

## **THE ROLE OF REAP (READ, ENCODE, ANNOTE, AND PONDER) TECHNIQUE IN TEACHING READING COMPREHENSION AT ONE STATE SENIOUR HIGH SCHOOL OF SINTANG**

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**Abstract:** *This research focused on solving the students' difficulties in understanding the meaning and finding information from a text. The objective of this research was to recognize the improvement of the student's participation and the student reading performance in teaching reading comprehension through REAP technique. The research design used was Classroom Action Research (CAR). The data was collected using; observation, interviews, tests, and documentation. The findings showed there was an improvement in student's ability to comprehend a reading text. The student's involvement in teaching and learning activities improved as well. Most of the students gave a positive response to the teaching-learning process. It could be concluded that the REAP technique was useful to be used in teaching and learning reading comprehension at one state senior high school. The students became active and began to think critically. REAP technique can be an alternative as a teaching medium specifically for reading comprehension.*

*Keywords: Reap Technique, Reading comprehension, Classroom Action Research*

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### **INTRODUCTION**

Reading skill was an important role for students who are learning English. It is a valuable thing to master for the student. By reading, students can get a lot of information from materials in written form, such as texts of stories, books, social media, and other forms of written text. According to Wallace (2003, p. 7), reading is a conscious act that is done by someone. Reading can be characterized as a psychic, intellectual, and personal process. Reading is also intended to improve students' ability to capture written meaning. Reading is a complex cognitive to process the content of reading, which aims to understand the author's ideas and messages and make them part of his knowledge. In English, the position of reading skills is influential. It means that one of the activities of reading was to obtain information in a written form.

Generally, the way in reading was how to understand the contents of what is written. A significant part of the reading process was understanding the passage. The main purpose of reading here is for students to become readers. The point is that by being a reader, students get information from the text they read. If more students read or if students become motivated to read diligently, then they can find the purpose of reading activities Duffy (2009, pp. 3-4). Based on Pang et al. (2003, p. 6), reading is a process of agreement on a text written by the author, and reading has the main objective of seeking and obtaining information, including content, and understanding the meaning of reading. Perception and thought are two points involved in reading

activities, so it can be said that it is a complex activity. The reading process is divided into two parts, namely word recognition, and understanding.

The aim of reading is to find the meaning or idea in the passage. Reading Comprehension is the reading process where a reader makes an understanding of a text. Reading comprehension itself is an activity to know the content of a text, that is translated by students using their own words. Their understanding can be useful for themselves as well as for other people. Linse (2005, p. 71) defines reading activities are a series of processes carried out by readers with the aim of finding information and being able to understand the information contained in a written text. Not only that, reading comprehension will also increase the freshness and enjoyment of the existing reading material.

In agreement with Brown (2003, pp. 189–190) in reading skills, there are four types of reading seen regarding procedures in the assessment. The four reading types are described as follows: first, Perceptive. Reading is defined as a series of activities involving several components, or in other words, focusing on letters, words, punctuation marks, and other graphic symbols. Second, Selective. In this type, reading is introduced as a feature of lexical, grammatical, or language discourse. Reading here can be stimulated by sentences, short paragraphs, simple charts or graphs, and short responses. Third, Interactive. Reading here is defined as a process of thinking that involves how a person or student represents a form of writing that is not too long. Reading is a process of understanding and seeking meaning. The types of text for this type of interactive reading are anecdotes, short narratives and descriptions, excerpts from long texts, and other types of long texts. The purpose of interactive reading is the same as selective reading, but what distinguishes it is that this type of reading is more emphasized the meaning or information of a text. The last, Extensive. Reading of this kind is an activity where someone reads a long text or more than one page. The purpose of extensive reading is for students' global understanding of a text and not to identify the smallest details in the text. The types of texts commonly used in extensive reading are articles, essays, technical reports, and books.

The type of reading that is appropriate for the discussion is interactive. Reading is an activity where students use their thoughts to get information or the main idea and the author's intention in the form of written text. Besides the type of reading skill, there were some models of reading such as the bottom-up, top-down, and interactive models. The reading model based on this research is an interactive model because the reading process becomes more meaningful and complex. Reading activities in this model are more active because students with all their knowledge will be able to find strange words and meanings in a text Brown (2000, pp. 298-299).

Reading comprehension has a set of processes where the reader does it to find meaning, understand information as important things that are contained in a reading text, and provides

entertainment for the reader. Reading Comprehension is a collection of activities that explore some of the information in English texts. In learning a second language, reading had several common difficulties that students often face, including difficulties in vocabulary, difficulty finding information, and difficulty in drawing the right conclusions. Therefore, to clarify and reduce the level of problems in reading comprehension, the researcher is interested in stating the six types of reading comprehension Pearson and Johnson and Nuttal as cited in Day and Park (2005, pp. 62–64) as follows: literal comprehension, reorganization, inference, prediction, evaluation, and personal responses. The purpose of reading comprehension is to understand all the meanings or information conveyed by the author in the text. Conforming to Brown as cited in Hasmianti (2020, p. 15), there are several types of reading comprehension that have been summarized from various sources, namely: literal comprehension, inferential comprehension, critical and evaluative comprehension, and last is appreciate comprehension. The type that is appropriate for students in senior high school is the evaluation or critical evaluative and personal response. Both of the types have the same goal, in which students use their own understanding and knowledge to derive information from the text read. Students used their own opinions and knowledge when reading to make students more active in thinking and change learning patterns in reading comprehension. By reacting personally to what they read, students also need to reflect on their global understanding of the text they have read.

In the other side, the categories in reading comprehension were divided into two parts, which may be a scale of possible goals in the assessment. They are the micro and macro-skill of reading comprehension Brown (2003, pp. 187-188). The student's level of reading comprehension in senior high school can be said to be in the process of developing macro. It can be seen that most of the activities of students in the reading class are their understanding of the reading text with regard to finding information, finding the author's intent and purpose, and giving their opinion on the content of the text. According to Kintsch and Van Dijk, as cited in Gilakjani and Sabouri (2016, p. 230), reading comprehension is also defined as the process of studying the word for word in the text, analyzing the intent and purpose of the text and being able to develop it into a new one. In this research, the researcher focused on the reading comprehension of students at the high school level. Whereas at this level, students must be able to improve their understanding of a written text.

In general, the difficulty faced by students in reading comprehension at the high school level is that most of them difficult to understand the author's intention in the text. The students were very hard to find the main idea of a paragraph in the text and get other pieces of information in the reading text. Based on the pre-observation conducted by the researcher at SMA N 1 Sungai Tebelian, the researcher found that several reasons caused students to have a low level of reading

comprehension. The English teacher at SMAN 1 Sungai Tebelian said that the student's reading ability, especially in understanding a text, was very poor. Several factors influence students' problems with reading interest; in an English text, there are many vocabularies that students do not understand and know their meanings, thus hindering the understanding of the text itself. Due to a lack of wording and difficulty translating into their language, students became disinterested in reading. Students found it difficult to understand and find the main idea in a text and get other information. Then, they were shy about expressing their opinion about what they read because some of these problems made students have a low level of reading comprehension in English subjects. Therefore, to create a conducive learning atmosphere and make students interested in reading, and improve it, the REAP technique will apply in teaching reading comprehension to high school students in tenth grade. In line with Sequeira (2012, p. 3), teaching is a series of activities that are structured to support a set of central processes of learning. Teaching is a form of instruction that is intentionally formed with the aim of helping students achieve learning goals. In general, the teaching model is divided into two types: traditional roles and modern roles. In addition, according to the reading model that has been mentioned, there is also a strategy for reading. Reading is divided into five strategies, such as skimming, scanning, predicting, making inferences, and summarizing Mikulecky and Jeffries as cited in Fisher (2016, p. 4-7).

On the other hand, as stated in Hadfield and Charles (2008, p. 95), the activities in teaching reading are divided into three sections, such as pre-reading, whilst reading, and post-reading activities. In teaching reading, the teacher must be able to see the types, models, and characteristics of text in written form that are suitable for students, and they will understand the purpose of learning through reading itself. Teaching reading will be run based on the predetermined goals if a teacher understands how the flow of material delivery should be so that there is a good change. According to Harmer (1998, p. 70–71), there are six principles behind the teaching of reading: First, reading is an active skill. Second, every text that students read will lead them to improvement. Third, there needs to be an encouragement for students to respond to the contents of the text. Fourth, student success is strongly supported by the ability to predict as the main factor. Fifth, adjusting the topic to the task to be given. And sixth, the good use of reading texts by teachers will make students ingenious in class. One of the teaching media that can improve students' abilities, especially in reading, is REAP. REAP is a type taken from the annotation process. By using REAP students as readers can become more active and think critically Eanet & Manzo cited in Lapp & Fisher (2009, p. 29). The REAP technique is an acronym for Read, Encode, Annotate, and Ponder for helping readers read and understand a text with each activity being different. It helped the students find information or knowledge in English texts and could share the ideas they have after reading. In line with Flippo and Bean (2018, p. 201), REAP

is one of the recommended techniques to help students improve their reading comprehension. The REAP technique reflects on the annotating strategy where to make the activity complex, it is made into an acronym. Eanet in this book said that there are four stages in this technique, namely: R (students read a text first); E (students encode the contents of the text); A (annotate it. Students provide statements or notes about what they have read); and last is P (students need to ponder the text by thinking and talking about what they learned and why the author wrote the text). In keeping with Cahyaningtyas & Mustadi cited in Pratiwi and Ardian (2021, p. 48), the REAP technique has a good influence on students' reading comprehension. Students can find new words in English texts, and use quotes, phrases, or other terms when giving their opinions. There are various types of text that can be used by applying this technique, such as recount, argumentative, narrative, and descriptive. In the teaching process, each technique used by the teacher in improving the students' learning achievement has its own purpose so that it does not become ambiguous. In this research, the purpose of the REAP technique used is to help students understand English texts, make them effective, and improve students' critical thinking when reading. The technique also helps students find the main idea easily in a text, and the most important thing is to improve students' reading comprehension based on Tasdemir in Ariyani (2021, p. 98).

REAP technique has advantages and disadvantages in teaching and learning English. The advantages of the REAP technique are that students are taught to present their main ideas and opinions on the author's message using their own words. Students will be helped to communicate their understanding of the given text in their own words. The reading step will help students review the content of the text. The encoding step helps students to understand the text by restating the main points of the text in their own words. The annotation step helps increase students' attention and activeness in reading and also makes students familiar with new vocabulary and unfamiliar sentences by using quotes, phrases, and other aspects. The ponder step helps students make personal connections between texts and their understanding. This means that students can make summaries to conclude their understanding of the text. Besides that, there are two disadvantages to the REAP technique, including that it has a long process and takes too much time to apply Hasmiasti (2020, p. 21). The REAP technique is part of a complex elaborative strategy: annotating. The activities include having students rewrite ideas that are keywords in the text, definitions according to the reading context, and any content in the text. And between this strategy and the REAP technique, they have the same process, but this technique is a complex process through several stages. As stated in Allen (2005, pp. 66, 69), there are four steps to the REAP technique. The first is read. Students are allowed to read the entire English text given. The second is encoding. Students find the main idea contained in the text based on the main idea of the author. The third step is to annotate. Students find the main idea and write it down, using their

own words, keywords, or important sentences that are considered as information conveyed by the author. The fourth is ponder. Students are asked to make inferences and review the information in the text they have read using their own words.

Each stage in the REAP technique was designed to make students easily comprehend a text and interpret the contents of the reading in their own words and understanding. After using this technique, a text became meaningful when students can relate to or communicate the reading text with themselves and others. Students became active readers and have full attention when understanding a text. And also, students will create in-depth meaning and information from the text. Besides that, there were several related studies on the use of the REAP technique, which aims to improve students' reading comprehension. The first research was conducted by Risky Silvia Pratiwi (2019). The research is entitled "Improving Students' Reading Comprehension Through Reading, Encoding, Annotating, and Pondering (Reap) At The Tenth Grade Students Of Smas Psm Plemahan," This research used Classroom Action Research (CAR) and was conducted in two cycles. The results of this research showed that the REAP technique is successful in improving students' reading comprehension. It was approved by the mean score, students' success, and observation sheet.

The second research was regulated by Mutiara Kurnia Utami (2019). The title of the research is "The Influence Of Using Read, Encode, Annotate, Ponder (Reap) Strategy Towards Students' Reading Comprehension Of Descriptive Text At The Second Semester Of The Tenth Grade Of Smkn 5 Bandar Lampung In 2018/2019 Academic Year. The research methodology was the quasi-experimental design and the REAP strategy was expected to help the students improve their reading comprehension. It was assumed that the REAP strategy was appropriate to overcome the problem of the students. The third research was conducted by Ihza Haulaini Ahmad (2020). The research was entitled "The Effectiveness Of Read, Encode, Annotate, Ponder (Reap) Strategy Towards Students' Reading Comprehension On Explanation Text." A quasi-experimental design was used in this research. There was an improvement that applying the REAP strategy was effective towards students' reading comprehension of the explanation text. The difference between several studies and this research was that the researcher focused on the improvement of students' reading comprehension and their understanding of text using the REAP technique in the tenth grade of SMA N 1 Sungai Tebelian, which consists of 36 students. This research used Classroom Action Research (CAR) as a methodology. The REAP technique helped students with four steps. Every step had a different activity, but the goal was to make the students think critically and improve the cognitive aspects of what they had in learning. The researcher was helping students by giving a form of REAP technique while teaching reading comprehension in the classroom

## **METHOD**

In conforming to this research, the appropriate design used was the Classroom Action Research (CAR) approach. According to Louis et al., (2007, p. 297) A research design is a plan made by a researcher that contains a strategy in it. The strategy is designed to organize research so that it looks practical. Then questions in research can be answered on the basis of evidence and warrants. Research design deals with some things, such as selecting participants for research and preparing for data collection. The purpose of this design was to confirm the teaching of reading comprehension and describe the process of using a REAP technique and also the students' improvement in reading comprehension. Action research is where considerable action with research course is combined and then disciplined by investigation. And there is a personal effort to get involved in a process or activity that leads to improvement or change. In the current situation, action research is said to be a methodology with critical aspiration theory and is considered a trend and an important method in the philosophy of social science and educational studies that may be realized David Hopkins (2008, pp. 47, 49). The research design used in this research is in the form of the Kemmis and McTaggart model in Hopkins (2008, p. 51). The design was spiral-shaped, which contained planning, action, observation, and reflection in each cycle.

The research must have individuals or schools that are the main points. Individuals (students) are chosen as targets or subjects for research based on the problems that will be addressed (Creswell, 2012, pp. 141). The subject of this research was a student in senior high school in the tenth grade of IPA 1 of SMAN 1 Sungai Tebelian. The students consisted of 25 males and females and they had a low level of comprehension of a reading text, specifically in understanding the meaning and finding the information during the pre-observation.

In research, it is necessary to collect data accurately as evidence of the results of the research conducted. The objective data collection is interpreted using several techniques and instruments that have been designed. Data can be obtained by providing questionnaires, interviews, and tests, as well as documentation and other techniques to show quantitative and qualitative results Singh (2006, p. 121). The instruments used was an observation sheet and field note also, interview guideline, test, and documentation.

The observation sheet is used as a guide for conducting observations to obtain the desired data. The observation that will be used in this research is an observation sheet for students as participants in the classroom. The list of student observations is used to collect data about student attitudes, situations, and the process of teaching using the technique that the researcher chose DeWALT in Kawulich (2005, p. 5). On the other side, this research used a field note as the instrument. A field note is one of the important instruments in collecting data when conducting research. The usefulness of filed notes is as a tool that records all activities in the research process.

The form of this process is in the form of notes containing the time, place, and location of the research Leavy (2017, p. 136).

Interview guideline was needed for this research. It helped the researcher to see whether the REAP technique succeeded in improving the students' reading comprehension. In making concrete data in this research, the researcher also used documentation as a technique for collecting data. There was documentation in the form of students' worksheets and recordings (photos). Based on Hopkins (2008, p. 123), documentation is one of the techniques used to collect data about the curriculum or other educational issues.

According to Mahmoodi-Shahreabaki as cited in Adom et al (2020, p. 110–111), the instrument to measure the student's understanding of the material is a test. It is an important way to see how far students' abilities have improved. In this research, the students were allowed to answer the ten questions essay of descriptive text about historical places displayed of reading comprehension. The test would be analyzed by using the scoring rubric in form of an answer Key. To make an easy in assessing, there were some aspects of making a test based on Brown's opinion, including; topic (main idea), detailed information, inferences, supporting ideas, and vocabulary.

#### **FINDING AND DISCUSSION**

This research was conducted by the researcher at SMAN 1 Sungai Tebelian from August 29th to 5th September 2022. The first cycle was held on August 29th, where students received an explanation of material regarding descriptive text about historical places. In the activity of the first cycle, the researcher began to apply the REAP technique. Students are divided into several groups, and they are invited to analyze descriptive text by following the four stages of the technique. After this activity, to measure their reading comprehension ability for descriptive text, the researcher gave them a reading comprehension test by displaying 10 essay questions. In addition, the activity of the class was observed by using an observation sheet and the field note. It used to see the students' involvement in the reading comprehension class were the students active or not in applying the REAP. From the results of tests carried out by students, the ability of students is still lacking and their scores have not reached the criteria. The students' involvement was also low, they did not participate well. Therefore, based on the result of the first cycle and the reflection is taken, the second cycle was prepared in order to improve students' reading comprehension.

The second cycle was held on September 5th, in this cycle, the researcher helped the students with the treatment to solve the students' problems in the first cycle. The activity of the second cycle was the same as in the first cycle where students got the material of the descriptive text, then they analyzed the text displayed and do the test by answering the questions. The difference from the previous cycle was the researcher helped students translate the text into their



own understanding, introduce new vocabulary include in the text, tried to find where is the main and supporting idea, and inform them about what purpose of the text. In this second cycle, the student's responses and their performance increased while this research. They participated and were active in the class, concentrating quite on the teaching and learning using REAP technique. It is supported by the students' scores while doing the test. The result of the test was improved from the first cycle to the second cycle.

Based on the teaching and learning activities on students' reading comprehension, the researcher classified the data that had been obtained to see student improvement by coding the data of the instruments that had been used. Based on the results of the data analysis in these two cycles, it can be said that there was a significant increase in students' reading comprehension using the REAP technique. The first cycle demonstrated that the process of teaching and learning reading comprehension using the REAP technique was low. There were some students who had a low level of participation and activity, especially when students took the test given by the researcher the atmosphere was not quite well. Therefore, the researcher was not satisfied with the results of the data in the first cycle. The researcher discussed with the collaborator to continue research to the second cycle. Thus, the results of the second cycle showed a significant improvement in the process of teaching and learning activities of reading comprehension through the REAP technique.

In the first cycle, the students' participation has not reached the criteria of success. Based on the results of the observation sheet and field note, the sum of 75% is generated from the calculation on the observation sheet, where the obtained score is 48 divided by the total score, which is 64, then multiplied by 100%. It is supported by the results of the field note, which show that only a few students did the activity well when doing the task correctly. Other students do not participate well; they talk to other friends while doing a task, imitated their friend's task, and don't pay attention to this activity.

In the second cycle, the student's involvement in the learning process increased significantly. The results of the data indicate that 86% of the teaching and learning process in reading comprehension using the REAP technique has been well followed, and students do the activities due to the instructions given. The sum of 86% is derived from the calculation on the observation sheet, where the obtained score is 55 divided by the total score, which is 64, then multiplied by 100%. The result is rounded to 86%. From these results, the researcher saw that students' involvement increased significantly from the first cycle to the second cycle. It was supported by the results of the field note, which stated that everything in the class was going well, starting with the performance of the researcher who taught, the delivery of the material, and also the techniques used. In addition, students get full attention while learning, the atmosphere

becomes fun, and students enjoy and are enthusiastic. The chart below shows the improvement students' participation in the process of teaching reading comprehension through the REAP technique in cycles I and II.

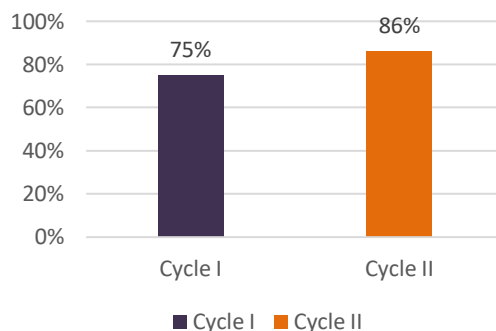
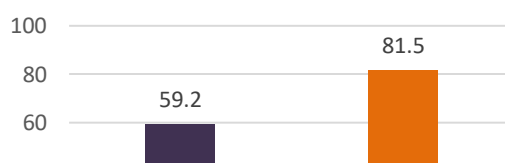


Chart 1. The Students' participation Improvement During the Teaching and Learning Process

In cycle, I, the value obtained from the observation sheet reached 75%, and in cycle II, it reached 86%. In cycle I, the process of learning to understand descriptive text was still lacking in terms of student participation and activeness, especially in doing a task of reading comprehension. While in cycle II, the process of teaching reading comprehension through the REAP technique increased based on the results listed. By carrying out treatment in the form of translating sentences that students do not know and also unfamiliar words in the text, focus on finding main ideas, supporting ideas, and related information. Students give their full attention to teaching and learning activities. Besides that, through the REAP technique, students are also able to identify the information conveyed by the researcher. The student's ability to work on reading comprehension test questions in descriptive texts increased in this second cycle. This can be seen in the chart below.

In the first cycle, the students were allowed to answer the questions in form of an essay. The researcher used a scale with 4 scoring criteria. Based on the results of the measurement of students' performance in reading comprehension, the researcher has averaged the scores obtained by each student, it showed that the average score was 59.2. In the first cycle, most of the students got scores of 2 and 3, and even 1, in several question numbers. On the other hand, the second cycle showed that there was an improvement in students' performance. Based on the results of student performance on reading comprehension, the researcher has averaged the students' scores, reaching 81.5. It showed that students improved significantly in this second cycle of research. As seen from the results of student performance in answering the questions given, almost of students



get a scale with a value of 4 and 3 in each number. This showed that the level of students' comprehension of reading using the REAP technique is better than in the previous cycle.

Chart 2. The Students' Performance in Reading Comprehension Cycle I and Cycle II

It can be seen that student scores have increased from cycle I to cycle II. In cycle, I, the average score of students reached 59.2. In cycle II, the average value reached 81.5. Therefore, the average number of scores from cycle I to cycle II increased to 37.28%. The score of students who experienced a significant increase in the second cycle could be attributed to the treatment they received in understanding the descriptive text. The technique used by the researcher is also very beneficial to students, particularly in understanding and analyzing texts to find information. Therefore, the researcher concluded that the REAP technique was helpful in teaching students reading comprehension with descriptive text.

## **CONCLUSION**

Based on the findings in this research, the REAP technique was useful in learning English, especially in reading comprehension. The REAP technique had a complex way of application. There are four stages Read, Encode, Annotate, and Ponder which has different activity in comprehending a text. This technique will be fun to use in the classroom if the students learn in groups. It means that the students will be more active and participate because they share and show their opinion, discuss a text together, and make them think critically. On the basis of these results from the first to the second cycle, the learning process using the REAP technique was successful and effective for teaching and learning activities in the classroom. The REAP technique can be one of the teaching media that can be used to improve student's reading comprehension by using various reading texts.

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