

TEACHING READING THROUGH READING, ENCORE, ANNOTATE AND PONDER (REAP) TECHNIQUE TO THE SEVENTH GRADERS

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Abstract

This research is aimed to find out whether the implementing of REAP strategy could improve students' reading comprehension achievement. From the 24 samples as experimental group and 24 remain for the control group, the writer collected the data by giving the pre-test and post-test and analyze it by using Independent sample t-test. The result showed the value of t-obtained 3.868, at the significant level $p < 0.05$ for two tailed and degree of freedom (df) was 46, t-table was 1.678. Since the value of t-obtained was higher than t-table, it could be assumed there was significantly difference in the students reading comprehension achievement after the students were taught REAP as a teaching technique.

Keywords: Reading, REAP Strategy

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Introduction

Reading is the process of seeing a set of written symbols and gets the meaning or idea. In this process, we receive the written symbols (letters, punctuation and spaces) as well so that we can say the words we read. This process is called a productive skill reading where we both received information and transmitting it.

Moreover, reading is an act of communication in which information is transferred from a transmitter to a receiver (Smith, 1973). We can obtain information, knowledge, pleasure, and broaden our horizon by reading. Reading, especially for students of junior high schools, is very useful to understand all the lessons taught at school because the more they read, the better they get reading, related to reading the English texts, also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2017). Reading comprehension involves more than readers responses to the text. It involves many interactions between readers and what they bring to the text. Reading comprehension is one of the effective

ways to develop children's reading skill and therefore to their ability, at to obtain an education. Perkins (1992) states that education must aim for active use of knowledge and skill. Furthermore, when students can use (comprehension methods) successfully, they perform better in the recall, answering questions, generating questions, and summarizing texts. Reading is one skill that should be learned and mastered. However, the students still have a problem with it. Students still have low competence in reading English text (Pellini, 2015). In order to solve the problem, the researcher offers one technique in reading comprehension, namely REAP technique. REAP (Manzo, 1990), was among the earliest strategies developed to stress the use of writing as a means of improving thinking and reading. REAP does so by teaching students several ways to annotate, or write short critiques of, what they have read. (Roberta and Sharon, 2010), This after reading technique helps students check for understanding and clarify and synthesize their thinking; it is intended to improve their comprehension, thinking and writing skills. (McKnight, 2010),

REAP is an acronym for: Read the text; Encode into the own words; Annotate by writing the message (the annotations can be personal connections, questions, notes, or a personal reaction to the text); Ponder the meaning of the text.

Concept of Reading

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that capable or expert readers are strategic (Baker & Brown, 1984). Nuttal (2015) assumes that reading means a result of interaction between the writer's mind and the reader's mind. It can be seen from the way the reader tries to understand and get the writers' message on the text. Reading comprehension involves at least two people: the reader and the writer. Moreover, reading is an exercise dominated by the eyes and the brain (Harmer, 1991). The eyes receive the messages, and the brain then has to work out the significance of these messages. Meanwhile, Olson and Diller (1982) states that reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. It means that reading is a way for the reader to know and get the meaning from a passage of text. Reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author (Smith & Johnson, 1980). The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension is a process to understand meaning from writer's and knowledge of the information of the text.

Concept of Descriptive Text

Descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound and taste is (britishcourse.com, 2019). Its purpose is to describe and reveal a particular person, place, or thing. It is also defined as the painting pictures with words (Wren and Watts, 2002). By reading a descriptive text, readers feel that they see the description just like they see pictures. The descriptive text has the purpose of describing an object or a person that the writer is interested in. In descriptive text writing, several things should be understood:

- 1) Social Function; the social Function of descriptive text is to describe a particular person, place, thing or animal.
- 2) Generic structure. (Knap & Watkins, 2005); the Generic structure of the descriptive text is:
 - a) Identification, which identifies the phenomenon that will be described.
 - b) The description which describes about parts, qualities or characteristic of something or someone in skill. (Siahaan & Shinoda, 2008).
- 3) Grammatical features
There are several grammatical features of descriptive text;
 - a) In a descriptive text, the present tense is predominantly used. The past tense is used to describe something in the past.
 - b) The used of action verbs are needed in describing, especially for describing behaviors.
 - c) When describing feelings, the mental verb is used. Adjective, adverb and adverbial phrase are used most often. (Knap & Watkins, 2005).

Concept of Read-Encode-Annotate-Ponder (REAP)

Read, Encode, Annotate and Ponder (REAP) is a strategy for helping readers to read and understand a text. According to Eanet and Manzo (1976), the purposes of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text. By using Read, Encode, Annotate and Ponder (REAP) Strategy, the students are expected to improve their reading comprehension. Every steps in REAP strategy has some advantages in order to help students understanding a text. The Read step is aimed to help the students to revisit the text. The Encode step allows students to understand the text as well.

There are four-steps of this technique symbolized by its title:

READ → to get the writer's basic message;

ENCODE → the message into your own words while reading;

ANNOTATE → your analysis of the message by writing responses from several perspectives, and;

PONDER → what you have read and written—first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.

Allen (2004) states that REAP is a technique for helping readers read and understand a text. Each stage asks students to analyze the text at a higher level to increase and deepen comprehension. Eanet and Manzo (1976) in Marantika and Fitrawati (2013) state that REAP is an acronym for Read, Encode, Annotate, and Ponder. Using the REAP technique in the teaching of reading has some benefits in improving students' reading comprehension. The REAP technique develops independent reading skills by encouraging the reader

to put the main idea of the passage into his/her own words, both orally and in written form. Moreover, Allen (2004) mentions that REAP technique for reading comprehension is applied in teaching and learning process after giving modeled and provided practice to ask students to:

- 1) R : Read the text on their own by jotting down the title and the author
- 2) E : Encode the text by putting the gist of what they read their own words or in other words, it can be said that readers need to write the main idea in their own words or language
- 3) A : Annotate the text by writing a statements that summarize the important points
- 4) P : Ponder what they read by thinking and talking with others in order to make personal connections and make a summary of the text, develop questions about the topic, and/or connect this reading to other reading they have done or in other words, it can said that readers need to ponder the text by thinking and talking about what they learned and why the author wrote the text.

Using the REAP technique in the teaching of reading has some benefits in improving students' reading comprehension. The REAP technique activates the students to critical thinking. It is supported by Roberta and Sharon (2010) statements that encoding or retelling helps students process what they read, annotation encourages students to construct the deeper meaning of the text, thus promoting higher-level thinking skills. By definition, annotations are brief; they require more thinking than writing; however, it is an active response that makes the ideas meaningful. An annotation can describe the basic ideas in the text or can go beyond the author's ideas to form personal applications and connections.

Procedure of REAP

In teaching and learning process in the classroom, the activities are divided into three parts; pre-activity, whilst-activity and also post-activity.

- 1) Pre- Activity (10')
 - a) The teacher gave the greeting to the students
 - b) The teacher checked the attendance list
 - c) The teacher asked several questions related to the topic which is going to be learned
- 2) Whilst- Activity (70')
 - a) The teacher gives each student a copy of the REAP chart and enters students into their group. It is the right time to share the reading text.
 - b) The teacher introduces the reading to the students and asks them to fill in the "R" part of the chart with the title and the author.
 - c) The teacher starts to hold initial discussions to make students think about topics in order to make it easier for them to read the text. The students are divided into some small groups.
 - d) The teacher asks a member from each group to tell the class what is discussed in their group. After the whole discussion, the group begin to read the text.
 - e) Stop at various points to make sure that the students understand what is being read to them.
 - f) After reading, the teacher asks students in their small groups to find out what the main ideas of the text are and ask students to make a list.
 - g) Come back as a whole class and decide as a class what the main points are that will be put into the chart.
 - h) The teacher asks students to return to their small group and

uses the same process to produce a summary of the main points.

- i) Then come back as a class and have each group report on their summaries so that it can be determined which should go into the chart.
- 3) Post- Activity (10')
 1. The teacher gave the students a change to ask the questions.
 2. The teacher gave the salutation.

Methodology

From the 24 samples as experimental group and 24 remain for the control group, the writer collected the data by giving the pre-test and post-test and analyze it by using Independent sample. The test used was reading comprehension test in the form of 30 multiple choice questions (A, B, C, D), in accordance to determine the students' reading achievement. A Pretest is given before the treatment, it was intended on to looking for the different student's reading comprehension before the students are taught by using Read Encode Annotate Ponder (REAP) technique and the posttest was given after the treatment. The researcher used content validity refers to the extent to which a test measures a representative sample of the subject matter content (Hatch & Farhady, 1982).

Result

From the experimental group, the highest score in pretest was 80, and the lowest score was 40. In the average of the students' score was 60. The highest score in posttest is 95, and the lowest score was 65. In the average of students score was 70. In the pre-test, seven students (29%) were in good categories, 12 students (50%) were in average categories, and five students (21%) were in poor categories. In post-test, seven students (29%) were in excellent categories, 15 students (63%) were in

good categories, one student (4%) was in average categories, and one student (4%) was in poor categories. While from the control group, the highest score in pretest was 83 and the lowest score was 40. In the average of the students score was 60. The highest score in posttest is 80, and the lowest score was 50. In the average of students score was 65. In the pre-test, ten students (42%) were in good categories, 11 students (46%) were in average categories, and three students (12%) were in poor categories. In post test, 13 students (54%) were in good categories, ten students (42%) were in average categories, and one student (4%) were in poor categories.

After analyzing the data from the students' score in the pre-test and post-test in the experimental group through SPSS version 16 Program, writer found the difference between students' score. Based on the result, it was found that the students' average score in post test was higher than the average score in the pre test. The result of the paired sample t-test showed the difference between the pre-test and post-test. The mean of pre-test and post test was 4.792, standard deviation 4.995, degree of freedom was 23. From the result, it could be seen that t-obtained (4.699) was higher than t-table (1.711). It could be concluded in teaching reading, writer found that the students could understand and be more active in the process of teaching and learning in the classroom. The result of the post-test in the experimental and control groups, shows that t-obtained (12.366) was higher than t-table (1.711). It means that there was a significant difference after student' of two groups (experimental and control groups) who were taught by using REAP. It could be concluded that REAP technique was effective in teaching reading comprehension. The result of the independent sample t-test shows the value of t-obtained 3.868, at the

significant level $p < 0.05$ for two tailed and degree of freedom (df) was 46, t-table was 1.711. Since the value of t-obtained was higher than t-table, the null hypotheses (H_0) was rejected and alternative hypotheses (H_a) was accepted. So, there was significantly difference in the students' reading comprehension achievement after the students' was taught by using REAP technique.

Conclusion

Based on data analysis, it could be concluded that Reading, Encore, Annotate and Ponder (REAP) technique was effective in teaching reading comprehension. It can improve the students' reading ability to understand the text. Also, it could support to improve the students' score. Moreover, REAP is the other comprehensive multiple strategy instruction that encompasses many of the important individual strategy instructions (Eanet & Manzo, 1976). This strategy can assist teachers in ways to help struggling students perform at the higher level thinking. It was showed in the experiment, the students felt enjoyed in learning reading, and easier to understand the meaning of the text. Considering the explanation above, REAP strategy could be considered to be implemented in the class in accordance to improve students' reading ability.

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