) exposition-discovery learning, and (2) group-individual learning.

One example of implementation is the expository group learning strategy where the teacher presents material and activities in a form that has been prepared in a neat, systematic, and complete manner so that children just listen and carry out activities

according to what the teacher exemplifies. The teacher conveys the material to the children mostly by the lecture method

2.4 Read, Encode, Annotate, Ponder (REAP) Strategy

REAP is a tool and strategy that encourages students to express their thoughts about reading; some of the experts had shared their understanding of REAP strategy. REAP (Read, Encode, Annotate, and Ponder) as a reading comprehension strategy are first proposed in 1976 by Eanet and Manzo. Moreover, they define it as a strategy to educate students to learn more about the role of writers in writing and enhance their understanding of reading.

Encode that translates the text into the reader's personal words; Annotate the message by creating responses from different viewpoints, and Ponder what they've read and learned by discussing and sharing it with others. As Manzo (1990, p.221) implies that there are four steps in REAP strategy:

R : Read to discern the writer's message

E : Encode the message by translating it into readers' own language

A : Annotate the text by giving comments, critiques, notes from the text

P : Ponder, or reflect, on what you have read and written, first introspectively and then by sharing and discussing it with others and as a study aid in test preparation

In conclusion, this strategy will guide the readers to read, think and understand critically also comprehensively on the material that they have read. Every stage of REAP strategy will make the readers active, notably in annotate and ponder steps. Because they have to restate essential points of the text on their own word, make a personal link or connection between the text and their understanding, and lastly discuss the text with others.

2.5 Advantages and Disadvantages of REAP Strategy

Using the REAP (Read, Encode, Annotate, Ponder) strategy has certain benefits and drawbacks. The disadvantages are that it takes a long time for this strategy to be implemented. Also, REAP strategy has several stages that will make students confused about following it. In other hand, REAP strategy has a lot of advantages, such as :

a. The students will learn to represent the main ideas and essential pointsintended by the writer using their own word.

b. The REAP strategy can help students to express their interpretation of the text and make connection between the text and their understanding.

c. The steps of the Annotate will improve the attention of the students and make learning more effective. This step can also help students with quotations, sentences, or other words to understand unfamiliar words on the page.

d. Students will not only improving their reading comprehension by revisiting the text, but also writing and speaking when they express their thought to others.

2.6 Explanation Text

Explanation is a type of text which clarifies a process relating to natural phenomena, social science and culture. The text explains why and how a certain phenomenon happened. The text is often found in science, geography and history books.

Blake (2011, p.51) on his book Explanation Texts Structure and Features of Explanation Texts organized the generic structure of explanation text, as follows:

a. Title

Explanation text has a title which guides and leads the reader into the text. A title occurs in a number of ways, such as; a subject describing the action, how and why question, or a issue that the explanation is to answer.

b. General Statement

It usually found on the first paragraph, introducing or identifying the event. It consists of a general declaration defining or describing the science or technological phenomenon. This provides a succinct introduction to the event or issue to the reader, and an idea of the form of text to follow.

c. Series of Sequenced Paragraphs

Students at this point are building both causative and sequential relationships. The sequenced paragraphs clarify why or how something occurs, rather than concentrating on one event. The sequence of explanations must consist of a series of events, acts, triggers, or processes based on the type of text. A sequence of acts, triggers, or events contributes to the concept of the explanation. The events can be connected by time or cause and must be thorough and precise, ensuring all elements should be included. Sequences mostlyform by describing how the events occur over time: first, this occurs, and then the next occurrence follows.

d. Concluding Paragraph

It is a closing statement that can optionally bind the explanation.

e. Flow Charts and Labelled Diagram

It is suggested to use labelled diagrams and flow charts to explain details or to incorporate information that are not included in explanation. Precise diagrams and illustrations are important in scientific texts in particular, because they reinforce the text.

2.7 Teaching Reading Comprehension with REAP Strategy

Generally, the REAP strategy that has implemented by researcher can be seen as this framework:

1. Pre-Reading Activities
   a. The teacher provides brainstorming activity for students by showing videos and picture, also asking question related to the explanation text.
   b. The teacher forms groups that consist of three or four students and distribute the REAP worksheet along with the text.

2. Reading Activity
   a. The teacher asks students to read text individually
   b. The students are urged to recognize the kind text by defining thestructure of the text
   c. The teacher selects one student to read aloud in front of the class
   d. With the given worksheet, students have to write down the titleof the text.

3. Encoding
   a. The teacher tells students to get the main idea from the text
   b. The students are asked to interpret the text into their own words
   c. With the guide of the teacher, students are asked to analyze the difficult vocabularies also new words for them.

4. Annotation
   a. The teacher gives the students several types of annotations in the first place.
   b. The students are urged to give respond in writing to their understanding. They can inscribe a comment, critique related to the content of the text.

5. Ponder
   a. In a group, the students discuss the significance of the text with the fellow students.
   b. Student representative from each group are asked to share what they have read and write to the entire class.

III. Research Method

3.1 Research Design
According to Arikunto (2006:272) states that experimental research is intended know whether there is a casual relationship by comparing one or more experimental group that are given treatments with one or more comparison (control group) who are not given any treatment. Experiment is the design of this study.

The writer used pre-test and post-test design in both of experimental class and controlled class. The aimed to find out of the using of Read, Encode, Annotate, Ponder (REAP) Strategy in teaching students reading. To get the effectiveness is by comparing the pre-test and post-test both of experimental class and controlled class. The research design in this research could be seen in figure 1:

Where:
E : Experimental class
C : Controlled class
01 : Result of Pre-test
X : Treatment that will be given for experimental
02 : Result of Post-test in experimental class
03 : Result of Pre-test
04 : Result of Post-test in controlled class

$$E \quad 0_1 \quad X \quad 0_2$$
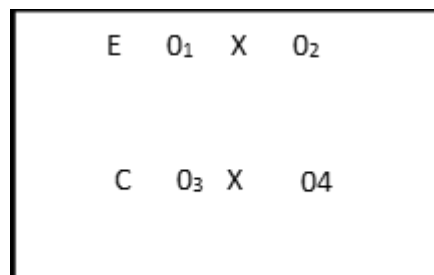
$$C \quad 0_3 \quad X \quad 04$$

Figure 1. *Research Design*
(Cohen, Manion, and Marisson (2005:214)

3.2 The Location of Research
The research is conducted at SMP Swasta Teladan Pematangsiantar. This research is conducted on March 2022 on the academic year 2021/2022.

3.3 The Population and Sample
a. The Population of Research
The population of this research will be take from the first year students of Junior High School SMP SWASTA TELADAN PEMATANGSIANTAR in academic year 2021/2022. There are three classes of all the seventh grade students.

Table 1. The Population of the Seventh Grade Students SMP TELADAN 2021/2022

No	Class	Total students
1	VII A	36
2	VII B	36
3	VII C	37
TOTAL		109

In this research the writer used simple random sampling by making a lottery to take the sample. Simple random sampling is a research method which every member of the population has equal opportunity to be the participant. In addition, Sugiyono (2001:57) stated it is called "simple random sampling" because it is done randomly without categorizing anything in population. There are two groups used in this research, namely the control group, which consisted of 28 students, and the experimental group which also consisted of 28 students, so that the total sample of this research was 56 students. Class VII A is the Experimental class and VII B is the Controlled class.

3.4 The Data and Source Data

The aim of the research is to get data because are important tools in the research which are in the form of phenomenon in the field and number. From the data, the writer will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of experimental research data and use quantitative data procedure for the data analysis.

In taking data, the writer needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the writer will get information that is required

a. Primary Source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the writer uses the result of test and questionnaire.

b. Secondary Source

Secondary source is additional source to get the data. In other word, secondary source has function to collecting data for different purpose when conducting research. Here, the secondary source which is used is books and journal articles.

3.5 The Technique of Collecting Data

In collecting the Data, there were some steps will be take by writer, they are:
a. Preliminary visit
   The writer will be visit the school to get some information about teacher and students as participant, to gain information, the writer will asked the officer school.
b. Visiting the headmaster
   The writer will be ask permission to the headmaster of Junior High School by giving permission letter.
c. Visiting the English teacher.

After getting permission, the writer will be meet with the English teacher for asking her help and guidance in conducting the research. And allow the writer to teaching the students use Read, Encode, Annotate, Ponder (REAP) strategy.

d. Giving the pre-test

Test is given to the students focus on writing Explanation text. The result of this test is students' Explanation text. The aim of this test is to measure the students' Explanation text. The test is used in this study is pre-test and post- test. Pre test is done before implementing Read, Encode, Annotate, Ponder (REAP)in preliminary study to know the students competence in Explanation writing. The writer will be give the Pre-test to experimental and controlled class.

e. Giving the treatment

The activities of the experimental class were started on April-May 2022. In experimental class the treatment will be given by using Read, Encode, Annotate, Ponder (REAP) in teaching writing, while the activities in control class will be given Conventional Technique without using Read, Encode, Annotate, Ponder (REAP) in teaching writing.

3.6 The Technique of Analyzing Data

Data analysis was an important step in every research since it was the process of organizing and scoring data. In analyzing the data related to the students test of reading ability, the researcher used analytical scoring rubric adapted from by Brown (2007).

In analyzing the data, the writer used the pre-test and post-test score of experimental class and control class. In order to find out whether there is a significant effect of using Read, Encode, Annotate, Ponder (REAP) toward students' ability in reading. These scores were analyzed statistically by using independent sample T-Test from SPSS 25.0 version.

The process of analyzing the data with the following steps:

a. Frequency

In gaining the class percentage which passes the minimum mastery criteria- Kriteria ketuntasan minimal (KKM) use the formula:

$$P = \frac{F}{N} \times 100\%$$

P: The class percentage
F: Total percentage score

b. Statistic Table

The writer use mean formula. The mean is the average value of some of one or more data. The mean value can be determined by individing the number of data. Mean can be found from various types of single data or group data. It uses the formulate measure by Arikunto (2010:272) the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = the average of students score
$\sum x$ = the sum of item score
N = the number of students

c. Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formula.

The interpretation of the test of normality can be conclude as follow:

1. If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% alpha (Asymp. Sig. (2-tailed) > 0.005 it can be conclude that the data derived from populations that are normaly distributed.
2. If the value of Asymp. Sig. (2-tailed) is smaller than the alpha level of 5% (Asymp. Sig. (2-tailed) < 0.005 it can be conclude that the data derived from the population distributed is not normal

d. Test of Homogeneity

If the significance is less than 0,005 (Sig. (2-tailed) < 0,05), the variants differ significantly (not homogeneous)

e. Test of Hypothesis

To analyze the post test scores between control and experimental class, the writer used paired sample T-test. The purpose of this test are to find out that Show and Tell (S&T) is effect significantly on students reading ability or not. We can see that on t-count is bigger than t-table or lower than table at the significance level of a 0,05. There are two conditions: First, if it is bigger than t-table, it's mean than Ho is accepted and Ha is rejected. In this process on SPSS Statistics, the writer entered two one variables data: the post test scores of control and experimental class. To process the data, the writer was using the SPSS 25.0 version

3.7 Data Analysis

In this research, the data was analyzed from quantitative data. The quantitative data was taken from the mean of students score in taking test in form written test. This research was conducted in two classes which consist of 56 students. The class named VII-A and VII-B of SMP Swasta Teladan Pematangsiantar

In order to find out the improving the students' reading ability, the writer created a pre-test about describe someone. Then, the writer taught the students by using REAP strategy. After that, the created a post test about also described. The writer decided the score of both pre test and post-test by using REAP Strategy

The analysis of the data are started from scoring the students reading ability of the Explanation text, tabulating the pre test and post test student's score, then calculating the coeficient correlation by using SPSS. The writer found the result of research as follows the score of Reading Ability test of Explanation text from 28 students is low where the total of pre test score is 1280.

If the tcount value is higher than the ttable at the significance level 0.05 and the degree freedom (df) N-1, thus the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected.

Based on the table above, the researcher found that tcount (34,038) > ttable (2,00404) at the significance level α=0,05 with the degrees of freedom (df)=55, Ho is rejected and Ha is accepted. It means that there are the differences in students learning by

using Show and Tell (S&T) Technique in English subject about descriptive text at the seventh grade of SMP Swasta Teladan of academic year 2021/2022.

IV. Results and Discussion

4.1 Results

In this research, the data was analyzed from quantitative data. The quantitative data was taken from the mean of students score in taking test in form written test. This research was conducted in two classes which consist of 56 students. The class named VII-A and VII-B of SMP Swasta Teladan Pematangsiantar.

In order to find out the improving the students' reading ability, the writer created a pre-test about describe someone. Then, the writer taught the students by using REAP strategy. After that, the created a post test about also described. The writer decided the score of both pre test and post-test by using REAP Strategy.

The analysis of the data are started from scoring the students reading ability of the Explanation text, tabulating the pre test and post test student's score, then calculating the coeficient correlation by using SPSS. The writer found the result of research as follows the score of Reading Ability test of Explanation text from 28 students is low where the total of pre test score is 1280.

If the tcount value is higher than the ttable at the significance level 0.05 and the degree freedom (df) N-1, thus the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected.

Based on the table above, the researcher found that tcount (34,038) > ttable (2,00404) at the significance level α=0,05 with the degrees of freedom (df)=55, Ho is rejected and Ha is accepted. It means that there are the differences in students learning by using Show and Tell (S&T) Technique in English subject about descriptive text at the seventh grade of SMP Swasta Teladan of academic year 2021/2022.

4.2 Discussion

By analyzing the data, the researcher found the population of this research is 109 students where the sample is 56 students which get from two class VII-A as the experimental class and the VII-B as the as the control class. Then the researcher found the result of this research that total of pre test score in control class is 1280 with mean score is 45,36 and post test control is 1600 with mean score 57,14. While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that tcount (34,038) > ttable (2,00404) at the significance level α=0,05 with the degrees of freedom (df)=55, Ho is rejected and Ha is accepted. It means that there are differences in students learning by using REAP Strategy in Reading subject about descriptive text at the seventh grade of SMP Swasta Teladan Pematangsiantar of academic year 2021/2022.

It compared the pre test and post test between control class and experimental class is difference. The score of experimental class is higher than control class, it can be happened because the researcher give the REAP STRATEGY. The use of this technique can motivating students to increase their idea and make their Reading ability better.

V. Conclusion

Based on the data analysis, the researcher conducted as the following result: the population of this research is 109 students where the sample is 56 students which get from two class VII A as the experimental class and the VII B as the control class. Then the researcher found the result of this research that total of pre test score in control class is 1280 with mean score is 45,36 and post test control 1600 with mean score 57,14. While pre test in experimental class is 1340 with mean score 48,21 and post test experimental 2280 with mean 81,43. Then the researcher found that tcount (34,038) > ttable (2,00404) at the significance level α=0,05 with the degrees of freedom (df)=55, Ho is rejected and Ha is accepted. It means that there are differences in students learning by using REAP Strategy in teaching writing about Explanation Text of academic year 2021/2022. The score of experimental class is higher than control class, it can be happened because the researcher give theRead,Encode, Annotate,Ponder(REAP) Strategy in teaching reading. The use of this technique can motivating students to increase their idea and make their reading ability better.

References

Arikunto, S. 2010. *ProsedurPenelitian; SuatuPendekatan Pratik.* Jakarta: RinekaCipta.

_____. 2012. *ProsedurPenelitian; SuatuPendekatan Pratik.* Jakarta: RinekaCipta.

_____. 2014. *ProsedurPenelitian; SuatuPendekatan Pratik.* Jakarta: RinekaCipta.

Brown, H. D. 2001. *Principles of Language and Teaching*. New Jersey: Prentice Hall, inc.

Burgmeier, Arline. 1991. *Lexis Academic Vocabulary Study.* New Jersey: Prentice-Hall

Fauziati, Endang. 2009. An Introduction to Methods and Approaches in Second or Foreign Language Teaching. Surakarta: Muhammadiyah University Press.

Fine Clouse, Barbara. 2004. *Student Writer*. Boston: McGraw-Hill.

Harmer, Jermy. 2007. *The Practice of English Language Teaching*. New York: Longman.

Heaton, J.B. 1988. *Writing English Language Test.* New York: Longman.

Hidayati, K. H. 2018. Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *Journal of the Association for Arabic and English*. 4(1). 21-31

Hughey, Jane B, et al., *1983. Teaching ESL Composition Principles and Technique.* Massacusetts: Newbury House Publisher.

Jack C. Richards and Theodore S. Rodgers, 1 9 8 6 . *Approaches and Method in Language Teaching Teaching*. Cambridge: Cambridge University Press. Yogyakarta: ANDI Of fs.

Purba, N. et al. (2020). Language Acquisition of Children Age 4-5 Years Old in TK Dhinukum Zholtan Deli Serdang. *Linglit Journal: Scientific Journal of Linguistics and Literature*. P.19-24