READING, ENCODING, ANNOTATING, AND PONDERING (REAP): THE STRATEGY TO IMPROVE STUDENTS' COMPREHENSION IN READING

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Abstract

This study aims to describe the process of teaching and learning reading comprehension and improve students' reading comprehension ability by applying the REAP strategy. The researcher used classroom action research at the class A of the fourth semester students of English department of IAIN Kerinci. The class consisted of 22 students. The researcher conducted this study in two cycles and three meetings per cycle. Observation and test were employed in obtaining the data. For the test, the researcher used a reading comprehension test. The results showed that the process of teaching reading using the REAP strategy is very interesting. Students showed their participation during class. The results also showed an improvement in students' reading comprehension. the result of the improvement from mean score from pre- test (56.59) to the post test cycle 1 (64.09) and the second post test (72.50) This can be considered from the student's scores. the result shows the improvement from mean score from pre- test (56.59) to the first post test (64.09) and the second post test (72.50). It can be summarized that the REAP strategy could be used as a strategy for teaching reading comprehension

Keywords: REAP, Strategy, Improve, Reading Comprehension

Introduction

Reading is defined as an activity to understand strings of words in a reading passage (Dakhi & Damanik, 2018; Desta, 2020). The primary goal of reading is to ascertain one's understanding of the text by the extrapolating its meaning. Therefore, in this situation, the students must possess strong reading abilities in order to fully understand the text and deduce its explicit or implicit meaning. If the students can achieve the goal of reading, they can become good readers.

The goals of reading can be achieved through better comprehension of reading text, otherwise knowledge and students cannot gather information after reading (Indrayadi, et.al, 2020) The students in reading comprehension classes, furthermore, should be able to understand reading material that is presented to them in written form. This means that comprehension is a tool in understanding the text content. As a result, teachers should encourage students to comprehend the information presented in the form of the text when teaching a language.

In addition, students need to be able to understand the text they are reading and ideally understand what they are reading. In fact, the researcher argues that some students still having obstacles and problems in comprehending the text. Such as the difficulties in identifying information included in the text, main idea, topic, find out what the word references or comparable meanings mean, as well as the texts theme/the purpose. The students of the fourth semester at English Department of IAIN Kerinci also experienced these problems.

Thus, the researcher proposed to use REAP as the strategy in teaching reading to overcome those problems mentioned earlier. REAP which is firstly proposed in early 1976 by Eanet & Manzo is intended to enhance students think more clearly while reading and writing and emphasize to the use of

writing as technique for enhancing writing and reading (Ya'acob,et.al., 2020). As part of the REAP process, the students are required to review the text numerous times. Furthermore, according to Manzo et al (2002)REAP is largely a cognitive enrichment technique that encourages students to think more accurately and deeply about what they read, by using the four-steps strategy called is acronym: Read, Encode, Annotate, and Ponder. Furthermore, Faisal (2013) confirms that REAP encourages students to write the key concept in their own words in order to improve their ability in independent reading.

Several previous studies have been conducted to demonstrate the effectiveness of REAP (Read, Encode, Annotate and Ponder) technique in teaching reading comprehension (Holandyah, 2012; Tiruneh, 2014; Windarsih, 2012). Since then, those findings of the research revealed that REAP technique is very effective in teaching reading comprehension. For those students who were taught by using the REAP instead of another strategy, the outcome was impressive. In addition, REAP strategy has the potential to improve the students' comprehension.

Furthermore, along with those findings, REAP is a method for supporting readers in reading and digesting a text (Renette, 2016). Students will revisit the text during each stage of the REAP procedures if this strategy is used. The four processes of reading - Read, Encode, Annotate, Ponder – were also included in this reading strategy, which helped students actively engage with the text and create meaning as they read (Tiruneh, 2014). Moreover, it can be concluded that a crucial component of the REAP strategy is teaching students how to annotate or summarize a text.

Many studies has been conducted to measure students' ability in reading through REAP strategy in experimental design (e.g. Risqianita, 2011) . However, to catalyze students' reading comprehension, it is needed to conduct action research in fourth semester students to improve students reading comprehension, in addition the classroom-based REAP strategy has been underexplored. Therefore, this study is going to conduct research by using REAP Strategy in teaching reading to overcome the problem experienced by the fourth semester student of English department at IAIN Kerinci.

Research Methodology

In this study, the researcher used Classroom Action Research (CAR) because the researcher wants to make a difference and solve problems. Action research, as Mac Naughton & Hughes , (2008) point out, is a cyclical process of think, do, think, study and produce a change. They also claim that action research starts with wishes, goals, and dreams. This research is the planned, implemented, and evaluated for improvement (Borgia & Schuler 2003)

In this research, the researcher conducted two cycles, each consisting of three meetings. Each cycle consisted of planning, action, observation and evaluation and reflecting. The research took place at the fourth semester students of English department of IAIN Kerinci especially class A. it consisted of 22 students. The researcher chose the students because they experienced the problems in reading.

In collecting the data, the researcher employed observation and reading comprehension test. The researcher observed the teaching and learning process over two cycles with the help of a collaborator, and the researcher administered the reading test during the third meeting of the cycles. in reading comprehension test, the students were required to understand the text given and answered the questions based on the text.

In analyzing the data from observation sheet, the researcher used procedure based on Airaisian & Gay work (2000). Meanwhile, in analyzing the data obtained from reading comprehension test, the researcher scored based on Klinger et.al's rubric (2007)

Table1. Scoring rubric for reading comprehension

Point	Criteria
0	No response
10	An inaccurate and incomplete
20	Some information is accurate, and some is in accurate, the response is sketchy
30	Information is generally accurate and complete, but not well developed
40	Response is complete and accurate

In determining student's final score, the researcher used the following formula:

$$\text{Student's score} = \frac{\text{score obtained}}{\text{Maximum score}} \times 100$$

After counting the students' score, the researcher compared the gotten score to IAIN Kerinci standard score of achievement to determine their achievement, as the following:

Table 2. Classification of students' achievement

Score's Range	Grade	Classification
80-100	A	Very good
70-79	B	Good
60-69	C	Sufficient
50-59	D	Poor
0--49	E	Fail

Findings and Discussion

In this research, the researcher did two cycles and included of three meetings for each cycle. The researcher observed the learning process accompanied by the collaborator. The researcher administered the reading test at the end of the third meeting of each cycle. Before did the first meeting, the researcher administered the pre-test to find out the students' previous performance in reading the text. The students read the text and instructed them to respond the questions provided based on the text. The following table 3 shows the result of pre-test:

Table 3. Students' achievement scores in Pre-Test

Students' Number	Scores	Categories
1	45	fail
2	60	Sufficient
3	50	Poor
4	55	Poor
5	60	Sufficient
6	70	good
7	65	Sufficient
8	55	poor
9	60	sufficient
10	70	good
11	45	Fail
12	65	Sufficient
13	65	Sufficient
14	60	sufficient
15	45	fail
16	55	poor
17	60	Sufficient
18	55	poor
19	60	Sufficient
20	45	Fail
21	45	fail
22	55	poor
Total score	**1245**	
mean	**56.59**	

It was evident from the facts above that students' prior knowledge about reading comprehension was still low. From all students who followed the pre-test, only two students who got 70 and were in good classification. For more detail, the distribution of students' score classification could be viewed in the following table 4:

Table 4. Pre-test Result

Score's Range	Frequency	Classifications
80-100	0	Very good
70-79	2	Good
60-69	9	Sufficient
50-59	6	Poor
0--49	5	Fail

First cycle

Before the first meeting, the researcher prepared the lesson plan, observation sheet, and test. The following actions were carried out by the researcher during the first meeting of the first cycle: The REAP strategy was used by the researcher to teach the students. The subject was narrative text. Before discussing narrative content material, the researcher first described the REAP technique to the students. The researcher then instructed the students to read independently and encode it by summarizing what they had read in their own words. Then, researcher asked the students to annotate the text by writing down the content and the important concepts of the text presented. Finally, the researcher requested the students to ponder what they had read by thinking and talking with the other students to summarize the reading they have done.

Moreover, the researcher participated in the learning process by moving around the classroom to check the students' activities, and the collaborator of the researcher observed the researcher's activities as a lecturer by checking the observation sheet. The observed activities were as the following:

a. The students focus on the lecturer's explanation of the subject.
b. The students read the assigned text.
c. The students encode the text by summarizing what they learned from it in their own words.
d. The students annotate the text by using their own words to express the main idea or the text's content.

e. The students ponder or reflect on what they have read by talking to one another.
f. The students engaged during the learning process.

In the first and second meetings of the research, the collaborator observed the teaching and learning process. The data on observation activities are described in greater detail below:

Table 5. Observation result of the first meeting of cycle I

Activities	Frequency	Percentage (%)
1. The students focus on the lecturer's explanation of the subject	13	59.09
2. The students read the assigned text	10	45.45
3. The students encode the text by summarizing what they learned from it in their own words	7	31.81
4. The students annotate the text by using their own words to express the main idea or the text's content;	8	36.36
5. The students ponder or reflect on what they have read by talking to one another	6	27.27
6. The students engaged during the learning process	10	45.45

The table 5 above informed the data about the activities during the first meeting of the first cycle. The data showed that only few students who did or followed the REAP strategy because it is the first time for them to know about REAP strategy.

The researcher, furthermore, got the data from observation for the second meeting of the first cycle; the data of observation result could be seen in the following table 6:

Table 6. Observation result of the second meeting of cycle I

Activities	Frequency	Percentage (%)
1. The students focus on the lecturer's explanation of the subject	16	72.73
2. The students read the assigned text	15	68.28
3. The students encode the text by summarizing what they learned from it in their own words	9	40.90
4. The students annotate the text by using their own words to express the main idea or the text's content;	10	45.45
5. The students ponder or reflect on what they have read by talking to one another	8	36.36
6. The students engaged during the learning process	15	68.28

The table 6 above revealed that there was enhancement of the students in doing the activities. The students did all activities including the REAP strategy applied by the researcher even though only several students more focused. The students have difficulties in encode, annotate and ponder steps. It proved by the number of students who did it.

Additionally, the researcher gave the students a reading test during the third session (meeting) of the first cycle, and the researcher obtained the results as the following:

Table 7. Students' reading Achievement score in cycle I

Students' Number	Scores	Classification
1	55	poor
2	70	good
3	55	Poor
4	65	Sufficient
5	65	Sufficient
6	75	good
7	70	good
8	65	Sufficient
9	70	Good
10	75	Good
11	50	poor
12	70	Good
13	70	Good
14	65	Sufficient
15	50	Poor
16	65	Sufficient
17	70	Good
18	60	Sufficient
19	65	Sufficient
20	55	poor
21	60	Sufficient
22	65	Sufficient
Total score	1410	
Mean	64.09	

The table 7 above revealed the data that from 22 students who did the reading test, the highest score gotten by the students was 70, meanwhile the lowest score was 55. There was no student who got score higher than 70. For more detail, the data of students' reading achievement in reading test of the first cycle could be seen in the table 8 as follows:

Table 8. Students' reading Achievement classification

Score's range	Frequency	Classifications
80-100	0	Very good
70-79	8	Good
60-69	9	Sufficient
50-59	5	Poor
0--49	0	Fail

After using the REAP technique in teaching in the first cycle and collecting data, the researcher reflected. After receiving the results of the students' performance on the reading comprehension test, the researcher examined the evolving reading teaching and learning process. Furthermore, according to the evaluation, there were several flaws that occurred while the researcher was implementing the REAP technique. The researcher then did cycle

2 with various modifications based on the results.

Second cycle

Before conducted the action in the second cycle, the researcher did same activities with the previous planning step in cycle I. the researcher prepared the lesson plan, observation sheet and reading test. After that, the researcher taught the students about narrative text and still used the REAP strategy in delivering the material. Based on the first cycle's reflection, in the second cycle, the researcher made a choice to divide the students into some groups to make them easier in applying REAP in understanding the reading text given. The researcher applied the steps of REAP strategy in teaching the students such the following; the researcher explained narrative writing; secondly the researcher gave text to students and divided them into some groups. Then, the researcher instructed them to read the text; in this activity, the read the text individually, then the researcher instructed the students to encode the text the text by summarizing what they learned from it in their own words. Then, the researcher asked the students to annotate the text by using their own words to express the main idea or the text's content in terms of paragraph. Finally, asked the students to ponder or reflect on what they have read by talking to one another in their group and then read their summary in front of the class.

After did these activities, the researcher as a lecturer gave feedback to the students, and ask their comprehending about the subject. Finally, the researcher gave posttest to know the students' comprehending about the given lesson. The result of reading test in cycle II revealed that there were improvements of the students' achievement. The following table presented the data obtained:

Table 9. Students' reading Achievement score in cycle II

Students' Number	Scores	Categories
1	65	sufficient
2	75	Good
3	70	Good
4	70	Good
5	70	Good
6	85	Very good
7	75	Good
8	75	Good
9	80	Very Good
10	80	Very Good
11	70	Good
12	75	Good
13	80	Very Good
14	70	Good
15	65	Sufficient
16	75	good
17	75	Good
18	70	Good
19	70	Good
20	65	Sufficient
21	70	Good
22	75	Good
Total	1595	
Mean	72.5	

Based on the data shown in table 9, the student's reading score improved slightly. The highest score gotten was 85 and the lowest score was 65. Moreover, the results of students' reading achievements in second cycle were presented in the following table 10.

Table 10. Students' reading Achievement Classification

Score's range	Frequency	Classifications
80-100	4	Very good
70-79	15	Good
60-69	3	Sufficient
50-59	0	Poor
0--49	0	Fail

In addition, regarding to data gotten from observation, the result revealed that the students are more focus in doing REAP in reading the provided text. Students who did the steps of REAP strategy were increased than before. In conclusion, the students' understanding of reading text was

increased too. The data in detail were presented as follows:

Table 11. Observation result of the first meeting in cycle II

Activities	Frequency	percentage
1. The students focus on the lecturer's explanation of the subject	18	81.82
2. The students read the assigned text	20	90.91
3. The students encode the text by summarizing what they learned from it in their own words	16	72.73
4. The students annotate the text by using their own words to express the main idea or the text's content;	15	68.18
5. The students ponder or reflect on what they have read by talking to one another	15	68.18
6. The students engaged during the learning process	20	90.91

The observation data of the first meeting of the second cycle showed the improvement from the first cycle, although not all students followed those activities observed. However, there were some improvements in the second meeting, all students (22 people) focus on the lecturer's explanation, read the assigned text, and engaged in learning process. For more detail, the data could be seen in table12 as follows:

Table 12. Observation result of the second meeting in cycle II

Activities	Frequency	Percentage (%)
1. The students focus on the lecturer's explanation of the subject	22	100
2. The students read the assigned text	22	100
3. The students encode the text by summarizing what they learned from it in their own words	18	81.82
4. The students annotate the text by using their own words to express the main idea or the text's content;	18	81.82
5. The students ponder or reflect on what they have read by talking to one another	20	91.92
6. The students engaged during the learning process	22	100

Regarding to the data gotten in the second cycle, the researcher has gotten the expected result. Thus, the researcher decided to finish the research.

As stated earlier in previous explanation, REAP strategy could be used in teaching reading, the research's findings are comparable to those of Tasdemir (2010) and Risqianita earlier studies (2011). the REAP approach, according to study by Tasdemir (2010)could significantly alter how well students learn. As a result, utilizing this strategy, students' learning success level in narrative texts was significantly higher than it was previously. The second study found, in a manner comparable to that of the first study, that REAP strategy had a favorable impact on students' reading achievements (Risqianita, 2011).

Additionally, certain ideas agreed with the findings of this study. The first was an improvement in the students'

reading comprehension. When compared to the preliminary test result and cycle 1 performance, the students' achievement was much higher. This results are relevant with previous research done by Sari (2021); Pratiwi & Ardian, (2021),which showed that the students score of reading using REAP strategy was better and it was effective to the students and really made sense for each student. further evidence that REAP aids students in developing their reading skills and their ability to think critically about texts they read comes from Hoover's (2000) theory. When adopting REAP, the teacher's attitudes toward helping, supervising, motivating, and managing the class have an impact on students' reading comprehension. Moreover, the students also showed better understanding in doing REAP strategy in reading a text.

Conclusion

The students of fourth semester of English Department at IAIN Kerinci experienced the problems in Reading a text like the difficulties in identifying information included in the text, main idea, topic, find out what the word references or comparable meanings mean, as well as the texts theme/the purpose. Moreover, this research is aimed to describe the process of teaching and learning and to improve students' reading comprehension by applying REAP strategy. Based on the findings of the study, the researcher concluded that REAP strategy may be used to improve students' reading comprehension. It could be seen from obtained data. The mean score of students' reading comprehension achievement improved from the pre-test to the second post-test in cycle II. Furthermore, students were more engaged in the reading teaching and learning process, completing all phases of the REAP technique while reading the assigned text. Furthermore, the researcher

suggests that for others lecturers of reading subject to use REAP strategy in order to increase student enthusiasm and understanding when reading a text.

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