The Effect of Read, Encode, Annotate, and Ponder (REAP) Strategy towards Student's Reading Comprehension

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ABSTRACT

The research is aimed at finding out the effect of using Read, Encode, Annotate, Ponder (REAP) strategy toward reading comprehension in exposition text of the eleventh grade students of Islamic Senior High School Nurul'Amal Menes in 2019 Academic Year.The researcher collected from 54 students, by divided them into two classes, one class as the experiment class as much as 27 students and the other class as control class as much as 27 students. The population as much as 54 students of the eleventh grade of Islamic Senior High School Nurul'Amal Menes. The method of this research is experiment method. In this research, the researcher use pre-test and post-test to collect data. In which the test took form of the t-test, the data used to prove the hypothesis being proposed. In the pre-test, the standard deviation of experimental class was 6,88 and the standard deviation of control class was 7,47 while in the post-test the standard deviation of experimental class was 8,42 and the standard deviation of control class was 11,48. In the post-test of t-test, the researcher can conclude that of t count> table or 3,23 > 1,671 so Ha = t count > t table therefore Ha is accepted and there is a significant effect of using Read, Encode, Annotate, Ponder (REAP) strategy toward students reading comprehension on exposition text.

Keywords:
REAP Strategy, Reading Comprehension

INTRODUCTION

Reading is the one of important skill in language skill, the importance of reading becomes an aspect that should be considered among language skill. Reading is the practice of using text to create meaning; the reader should have a good comprehension skill. Comprehension skills are strategies readers use to retrieve information and construct meaning. Reading is an active process which consists of recognition and comprehension skill reading. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people.

According to Johnson (2008: 3) Reading is the practice of using meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Jain (2008: 115) said that Reading skill is more important than speaking and writing. Reading is the most important activity in any language class. Reading is not only a source of information and

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a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. According to Christ (1978: 89) Reading it is commonplace of teacher education that the teachers tend to teach by the methods which were used by the teachers who taught them. That reading is a complex skill, that is to say that it involves a whole series of lesser skills.

Ideally, the students should be able to comprehend about the reading text and comprehend what they are reading. In fact, they still find out difficulties to comprehend about the reading text even though the teacher has given the learning strategy. The difficulties of the students reading comprehension can be showed into some phenomena: Some of the students are not able to identify about the reading for meaning, some of the students are still not able to find out the factual information of reading text, some of the students are not able to find out the main idea of the reading text, some of the students are not able to find out the meaning of word references or similar meaning, some of the students are not able to identify the communicative purpose of reading text.

The use of discussion strategy is not able yet to improve their reading comprehension. When the teacher consider how important reading is within the classroom and everyday life, it is not surprising that students who find reading difficult often become embarrassed, boring, frustrated, and distraught. To anticipate this situation, the teacher should refurbish the strategy to be more appropriate one in teaching reading, in order that the students are able to comprehend texts that are given by the teacher. In this research, the researcher offers one strategy in reading comprehension namely REAP strategy on reading comprehension students ability.

According to Renette (2016: 278) research (Using Read, Encode, Annotate, Ponder REAP in Teaching Reading) REAP was a strategy for helping readers to read and understand a text. The use of this strategy will cause the students to revisit the text during each stage of the REAP process. Tirunch's states (2018: 83) research (The Effect of Explicit Reading strategy instruction on Reading Comprehension of Upper Primary Grade Students) REAP is for the following stages of reading: Read, Encode, Annotate, Ponder. This reading strategy is noted as useful in helping students actively interact with the text and construct meaning while reading. Eanet and Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students.

According to Tirunch's (2014: 84) (The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students) Eanet and Manzo noted that at the heart of the REAP strategy is teaching students how to annotate or summarize a text. They pointed out that writing annotations force students to attend to various aspects of text which typically would be overlooked and the reader is required to discriminate and synthesize the ideas presented by the writer, translate these into his/her own language, and crystallize the result in writing. dents higher order thinking and writing skill.

In conclusion, this strategy guides the students to understand the texts and to make the conclusions about what they have read, In order to this strategy synthesize the students thinking to improve their comprehension for active reading.

According to Manzo (1990: 221) REAP are two level strategies: once students have learned the annotation forms, they can use REAP independently as a "study formula" to guide thoughtful reading or the teacher can use it as an instructional activity.
Manzo states (1990: 222) There are steps in student's use of REAP:
a. R: Read to discern the writer's message.
b. E: Encode the message by translating it into your own language.
c. A: Annotate by cogently writing the message in notes for yourself or in a thought book to share with others.

d. P: Ponder, or reflect on what you have read and written, first introspectively and then by sharing and discussing it with others and as a study aid in test .

Read, Encode, Annotate, and Ponder (REAP) strategy can be seen as the following:

1. Read
   a. The teacher asks the students to read an exposition text
   b. The teacher asks the students to comprehend the text by identifying the aspect involving in the text
   c. The teacher asks the students to catch the main idea of analytical exposition text

2. Encode
   a. The teacher asks the students to translate the writers word into the students own word
   b. The teacher asks the students to put their comprehending about the information in their mind

3. Annotate
   a. The teacher introduces to the students several forms of annotations
   b. The teacher asks the students to response their comprehending by transferring in written form. Kinds of annotation can be chose based on the level of students. If desire, the students can work alone or in small group to make the annotation

4. Ponder.
   a. The teacher asks the students to ponder or reflect on the significance of the passage and their writing.
   b. The teacher asks the students to share what they have read and written to whole class.
   c. The teacher asks the students to discuss their work.
   d. The teacher evaluates what the students have done.

METHOD

In this research, the writer used quantitative research design which an experimental design. That has control class and experiment class and also both pretest and posttest in each class. The design to conduct his study because the researcher wanted to compare between teaching reading comprehension with Read, Encode, Annotate, Ponder (REAP) strategy to teaching reading comprehension with other method. According to Sugiyono (2006:80) experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition.

According to Sugiyono (2006: 119) Population is generalization area that consisting: object / subject that have quality and specific characteristic those set by researcher to learning and then make the conclusion. The researcher would took the participants of this research are the students of eleventh grade of Islamic Senior High School Nurul'Amal Menes

According to Creswell (2012: 142) A sample is subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher took the sample by using purposive all the member selected groups have similar characteristics. Therefore, the researcher took two classes to represent the population having similar characteristics. The similar characteristics intended for the both of class are: the students were taught by the same teacher of English, the students had the same level, and the students had the same material about learning of reading. The researcher took the students of X1 IPS A that consist of 12 male and15 female (total 27) as experimental class and the students XI IPS B consist of 13 male and 14 female (total 27) as control class.

The intervention of the treatment (REAP) was done for 4 times. Below are the brief explanations:

1. First meeting, the researcher carries out the reading pre-test

2. Second meeting, students are from into groups, each group has 5 or 6 students. Students are asked to answer the question based on the text that have been given by the teacher that's about smoking and do REAP strategies
3. Third meeting, students are asked to answer the question based on the text that have been given by the teacher that's about music and do REAP strategies
4. Forth meeting, students are asked to answer the question based on the text that have been given by the teacher that's about holiday and do REAP strategies. After finishing the task, the students are asked to do post-test.
5.

DISCUSSION

In this research, the writer used quantitative research design which a experimental design. That has control class and experiment class and also both pretest and posttest in each class. The design to conduct his study because the researcher wanted to compare between teaching reading comprehension with Read, Encode, Annotate, Ponder (REAP) strategy to teaching reading comprehension with other method.

Table 1.
Students Score of Pretest (Control Class)

No	Name	Score
1	C1	30
2	C2	40
3	C3	30
4	C4	45
5	C5	30
6	C6	30
7	C7	40
8	C8	40
9	C9	40
10	C10	35
11	C11	40
12	C12	45
13	C13	40
14	C14	35
15	C15	35
16	C16	45
17	C17	40
18	C18	35
19	C19	35
20	C20	50
21	C21	35
22	C22	30

23	C23	40
24	C24	45
25	C25	30
26	C26	55
27	C27	50
		$\sum : 1045$

a. — Mean (x)= $\frac{\sum f_i x_i}{\sum f_i}$ = $\frac{1099}{27}$ = 40,70

b. Standard deviation (SD) = $\sqrt{\frac{n.\sum f x_i - (\sum f x_i)^2}{n\ (n-1)}}$

   = $\sqrt{47,299345}$ = 6,88

c. Chi squared count (X^2 count)

   $X^2 = \sum \frac{(fo - fh)^2}{fh}$

   = 2,4

Based on the calculation there is the acquisition of the mean 40,70, standard deviation 6,88 and chi squared 2,44. And the result $X^2_{count} \leq X^2_{table}$ or $2,44 \leq 11,1$ then the data pretest control class is normallydistributed.

Table2

Students Score of Pretest (Experimental Class)

No	Name	Score
1	E1	25
2	E2	30
3	E3	40
4	E4	30
5	E5	30
6	E6	35
7	E7	35
8	E8	45
9	E9	35
10	E10	35
11	E11	50
12	E12	50
13	E13	45
14	E14	40
15	E15	40
16	E16	35
17	E17	45
18	E18	50

19	E19	40
20	E20	25
21	E21	35
22	E22	40
23	E23	20
24	E24	40
25	E25	25
26	E26	35
27	E27	45
		$\sum$: 1000

a. ─ Mean (x)= $\frac{\sum f_i x_i}{\sum f_i}$ = $\frac{1042,5}{27}$ = 38,61

b. Standard deviation (SD) = $\sqrt{\frac{n.\sum fx_i - (\sum fx_i)^2}{n\ (n-1)}}$

= $\sqrt{55,83333}$ = 7,47

c. Chi squared count (X^2 count)

$X^2 = \sum \frac{(fo - fh)^2}{fh}$

= 1,55

Based on the calculation there is the acquisition of mean 38,61 standard deviation 7,47 and chi squared 1,55. And the result $X^2_{Count} \leq X^2_{Table}$ or 1,55 $\leq$ 11,1 then the data pretest experimental class is normally distributed.

Table 3
Students Score of Posttest (Control Class)

No	Name	Score
1	C1	50
2	C2	55
3	C3	50
4	C4	60
5	C5	80
6	C6	75
7	C7	75
8	C8	90
9	C9	85
10	C10	85
11	C11	65
12	C12	55
13	C13	75

14	C14	65
15	C15	60
16	C16	65
17	C17	75
18	C18	60
19	C19	60
20	C20	80
21	C21	70
22	C22	80
23	C23	60
24	C24	75
25	C25	90
26	C26	70
27	C27	70
		$\sum$: 1525

- a. Mean (x)= $\frac{\sum f_i x_i}{\sum f_i}$ = $\frac{1859}{27}$ = 68,85

b. Standard deviation (SD) = $\sqrt{\frac{n.\sum fx_i - (\sum fx_i)^2}{n\ (n-1)}}$

$\qquad\qquad\qquad\qquad$ = $\sqrt{13275}$ = 11,48

c. Chi squared count (X^2 count)

$X^2 = \sum \frac{(fo - fh)2}{fh}$

$\quad$ = 3,74

Based on the calculation there is the acquisition of the mean 68,85 standard deviation 11,48 and chi squared count 3,47. And the result $X^2_{count} \leq X^2_{table}$ or 3,74 ≤ 11,1 then the data posttest control class is normally distributed.

Table 4
Students Score of Posttest (Experimental Class)

No	Name	Score
1	E1	65
2	E2	80
3	E3	60
4	E4	85
5	E5	65
6	E6	60
7	E7	70
8	E8	60

9	E9	75
10	E10	90
11	E11	85
12	E12	70
13	E13	75
14	E14	80
15	E15	90
16	E16	60
17	E17	80
18	E18	75
17	E19	75
20	E20	70
21	E21	70
22	E22	80
23	E23	75
24	E24	80
25	E25	70
26	E26	80
27	E27	90
		$\sum$: 2015

a. Mean (x)= $\frac{\sum f_i x_i}{\sum f_i}$ = $\frac{2054}{27}$ = 70,19

b. Standard deviation (SD) = $\sqrt{\frac{n.\sum f x_i - (\sum f x_i)^2}{n\ (n-1)}}$

$$= \sqrt{71,22507} = 8,42$$

c. Chi squared count (X^2 count)

$X^2 = \sum \frac{(fo - fh)2}{fh}$

= 8,53

 Based on the calculation there is the acquisition of the mean 70,19 standard deviation 8,42 and chi squared 8,53. And the result $X^2_{count} \leq X^2_{table}$ or 8,53 $\leq$ 11,1 then the pretest control data is normally distributed.

Homogeneity test on posttest experimental class and control class data, The purpose of homogeneity is to see whether the data can be homogeneity or not

Table 5.
The Posttest Variance of the Experimental Class and the Control class

Sample variance value	Type variable: The collation of value posttest control class and experiment class	
	Experimental class (X_1)	Control class (X_2)
S	8,42	11,48
S^2	70,89	131,79
N	27	27

Findings the largest variance value and the smallest variant value with the formula: F_{hitung} $\frac{s2\ big}{s2\ small}$ = $\frac{131,79}{70,09}$ = 1,85. Comparing the value of F_{hitung} with F_{table} based on list F, from the list table distribution F to know $F_{0,05(20,26)}$. Testing criteria. By comparing F_{count} with F_{table} for a = 0,05, so F_{table} = 1,93. The obtained $F_{count} < F_{table}$ or 1,85 < 1,93 Then both variant are homogeneity. (Appendix 5 page 70)

A. Hypothesis Testing and Discussion of the Research Findings

The result of the experimental class posttest score of 27 average students mean (X) = 76,07 standard deviation (S) = 8,42 and variant (S_12) = 70,89. While the control class of 27 average students mean (X) = 68,85 standard deviation (S) = 11,48 and variant (S_12) = 131,29. Will be tested for differences in the average.

Determine the calculated t_{count}

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)s_12 + (n_2-1)S_22}{N_1 + N_2 - 2}\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$= \frac{7,22}{2,23} = 3,23$$

Determine the value of t_{table}

With *a* = 0,05 with degrees of freedom (dk) = $n_1 + n_2 - 2$ = 27 + 27 − 2 = 52 at a significant rate of ∞ 0,05. Then t_{tabel} = 1,671

Conclusion, because the value of t_{count} 3,23 is greater than t_{table} or 3,23 > 1,671 so it Ha is accepted. So that the reading comprehension of students who get the REAP strategy learning model is better than students who get conventional learning models.

CONCLUSION

After analyzing the data by using independent t-test formula, the researcher found that the result of t_{count} was higher than t_{table} (3,23 > 1,671). It showed that the different treatment used in teaching reading gave the different result.

The students ability of the eleventh grade students at Islamic Senior High School of MA Nurul Amal in comprehending Exposition text reading text by using Read, Encode, Annotate, Ponder (REAP) strategy had higher score. It can be seen from the students score of posttest, the higher score of posttest using REAP strategy (experiment class) is 85 and the lowest score is 50.

There is significant effect of using Read, Encode, Annotate, Ponder (REAP) strategy in comprehending exposition text reading text of the eleventh grade students at Islamic Senior High School of MA Nurul Amal it can be seen on t_{count} was higher t_{table} (3,23 > 1,671).

The internal factor was the time as limited. The external factors may be effected by the students environment, the students motivation that cannot be controlled by the researcher in this research.

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