

# THE USE OF THE READ, ENCODE, ANNOTATE AND PONDER (REAP) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

Syafina<sup>1</sup>, Nur Aeni<sup>2\*</sup>, Syarifuddin Dollah<sup>3</sup>

<sup>1,2,3</sup>English Department, Universitas Negeri Makassar, Indonesia

E-mail: [1syafina030@gmail.com](mailto:syafina030@gmail.com), [2\\*nur.aeni@unm.ac.id](mailto:nur.aeni@unm.ac.id), [3syarifuddindollah@unm.ac.id](mailto:syarifuddindollah@unm.ac.id)

\*corresponding author

## **Abstract**

*This study intends to determine whether or not the use of the REAP strategy is effective in improving students' reading comprehension that focuses on literal and inferential level. The researcher used a pre-experimental design with one group for the pre-test and post-test and used the multiple-choice reading question as the instrument about narrative text for the pre-test, treatment, and post-test. The sample in this research was class IX.9 of SMP Negeri 9 Makassar. The findings from this study showed that the mean score of pre-tests was 60.89 and post-test was 76.07. This means that there was an increase in score after receiving treatment and based on the paired sample test the sig (2-tailed) is  $0.00 < 0.05$ , it can be concluded that the use of read, encode, annotate and ponder (REAP) strategy is effective to improve students' reading comprehension.*

**Keywords** — Code-Switching, Teaching, Learning.

## **INTRODUCTION**

One of the components of life is reading. Reading is an action to see a passage and comprehend the contents to get information. By reading we can gain a lot of knowledge such as enriching the vocabulary and enhancing vocabulary retention to improve writing and speaking skills that have been obtained from reading. There are two kinds of reading, namely reading out loud and silent reading. Reading out loud is a reading activity using a loud voice (a sound is emitted) so that readers and listeners can hear and understand the contents of the text directly. While silent reading is a reading activity without sound that requires concentration to conceive the content of the text, in other words, silent reading focuses on reading comprehension (Tarigan, 1987). Comprehension occurs when information from text can be

understood according to the capacity of the reader. Comprehension is a person's ability to understand something and after that, it is known and remembered (Sudijono, 2011). In light of this, it can be said that reading comprehension involves reading action that is connected to the books or materials that students read. They must describe the message conveyed by the author in their own way.

Students in high school are supposed to be capable of understanding the definitions, characteristics, and language features of various types of texts such as narrative, recount, descriptive, procedure, and report. In fact, there are still many students in Indonesia who have difficulty understanding texts, especially English reading texts. The same thing happened to the nine-grade students of SMP Negeri 9 Makassar. Based on interviews and observation with English teacher in class IX, the researcher found that the core difficulties experienced by students in reading comprehension were having difficulty understanding unknown word in the text because of the low vocabulary of the students and having lack of interest in reading, while reading activities are closely related to reading interest itself, without interest students will not be interested in reading.

To improve students' reading skills, many strategies can be used. Strategy is an action used to achieve something desired. The strategy in reading comprehension is how they understand what they read and what they do when they cannot understand the reading. Seeing the difficulties faced by students when carrying out reading comprehension activities, the researcher tried to use the REAP strategy to determine whether the use of read, encode, annotate and ponder (REAP) was effective in improving students' reading comprehension.

## LITERATURE REVIEW

### 1. Reading

Reading is a process that involves word recognition, comprehension, and fluency. Word recognition is the ability to recognize writing correctly, the capacity to understand and read text is known as comprehension, and understand the contents of a text, while fluency is the capacity to read text rapidly and accurately. According to Pang (2003:6) reading is an activity to understand written texts which includes perception and thought as a complex activity. Palani (2012) argue reading is a process of thinking, judging, reasoning, and solving problems. According to Zhou (2018), reading is an activity of obtaining information, deepening knowledge

because of knowing the functions contained in reading, and interpreting the meaning that is written in a text.

Therefore, it may be said that reading is an activity or action carried out by readers to get the message to be conveyed by the author. Reading is not just getting written information but also a process of thinking about what is read, analyzing cause and effect, solving problems, and understanding its meaning which aims to increase knowledge.

## 2. Reading technique

### a. Extensive

According to Suhartini (2012), extensive reading is speed reading. This activity requires students to find ideas from the text quickly. Extensive reading is an activity of reading as much as possible where the reader is given the freedom to determine what text to read, the reader's attention is directed toward comprehending its contents rather than in-depth.

### b. Intensive

According to Purnama (2013), intensive reading is often identified with reading techniques for learning that prioritize reading comprehension. Meanwhile, according to Samino (2018), intensive reading is an action that is carried out very carefully, usually rather slowly, intending to comprehend the entire contents of the reading deeply so that the message conveyed penetrates more deeply into the brain and heart, both in the form of main ideas in paragraphs as well as explanatory thoughts contained in the text.

## 3. Reading Comprehension

According to Saddhono and Slamet (2014:133), reading comprehension is a reading activity with full appreciation to absorb what students or readers should master. Reading comprehension according to Nurgiyantoro (2010:369) seems to need special attention. This special attention is given because, in reading activities, readers are required to focus on understanding the contents of the text to get the right meaning in the text. In light of this, it may be said that reading comprehension is an activity of reading that requires appreciation, concentration, and attention to understand and analyze the content and meaning contained in a text.

Reading comprehension has four different level. They are:

- a. The Literal Level: Reading to comprehend or remember the information that is specifically stated in a text. This level focuses on reading, hearing words or seeing pictures contained in the text.
- b. The Inferential Level: It requires you to analyze the author's ideas or message before making any conclusions.
- c. The Critical Level: This level is about analyzing information. At this level understanding at the literal and interpretive levels is combined, readers are asked to express opinions, draw new insights, and develop ideas.
- d. Appreciative Comprehension: Reading to generate any emotional or kind of expression from a text.

#### 4. Read, Encode, Annotate and Ponder (REAP) Strategy

REAP is a strategy for helping students to read and comprehend the content of a passage. REAP stands for read, encode, annotate and ponder. Earnet & Manzo (1976) definition of REAP is when being asked to speak about topics they have gained through reading a text reader show the highest levels of understanding. Additionally, REAP is an option to the guided on reading action and reading process. Last, According to Ruddel (2005:261), The following is an explanation of the REAP strategy:

- a. **Read**, in this first stage students are focused on reading the reading text carefully.
- b. **Encode**, determine the main idea or keywords of reading using their language this attempts to facilitate the learning process to get information from the text.
- c. **Annotate**, at this stage students are asked to respond to what has been read by writing back through small notes using their language
- d. **Ponder**, in this final stage students have the opportunity to discuss the results of the annotations they made with their group friends to check whether their annotations are following the contents of the reading text.

## METHODS

A quantitative pretest-posttest with one group design was used in this study. This study sought to ascertain whether or not students' reading comprehension might be improve by using REAP strategy. The design of this research adopting from Arikunto (2006).

O<sub>1</sub>                      X                      O<sub>2</sub>

O1: Pre-test

X: Treatment (REAP Strategy)

O2: Post-test

All students of class IX SMP Negeri 9 Makassar were the population in this study which has 9 classes with a total number of approximately 270 students. The researcher sampled using a cluster random sampling, the classes were taken randomly by voting and the researcher focused on one class from the target population consisting of 28 students of class IX.9 at SMP Negeri 9 Makassar.

The instrument used in this research was a test of reading comprehension. The instrument was in the form of a written test which consists of 20 multiple choice questions about narrative text adopted from several site, and each of which has four answer choices.

The data was collected through several steps:

- a. Pretest, the activity in this stage is giving a pretest in the form of a reading comprehension test. The pretest is provided to discover the students' initial on reading comprehension.
- b. Treatment, this stage is the most important part in this study. At this stage, the researchers conducted treatment by doing reading comprehension learning using the REAP strategy for four meetings.
- c. Posttest, this stage is the final stage in the research which aims to determine the extent to which students' reading comprehension accomplishment is after being treated using the REAP strategy. The results of this posttest will be used to compare the scores achieved by students before and after the treatment.

Table 1. The Distribution of Reading Comprehension Test

Literal Level	2,3,7,8,10,12,13,14,16,20
Inferential Level	1,4,5,6,9,11,15,17,18,19

Table 2. Indicator of Reading Assessment

No	Indicator of Reading Assessment	Number of Item
1	Able to identify the main idea of the text	1,11,18
2	Able to identify specific information of the text	2,4,7,8,9,10,13,14,16
3	Able to identify lexicogrammatically of the text	5,6,15,19
4	Able to identify the meaning of the text (word and sentence)	3,12,17,20

## RESULTS

The findings in this research were collected to find whether or not the use of REAP strategy to help students with their reading comprehension is effective at SMP Negeri 9 Makassar. The same students of experimental group were used in this study and they were given the pretest and posttest in the form of a written test which consists of 20 multiple choice questions about narrative text. The findings in this research are described as follows:

### 1. Classification of The Students Score

Tabel 3. Classification students score

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1.	Excellent	93-100	0	0	0	0
2.	Good	84-92	1	3.6	9	32.2
3.	Fair	75-83	11	39.3	8	28.6
4.	Very Poor	<75	16	57.2	11	39.3
TOTAL			28	100	28	100

The reading comprehension score of the students was classified using the table above. In the pretest there were 1 (3.6%) student got good, 11 (39.3%) students got fair, and 16 (57.2%) students got very poor. In the post-test, compared to the pre-test, there were 9 (32.2%) students got good, 8 (28.6%) students got fair, and 11 (39.3) students got very poor.

### 2. The Data Description

The whole process of calculating data analysis in this study carried out using the SPSS Version 23 Software.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE-TEST	28	35	80	1705	60.89	11.945
POST-TEST	28	55	90	2130	76.07	11.655
Valid N (listwise)	28					

Table 5. Paired-Samples Statistics

		Mean	N	Std. Deviation	Str. Error Means
Pair 1	PRE-TEST	60.89	28	11.945	2.257
	POST-TEST	76.07	28	11.655	2.203

Based on the results of the descriptive analysis data above, a minimum score of 35 was obtained in the pre-test, a maximum of 80 and a minimum score in the posttest of 55 and a maximum of 90 with a sample of 28 students. Besides that, the mean score in pretest was 60.89 and posttest was 76.07. This means that there was an increase in the score after getting the treatment.

Table 6. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-15.179	10.407	1.967	-19.214	-11.143	-7.718	27	.000

The data table above used a paired sample test analysis. The paired sample test compares the mean of two samples, where the paired samples come from the same subject. Decision making occurs especially if the significance value (2-tailed) less than 0.05, there is a significant difference, however, otherwise, there is no significant difference.

### 3. Hypothesis Testing

H<sub>0</sub>: The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is not effective to improve students' reading comprehension.

H<sub>a</sub>: The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is effective to improve students' reading comprehension.

The problem questions included in this study is, "Is the use of the Read, Encode, Annotate and Ponder (REAP) strategy effective to improve students' reading comprehension?" Based on the results of data analysis, the significant value in this study is  $0.00 < 0.05$ . Thus,  $H_0$  is rejected and  $H_a$  is accepted.

## DISCUSSIONS

Related to research findings, several English teachers use this type of code-switching in the classroom. The types of code-switching that appear in this study are; tag code-switching, code-switching between sentences, and code-switching within sentences.

This section contains interpretations of the findings that have been made by researcher regarding the use of REAP strategies to improve students' reading comprehension. This research was conducted at SMP Negeri 9 Makassar. Students in 9th grade were the population in this research with a total of 270 students, while the sample in this study was the 9.9th grade students with a total of 28 students.

The objective of this research is to determine whether the use of REAP strategy is effective to improve students' reading comprehension. The flow of this research is giving pretest, treatment, and posttest. The researcher gave a pretest using a narrative text multiple choice instrument of 20 questions, to finding out students' initial reading comprehension skills towards English reading. After being given the pre-test, then gave the treatment as many as 4 meetings where at each meeting the researcher used the REAP strategy in teaching reading comprehension.

The findings in this research supported the theory of Eanet & Manzo (1970) which mentioned that REAP is a strategy that when reader asked to communicate ideas, the readers have the highest level of understanding. In this research, based on the results of descriptive analysis, the mean pretest score was 60.89 and posttest was 76.07 there was an increase after getting treatment. Additionally, the theory of Hoover (2000) also supports this research that REAP strategy enables the students to read effectively and analyze about the text.

In the results of the research data, the sig value (2-tailed) is 0.00, which means the significance value (2-tailed) less than 0.05. So, it concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.



According to the results of this research, the implications are in the pre-test section using a text that has long paragraphs, the results can be said to be unfavorable. This showed that there is a tendency for students to be lazy and only want to read a short text. However, another implication is regarding the increase in student learning outcomes in the post-test. This indirectly implies that the REAP strategy can be one of the strategies for learning reading comprehension at the literal and inferential levels, so that students who do not understand reading can understand reading in a language they understand. Seeing from the results of student research confirms that students are quite responsive to a change in the learning process given to them.

## CONCLUSION

After researching on the use of the read, encode, annotate and ponder (REAP) strategy to improve students' reading comprehension and based on the findings and discussions, it can be concluded that the mean score of the pretest was 60.89 and the posttest was 76.07, which means that there was an increase after receiving the treatment. Decision-making of hypothesis testing occurs especially if the significance value (2-tailed) less than 0.05 indicates a significant difference, otherwise, there is no significant difference. Evidenced by an increase in the mean value after receiving treatment and a sig (2-tailed) value of  $0.00 < 0.05$ , it can be concluded that  $H_0$  is rejected, and  $H_a$  is accepted

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