

The Effectiveness of Reap (Reading, Encoding, Annotating, Pondering) Technique On Reading Comprehension

Ismail

Universitas Muhammadiyah Parepare

[*mailismailmailo@gmail.com*](mailto:mailismailmailo@gmail.com)

ABSTRACT

This research focused on reading skill. This skill was selected because it was an important, skill as a way to get information. Thus, the objective of this research was to find out whether or not the implementation of REAP (reading, encoding, annotating, pondering) technique can effective the reading comprehension of the eighth year students of SMP Negeri 5 Alla in academic year 2018/2019. The method used in this research was quasi-experimental method, that used two classes which consisted of one experimental class and one control class. The experimental class consisted of 22 students and the control class consisted of 28 students. So, the total of the sample was consisted of 50 students. The result of the data analysis shows that the students' reading comprehension improved. It can be seen from the mean score of pre-test and post-test between experimental class and control class. The mean score of experimental class in pre-test was 66.59 and in post-test was 75.68. Meanwhile, the mean score of the control class in pre-test was 64.46 and in post-test was 68.04. It indicated that the improvement of the experimental class who got treatment through REAP technique was higher than control class who did not get treatment through REAP technique. After analyzing the data by using the t-test formula, the result of the t-test value in post-test was 2.584 and t-table value was 1.677. It means that the t-test value (2.584) was higher than t-table value (1.677). This indicates that H_1 was accepted and H_0 was rejected.

Keyword: Technique, REAP, Reading Comprehension

ABSTRAK

Penelitian ini terfokus pada keterampilan membaca. Hal ini dikarenakan membaca merupakan salah satu keterampilan yang penting sebagai cara untuk memperoleh informasi. Sehingga, tujuan dari penelitian ini yaitu untuk mengetahui apakah penerapan teknik REAP (reading, encoding, annotating, pondering) dapat meningkatkan pemahaman membaca siswa kelas delapan SMP Negeri 5 Alla pada tahun ajaran 2018/2019 atau tidak. Metode yang digunakan pada penelitian ini yaitu metode kuasi-eksperimen, yang menggunakan dua kelas yang mana terdiri dari satu kelas eks perimen dan satu kelas kontrol. Kelas eksperimen terdiri dari 22 siswa dan kelas kontrol terdiri dari 28 siswa. Jadi, jumlah keseluruhan sampel terdiri dari 50 siswa. Hasil dari analisis data menunjukkan bahwa pemahaman membaca siswa meningkat. Hal ini dapat dilihat dari skor rata-rata pada pre-test dan post-test antara kelas eksperimen dan kelas kontrol. Skor rata-rata kelas eksperimen pada pre-test adalah 66.59 dan pada post-test adalah 75.68. Sementara itu, skor rata-rata kelas kontrol pada pre-test adalah 64.46 dan pada post-test adalah 68.04. Hal ini menunjukkan bahwa peningkatan pada kelas eksperimen yang memperoleh perlakuan melalui teknik REAP lebih tinggi dari kelas kontrol yang tidak memperoleh perlakuan melalui teknik REAP. Setelah menganalisis data dengan menggunakan rumus uji-t, hasil dari nilai t-test pada post-test adalah 2.584 dan nilai t-table adalah 1.677. Ini berarti bahwa nilai t-test (2.584) lebih tinggi dari nilai t-table (1.677). Hal ini menunjukkan bahwa H_1 diterima dan H_0 ditolak.

Kata Kunci: Teknik, REAP, Pemahaman Membaca

INTRODUCTION

English is international language used to communicate by almost all people in the world. It has become a lingua franca that is language used as a means of communication among speakers of other languages. Learning English is important to face with the development of science and technology. In the globalization era, English is a vital linguistic tool for many business people, academics, tourist and citizens who want to communicate easily across nationalities. In other world, English is very crucial to learn. Therefore, one approach to learn English is by reading.

Reading is one of the most important of the four skills in English, particularly in English as a second language or foreign language. Through reading the second language readers know something that they did not know before and also enriches their knowledge. Reading can be thought as a way to draw information from a text and to form an interpretation of that information.

Reading is a complex process. It is supported by Grabe who defines reading as a complex combination of processes (Grabe: 2009:14). Some of the processes are comprehending, learning, and linguistic processes. When reading, readers try to get meaning of the text by comprehend it, learning some knowledges or information that exist on it, and applying their linguistic knowledge such as morphological, syntactical, and semantic. In other word, reading plays an important role to develop other skills and subskills in English.

In the context of reading comprehension class, students act as readers of the text. It means that they must be able to comprehend the reading materials that are shown as the written texts. This is consistent with the primary purpose of reading that is to know the thoughts expressed in the printed material. Therefore, reading comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

Based on the observation at junior high school, particularly at the eighth year students of SMP Negeri 5 Alla, the researcher found that most students have not mastered quite a lot of reading comprehension. It can be seen from the mean score of the the students was under 70, while the minimum criteria achievement was 80. There were some factors that caused it, they were from teachers and the students themselves. From the teachers, they still used monotonous activities, such as the teachers explained the material with the same strategy and asked the students to answer the question based on the text.

Whereas, from the students, they had difficulty to understand about meaning of the text because the texts were printed in English.

Related to the problem above the researcher tried to give solution to improve the reading comprehension through REAP technique. REAP is abbreviation of read, encode, annotate, and ponder (Tiruneh, 2014: 84). REAP is one of effective technique in teaching reading comprehension. It was supported by some previous research through this technique, such as Fauziah (2014) who teaching descriptive text and Windasih (2012) who teaching recount text. In this case, both of their research were success. It can be seen from the mean score of the experimental class that improved after giving treatment through REAP technique.

In REAP technique, the students taught through four steps. Firstly, reading the text. Secondly, putting the idea or key words of passage in their own words. Thirdly, annotating the text by writing down the orientation, complication and resolution of the text. Finally, sharing what they had read, encoded, and annotated with their partner or group (Tiruneh, 2014: 83). Through this technique, the students were encouraged to summarize the text and thinking critically. Moreover, the presence of a small discussion with a partner or group made the students more interested and more active in the learning process.

METHOD

The method applied in this research was quasi experimental with two classes as sample, namely experimental class and control class. There were only two variables involved in this research namely independent variable and dependent variable.

REAP was teaching technique that was applied to improve the reading comprehension of the eighth year students of SMP Negeri 5 Alla through four phase namely reading, encoding, annotating, and pondering. In this case, the students read the text, then encoding the difficult vocabulary and the main idea of each paragraph, annotating the text by identifying and writing the orientation, complication, and the resolution of the text, and pondering by discussing what they had written and what the information they had got from the text with their group.

The population of this research were all of the eighth year students of SMP Negeri 5 Alla in academic year 2018/2019 the total number of population were 183 students.

The Effectiveness of Reap (Reading, Encoding, Annotating, Pondering) Technique On Reading Comprehension

The sample was chosen by using cluster random sampling. Where, the researcher took one sample as experimental class and one sample as control class.

The researcher took class VIII₂ as experimental class, and class VIII₄ as control class. Class VIII₂ consisted of 22 students and class VIII₄ consisted of 28 students. So, the total number of sample were 50 students.

The instrument that was used in this research was reading comprehension test. In this case, the researcher used three forms of tests namely multiple choice, true false and fill the blank. There were 10 items of multiple choice, 5 items of true false, and 5 items of fill the blank. So, the total number of the reading comprehension test were 20 items. This test was given to the experimental and the control class to measure the students' mastery in reading comprehension.

The procedures of collecting data consisted of two namely the researcher gave pre-test and post-test to the students. The pretest conducted before giving a treatment. The researcher administered the pretest to know the students prior knowledge on reading comprehension. The allocation time was given to students to answer of pretest was 80 minutes. The students had to answer 20 questions forms, which consisted of 10 items of multiple-choice test, 5 items of true false, and 5 items of fill the blank.

After giving treatment, the researcher administered the post test to measure the students reading comprehension. The total items were 20 items for three types of test, such as 10 items of multiple-choice test, 5 items of true false, and 5 items of fill the blank.

The researcher gave the treatment to the students for four meetings. The experimental class was treated through REAP technique and the control class was treated through conventional technique, namely three phase technique.

FINDINGS

The findings were obtained through reading comprehension test of the eighth year students of SMP Negeri 5 Alla in academic year 2018/2019. The researcher applied all of procedures that had been showed in the previous chapter that included pre-test, treatment, and post-test. The treatment that was given to the experimental class was REAP technique, while the treatment that was given to the control class was three phase technique. After giving pre-test, treatment, and post-test the researcher continued by analyzing the students' score between pre-test and post-test both of the experimental class

and control class. After analyzing the data, the researcher found the students' score as follow:

1. The percentage of students' score

a. The result of pre-test

Table 4.1: The percentage of students' score on pre-test

No.	Classification	Score	Experimental		Control	
			F	%	F	%
	Very Good	86-100	1	4.54%		
	Good	71-85	5	22.72%	3	10.71%
	Fair	56-70	13	59.09%	20	71.42%
	Poor	41-55	2	9.09%	5	17.85%
	Very Poor	<40	1	4.54%		
	Total		22	100%	28	100%

Table 4.2: The percentage of students' score on post-test

No	Classification	Score	Experimental		Control	
			F	%	F	%
1	Very Good	86-100	2	9.09%		
2	Good	71-85	13	59.09%	8	8.57%
3	Fair	56-70	6	27.27%	17	0.71%
4	Poor	41-55	1	4.54%	3	0.71%
5	Very Poor	<40				
	Total		22	100%	28	100%

2. The mean score and standard deviation of pre-test and post-test in experimental class and control class

Table 4.3: The mean score and standard deviation of the students' pre-test

No.	Class	Mean Score	Standard Deviation
1	Experimental	66.59	12.28
2	Control	64.46	8.20

The table above shows that the mean score of the students in experimental class for pre-test was 66.59 and the standard deviation was 12.28. Meanwhile, the mean score of the students in control class for pre-test was 64.46 and the standard deviation was 8.20. It indicated that there was no significant different of the students' reading comprehension between experimental class and control class before giving treatment.

Table 4.4: The mean score and standard deviation of the students' post-test

No.	Class	Mean Score	Standard Deviation
1	Experimental	75.68	12.08
2	Control	68.04	8.85

The table above shows that the mean score of the students in experimental class for post-test was 75.68 and the standard deviation was 12.08. Meanwhile, the mean score of the students in control class for post-test was 68.04 and the standard deviation was 8.85. It indicated that there was significant different of the students reading comprehension between experimental class and control class after giving treatment through REAP technique and three phase technique.

3. Hypothesis testing

a. The result of pre-test

The rate of the hypothesis testing on pre-test was as follow:

Table 4.5: The t-test of students on pre-test

Df	Type of Test	t-test value	t-table value
48	Pre-test	0.734	1.677

b. The result of post-test

The rate of the hypothesis testing on post-test was as follow:

Table 4.6: The t-test of students on post-test

Df	Type of Test	t-test value	t-table value
48	Post-test	2.584	1.677

CONCLUSION

Based on the findings and discussion presented in the previous chapter, the implementation of REAP technique was better than conventional technique namely three phase technique. It was supported by the data, in which the t-test value was 2.584, and the t-table value was 1.677. So, the t-test value of post-test was higher than t-table value $2.584 > 1.677$. It means that the null hypothesis (H_0) was rejected and the alternative (H_1) hypothesis was accepted. In the other words, REAP technique can improve the reading comprehension of the eighth year students of SMP Negeri 5 Alla.

SUGGESTION

1. For English teachers, they should implement REAP technique as one of various teaching techniques and strategies to teach reading comprehension. The implementation of REAP technique can help the students easily to comprehend the text though each phase of this technique. It also made the students more active and interested to learn.

The Effectiveness of Reap (Reading, Encoding, Annotating, Pondering) Technique On Reading Comprehension

2. For students, they should improve their desire to learn through varying learning style. The presence of varying learning style can improve their motivation to learn English, particularly reading comprehension.
3. For next researchers, they are expected to deal with some appropriate good techniques to improve the students' reading comprehension. It is suggested to find out the result research as a comparative study in employing their research

BIBLIOGRAPHY

- Brown, Douglas, H. 2001. *Teaching by Principles: Second Edition*. San Fransisco: Longman.
- Brown, Douglas, H. 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Longman.
- Clark, Sarah, Kartchner. 2007. *Writing Strategies for Science*. Retrieved from https://books.google.co.id/books?id=3FAMn2y0i_gC&pg=PT2&dq=writing+strategies+for+science+by+sarah+kartchner+clark&hl=en&sa=X&ei=PM0YVfneOs2fugSTjIHIDg&redir_esc=y#v=onepage&q=writing%20strategies%20for%20science%20by%20sarah%20kartchner%20clark&f=false
- Dirjen Pendidikan dasar dan Menengah. 2005. *Peraturan Direktorat Jenderal Pendidikan Dasar dan Menengah tentang Peraturan Perkembangan Peserta Didik*. Jakarta: Depdiknas.
- Fauziah, Yayah. 2014. *The Effectiveness of Using Reading, Encoding, Annotating and Pondering (REAP) Technique towards Students' Reading Skill of Descriptive Text*. Unpublished Thesis. Jakarta: Syarif Hidayatullah State Islamic University.
- Gay, L, R., Geoffrey, E., Mills, Peter, Airasian. 2006. *Educational Research Competencies for Analysis and Application*. Columbus Ohio: Pearson Merrill Prentice Hall.
- Gilani, Mohammad, Reza, Ahmadi., Ismail, Hairul, Nizam., Gilakjani, Abbas, Pourhossein. 2012. *The International Journal of Language Learning and AppliedLinguisticsWorld*.(Online),1(1):51-62, <http://www.ijllalw.org/decemberissuefull.pdf>, accessed on 5 March 2015.
- Glenberg, M, Arthur. 2011. How reading comprehension is embodied and why that matters. *International Electronic Journal of Elementary Education*. (Online), 4 (1): 5-18, http://www.iejee.com/4_1_2011/iejee_4_1_October_2011.pdf, accessed on 7 March 2015.
- Grabe, William. 2009. *Reading in a Second Language Moving from Theory to Practice*. New York: Cambridge University Press.
- Grabe, William., Stoller, Fredricka, L. 2013. *Teaching and Researching Reading*. New York: Routledge.
- Gunning, Thomas, G. 2010. *Reading Comprehension Booster*. San Fransisco: Jossey-Bass.

- Harmer, Jeremy. 2007. *How to Teach English*. Maryland: Pearson Education Limited.
- Hutura. 2012. *Literal, Inferential and Critical Comprehensive Reading*. Retrieved January 11, 2015, from <http://hutura.hubpages.com/hub/Literal-Inferential-and-Critical-Comprehensive-Reading>
- Jhonson, Andrew, P. 2008. *Teaching Reading and Writing*. New York: Rowman & Littlefield Education.
- Kisbulloh, Dedy. 2012. *Improving the Students' Reading Comprehension through Retelling Technique(Classroom Action Research) at the third Year Students of MA Mir'atul Muslimien Grobogan*. Unpublished Thesis. Salatiga: STAIN Salatiga.
- Konza, Deslea. 2011. *Research Into Practice*. Retrieved March 07, 2015, from http://www.decd.sa.gov.au/literacy/files/links/UtRP_1_6_v2.pdf
- Marantika, Jesi, Putri. 2013. The R.E.A.P Strategy for Teaching Reading a Narrative Text to Junior High School Students. *Journal of English Language Teaching*. (Online).1 (2): 70-77, <http://download.portalgaruda.org/article.php?article=24323&val=1486&title=,ac> cessed on 3 March 2015.
- Owolabi, Dare. 2012. Helpful hints for the successful teaching of reading comprehension in the ESL English language classroom. *Journal of English and literature*. (Online), 3 (8): 174-180, http://www.academicjournals.org/article/article1379598199_Owolabi.pdf, accessed on 5 March 2015.
- Pan, Ching, Ying. 2014. Effects of Reciprocal Peer-Questioning Instruction on EFL College Students' English Reading Comprehension. *International Journal of English Language and Literature Studies*. (Online), 3 (3): 109-209, <http://www.aessweb.com/pdf-files/IJELLS-2014-3%283%29-190-209.pdf>, accessed on 5 March 2015.
- Rofiqoh, Siti. 2013. *An Experimental Study on the Use of Skimming Technique to Improve Students' Achievement in Reading Narrative Text (a Study of the Eighth Grade Students of SMPIT Nurul Islam Tengaran in Academic Year 2013/2014)*. Unpublished Thesis. Salatiga: STAIN Salatiga.
- Rouhani, Yasaman,. Kowsary, Mohammad, Ali. 2015. The Effect of Prior Knowledge Questions on Iranian Pre-Intermediate EFL Learners' Performance in Reading Comprehension. *International Journal of English and Education*. (Online), 4 (1): 197-205, http://ijee.org/yahoo_site_admin/assets/docs/17.361132339.pdf, accessed on 5 March 2015.
- Snow, Catherine. 2002. *Reading for Understanding*. Santa Monica: Rand Education.
- Sugiyono. 2010. *Statistika untuk penelitian*. Bandung: Alfabeta.
- Tasdemir, Mehmet. 2010. The effects of the reap reading comprehension technique on students' success. *Social Behavior and Personality: an international journal*. (Online), 38 (4): 553-560, <https://www.scribd.com/doc/149832355/The-Effects-of-the-ly-Reap-Reading-Comprehension-Technique-on-Students>, accessed on 14 March 2015.

The Effectiveness of Reap (Reading, Encoding, Annotating, Pondering) Technique On Reading Comprehension

- Tim. 2014. *Buku Pedoman Penulisan Skripsi Program Studi Pendidikan Bahasa Inggris Fkip Umpar*. Parepare: Umpar Press.
- Tindall, Evie., Nisbet, Deanna. 2010. Exploring the Essential Components of Reading. *Journal of Adult Education*. (Online), 39 (1):1-9, <http://files.eric.ed.gov/fulltext/EJ891080.pdf>, accessed on 14 March 2015.
- Tiruneh, Dawit, Tibebu. 2014. The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students. *Macrothink institute international journal of education*. (Online), 6 (3): 81-100, <http://www.macrothink.org/journal/index.php/ije/article/viewFile/5989/5003>, accessed on 7 March 2015.
- Walsh, Kate., Rickenbrode, Robert. 2013. *The Literacy How Reading Model*. Retrieved March 8, 2015, from <http://www.literacyhow.com/our-model/components-of-comprehensive-literacy-instruction/>
- Windarsih, Sulisty. 2012. *The Use of Reading, Encoding, Annotating and Pondering (REAP) Technique to Improve Reading Comprehension of the Eighth Grade Students of SMPN 1 Kalinyamatan Jepara in the Academic Year 2011/2012*. Unpublished Thesis. Kudus: Muria Kudus University.
- Woolley, Garry. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Retrieved November 18, 2014, from <http://www.springer.com/gp/book/9789400711730>.
- Yildirim, Kasim., Ateş, Seyit. Silent and Oral Reading Fluency: Which One is the Best Predictor of Reading Comprehension of Turkish elementary Students?. *International Journal on New Trends in Eucation and Thei Implications*, (Online), 3 (4): 79-91, (<http://ijonte.org/FileUpload/ks63207/File/07.yildirim.pdf>), accessed on 5 March 2015.
- Yusuf, Haslinar. 2014. *Improving Reading Comprehension of the Eight Grade Students at SMP Negeri 8 Parepre through Silent Way Method*. Unpublished Thesis. Parepare: UMPAR.