IMPLEMENTING "REAP" TECHNIQUE IN READING COMPREHENSION FOR SENIOR HIGH SCHOOL

Rizky Silvia Pratiwi, Fendi Ardian
Institut Agama Islam Negeri Kediri
Email: rizkysilvia04@gmail.com

Abstract: Most students of Sekolah Menengah Atas Swasta Pesantren Sabilil Muttaqien (SMAS PSM) Plemahan were less interested in reading English, so they had low reading comprehension. This study focuses on implementing the Reading, Encoding, Annotating, and Pondering (REAP) technique and the effective model to improve students' reading comprehension. This research was a Classroom Action Research and carried out in two cycles. This study's subjects were students of class X from SMAS PSM Plemahan, consisting of 21 students. The data were collected from reading test scores, student and researcher observation sheets, and field notes. The results showed an improvement of the mean score, students' success percentage, and the observation sheet in the 1st and 2nd cycles, achieving the success criteria. The students were more interested in learning English, and it is easier to find the text's main idea. The research findings meant that this REAP technique was successful in improving students' reading comprehension. Thus, the teachers were necessary to apply this technique in the learning process by forming the class into groups to be more enthusiastic in learning English and improve their reading comprehension.

Keywords: *Reading comprehension, REAP technique, recount text*

INTRODUCTION

Reading skills are required in learning English, especially in Indonesia, as a foreign language. This is evidenced by the fact that most of the national exam questions are reading. This requires students to read more and concentrate more to understand the text's content to answer the question.

Humanities across Histories and Trajectories in the Glocal Contexts

Reading is also influenced by how to pronounce vocabulary, fluency, and pause in reading because if the pronunciation of the word is wrong, it will cause different meanings (Suwarni & Nurhani, 2019).

Meanwhile, Indonesian students have low reading levels and are less able to understand the texts well. According to the OECD, Indonesia ranks 74th out of 79 countries in achieving interest in reading the national language (i.e., Bahasa Indonesia), which participates in the Program for International Student Assessment (PISA) 2018 (OECD, 2019). Students' reading scores were just 371 out of the OECD average of 487. Furthermore, according to "Most Littered Nation in the World 2016", the ranking of Indonesian students' reading comprehension achievement in the national language (i.e., Bahasa Indonesia) is ranked 60th out of 61 countries (CCSU, 2020). From the facts, Indonesian society, especially students, has not made reading a habit.

Reading Comprehension

Reading is the backbone of other language skills. These skills include learning a new language or vocabulary from reading, discovering the meaning of the written text, and interpreting the information correctly (Grabe & Stoller, 2002). By reading, everyone, especially students, will get new information or improve their already-owned knowledge (Supriyantini, 2017). Besides, this activity can also help readers build good communication and know the world's information (Sholihah, 2017). It happens because the readings we read the result from the interests of writings containing ideas containing art. The writing achievements include mathematical interpretations, music, notations, codes, and other symbolic systems (Harris, 1969).

Meanwhile, the complex process of reading is in the understanding. This process requires the reader to understand the lesson well (Dewi et al., 2019). This activity is not only fun but also a means to combine and expand one's knowledge of the language (Riandi & Triana, 2019). It also involves a lot of interaction between the reader and everything in the text (Arriyani & Oktaviani, 2019). Readers see the words in the text and understand all the text components to build a sense of connected words, sentences, and texts so that they can master many words, learn many forms, and model sentences.

Students, especially students from English as a foreign language, must master reading comprehension (Fadhli et al., 2017). Reading comprehension skills are the provision and key to students' success in carrying out the educational process (Siregar, 2019). Students are expected to improve their

ability to capture and develop their thinking concepts in understanding reading in the learning process. They must also use all their knowledge to answer questions based on assignments (Setiawan & Antoni, 2019).

Based on interviews with English teachers at the school, it found that pupils had many reading problems. Most students have difficulty understanding and finding the basic idea of the text. Moreover, almost all students consider reading skills uninteresting and boring. The problem arises because students are not interested in reading texts that are too long, lack vocabulary, and still translate word for word. As a result, there was no improvement in students' reading comprehension and made it difficult for them to understand the text. Therefore, students need motivation, knowledge background, and some strategies to read (Amalia et al., 2018).

The Importance of Reading, Encoding, Annotating, and Pondering

One technique to teach reading in the classroom is the REAP technique. REAP stands for Reading, Encoding, Annotating, and Pondering. REAP technique is an alternative to directional reading and guided reading comprehension (D.R.T.A) (Tierney et al., 1980). This is useful for introducing new material and requires students to be active participants in reading to improve their knowledge (Santi, 2015). In the REAP technique, "R" reads the text, "E" encodes the author's ideas into their own words, "A" students make notes about what is inside the text in their own words, "P" makes the conclusion of the text based on their understanding (Renette, 2016).

This REAP technique has positive things, especially for students or students. This technique provides direction to students about the incomplete meaning and makes students become readers who can understand the point that is the author's main goal (Cahyaningtyas & Mustadi, 2018). Students will also find the main ideas by using their own words directly, understanding foreign words in the text, using quotations, phrases, or other terms (Sitompul, 2019). They are also required to draw conclusions and share ideas with other students based on what they read (Marantika & Fitrawati, 2013). The text used is various, such as recount, an argumentative, narrative, and other texts.

Furthermore, many studies apply this technique to teach reading in the classroom using narrative text. The results showed that this technique could help students improve their reading comprehension (Santi, 2015). They were also easier in finding the main idea of reading to answer reading questions (Zasrianita, 2016). Besides, students must be effective readers to improve their

Humanities across Histories and Trajectories in the Glocal Contexts

critical thinking about the text (Mutia et al., 2016). Most previous researchers used narrative text to apply this technique, so that not many researchers applied this technique in the recount text. Therefore, the researcher feels interested in applying this technique in reading teaching using recount texts. This text is about the sequence of events and causation between one incident and another in the past (Fisher, 2016). Personal recount, factual recount, and history recount are some of the types of recount text used in this study.

Based on the above identification, the researcher offers a new and exciting technique that becomes the solution for teachers to overcome reading skills problems. The researcher argues that the REAP technique can improve students' reading comprehension and are more enthusiastic when reading in class. Therefore, this research is titled "Implementing REAP Technique in Reading Comprehension for Senior High School."

METHOD

Data collection

This study uses Classroom Action Research (CAR) with quantitative analysis in reading comprehension values, observation sheets, and field notes reflections. This research design describes how the REAP technique's application could improve students' reading comprehension and trace significant improvements in students' reading comprehension. This study would get an in-depth picture of the effective model applied to enhance students' reading comprehension through Reading, Encoding, Annotating, and Pondering (REAP) in grade X Sekolah Menengah Atas Swasta Pesantren Sabilil Muttaqien (SMAS PSM) Plemahan. Classroom Action Research was a variety of classroom-context learning research conducted by teachers to solve learning problems and try new things in learning for the sake of improving the quality and outcomes of learning (Arikunto et al., 2007). This study applied two cycles or four meetings based on the theory of Kemmis. In this study, the researcher took student grades in reading comprehension but did not include factors that influenced students to be more enthusiastic in reading. This research took place when students were in the second semester, where the school taught material related to the recount text. The students could study material for their exam preparation.

This study used one class of students from grade ten, consisting of twenty students in the 2018/2019 school year. They are chosen according to consideration of the low value of English, especially in the reading section, and their weaknesses in learning English, such as difficulty understanding the text and lack of English vocabulary. In that case, they needed to be given techniques to improve the learning process and their English skills, especially reading comprehension. In conducting this research, the school permitted the researcher to provide treatment to students from tenth-grade and take documentation without interfering with teaching and learning activities. As a teacher, the researcher taught in the classroom, while the English teacher observed its teaching and learning process.

This study used test scores from pretest and posttest reading, observation sheets, and field note results. This type of test in pretest and posttest was a multiple choice with twenty questions adopted from English Competency Development for Senior High School (SMA/MA) Grade X and Pathway to English for High School and MA Grade X books. Tests to determine the competence of students before and after applying the REAP technique. The students' and teachers' observation sheet was a checklist to describe students' and teachers' activities and observe the learning process. Furthermore, the field notes were a description to write down the results of reflections on what students feel, see, and think during the learning process.

There were several steps to collect data from the beginning of the research until the research. First, the researcher prepared success criteria consisting of average grades, percentages of student success, and observation sheets. Next, the researcher prepared twenty multiple choice questions about recount texts for pretest, the first and second posttests, and student and teacher observation sheets. Data collection in the form of tests was distributed to students when the initial entry before treatment and at the end of the first and second cycles with twenty test questions. They answered correctly according to the question. The answers were written on the given paper and immediately collected after finishing work. This answer sheet serves as the basis for knowing students' abilities before and after treatment following success criteria. Meanwhile, observation sheets were given to English teachers as collaborators to be checked based on teacher performance and student activities at each meeting during the learning process. Furthermore, as the executor of writing field notes, the researcher obtains information in activities not summarized in the observation sheet.

Data analysis

Data analysis of this study used study results test, observation sheet, and field notes. The result of data analysis in the form of a field notes record is descriptions. Meanwhile, the analysis of student results and observations were using figures using descriptive percentage analysis. Student test results and observation sheets are calculated based on the formula of success criteria to obtain average grades, percentage of student achievement, and observation sheet results in each cycle. Individual learning success criteria succeed if students score above 70, with 75% of students achieving minimum grades, and student and teacher observation sheets get a percentage of 75%. Data analysis results in the form of a description and criteria table of student success are presented based on data obtained during this study lasting from the beginning to the end of the action's implementation.

FINDINGS

Implementation of REAP

This research aims to implement the REAP technique to improve tenth-grade students' reading ability at SMAS PSM Plemahan. Data obtained from students' grades during the test, including pretest and posttests, observation sheets, and field notes. Student test results and observation sheets are calculated based on the formula of success criteria to obtain average grades, percentage of student achievement, and observation sheet results in each cycle. The criteria for completing learning are said to be successful if 75% of students have achieved a score of 70, and the percentage of observation sheets of students and teachers also obtained 75%. Furthermore, while applying the REAP technique, there is the conclusion of field notes in descriptions. The research conducted this study in two cycles. The results of this study as follows.

First Cycle

REAP technique is applied to solve problems found in teaching reading skills. In this study, the researcher was assisted by collaborators, who are English teachers, to fill out observation sheets. In the first cycle, students read texts in groups. In coding, students find the main idea in their own words and some text's difficult vocabulary. The researcher asked students to write difficult

vocabulary on the board and lead discussions about the meaning of such difficult vocabulary. Students in each group discuss the main ideas and essential text points with their group members in the annotating technique. In pondering, the researcher asked students to create a summary and moral value of the text using their own words. The researcher asked the group representatives to share general information from texts such as basic ideas and discussions in front of the class.

After implementing two meetings in each cycle, the researcher gave students a posttest to determine their improvement after applying the REAP technique. The pretest is given first to determine students' reading comprehension before implementing the REAP technique in the learning process.

Table 1. The Score of Pretest and Posttest in Cycle I and II

No	Name	Score		
		Pretest	Posttest in Cycle I	Posttest in Cycle II
1.	ADM	30	55	70
2.	ALI	20	30	45
3.	ANF	50	70	70
4.	ANP	40	60	75
5.	BAF	25	35	60
6.	CSY	55	70	75
7.	DIA	30	45	65
8.	DPA	45	70	75
9.	EFA	70	75	80
10.	ENC	40	70	70
11.	ETN	80	85	85
12.	FAA	25	30	40
13.	IPW	30	50	70
14.	LAA	75	75	80
15.	MIF	35	55	70
16.	MAM	35	50	75
17.	NUH	25	45	65
18.	PAW	70	75	80
19.	STK	35	60	70
20.	UFZ	35	45	75
21.	YDP	45	70	75
Total scores		895	1220	1470

Student success	$\frac{4}{21}\times100\%$ $= 19,04\%$	$\frac{9}{21}\times100\%$ $= 42,85\%$	$\frac{16}{21}\times100\% = 76,19\%$
Mean	$\frac{895}{21}$ $= 42,61$	$\frac{1220}{21}$ $= 58,09$	$\frac{1470}{21}$ $= 70$

Table 1 illustrates that the average grade and percentage of student success in the first cycle increased compared to the pretest. Data on the pretest showed that out of 21 students, only 4 students managed to get a score above 70. The pretest average is 42.61 and belongs to a moderate category. Furthermore, students who managed to reach 19.04% belonged to a poor category. This means that the criteria for success have not been achieved.

Furthermore, the reading test results on the post-test cycle showed that out of 21 students, 9 students succeeded, and the others were not successful. An average value is 58.09, including enough categories. Furthermore, the student success rate is 42.85%, and the category is sufficient. Based on the pretest and posttest of the first cycle results, there is an increase in reading comprehension, even though success criteria have not been achieved.

Based on the observation sheet in the first cycle, there is progress between the first and second meetings. The first cycle researcher's observation sheet at the first meeting in the class scored 76.92% and was an excellent category. In contrast, at the second meeting, the researcher's performance in the class obtained a score of 100%, and the category was excellent. Furthermore, the students' observation sheet at the second meeting was also quite increased compared to the first meeting. At the first meeting, the observation sheet students obtained 53.84% and belonged to a good category. While at the second meeting, the students' activities in the class scored 76.92%, and the category was excellent.

Meanwhile, field notes at the first cycle meeting show most students have not understood the text well, and they lack a lot of vocabulary. In the second meeting, they improved better. Students begin to understand the text and respond better in learning English even though they are still translating word for word.

Second Cycle

The second cycle is also carried out in two meetings. In this cycle, the researcher needs to revise RPP and teaching materials to apply the REAP

technique. The researcher gives each student a chart to make it easier to follow the researcher's explanation and understand the text more easily.

Activities in this second cycle begin with students reading texts in groups. Later in coding, the researcher guided students to find some difficult vocabulary and main idea of text using their own words. The researcher asked students to write down difficult vocabulary and key ideas on the chart. Afterward, the researcher discussed the meaning of difficult vocabulary and directed group representatives to share general information from texts such as basic ideas in front of the class. In contemplation, the researcher asked students to create summaries and moral values about the text using their own words in the chart. After that, they shared the results of the discussion in class. The chart in the second cycle is as follows:

R: Reading *Write the title of the text.*	**E: Encoding** *Write the difficult words* *Find the main idea of the text in your own words in one sentence.*
A: Annotating *Write down the important point / main events of text in each paragraph using your own words.*	**P: Pondering** *Write the conclusion and moral value from the text using your own words.*

After the second cycle is complete, the researcher gives a posttest. Table 1 shows that out of 21 students, 16 students were declared successful in the second posttest cycle   The average score gets 70 and belongs to a good category. This means that the criteria for success have been achieved. Furthermore, the student success rate of 76.19% in the category is excellent. Based on posttest results, the second cycle shows that students' average value and success increased, and can achieve success criteria.

Improvement of Students' Reading Comprehension through REAP

Based on the observation sheet in cycle II, the first and second meetings went well and improved compared to the previous cycle. The researcher observation sheets of the second cycle at the first and second meetings get a score of 100%, and all of them fall into the excellent category. Meanwhile, the students' observation sheet in the second cycle at the first meeting gets 92.30%, and the second meeting gets 100%. All the percentage obtained in the student observation sheet belongs to an excellent category. Furthermore, based

on the researcher's field records, there was a significant increase in the second cycle. In this cycle, students are more interested in the materials and charts provided by the researcher. Most of the students can understand the text using the REAP technique, and they are more confident in presenting their work.

The second posttest cycle shows that students' reading ability improves better than pretest and posttest of the first cycle. Students can find the main idea in each paragraph before the implementation of the REAP technique. They also found many new vocabularies about the researcher's material and answered reading questions by directly searching for keywords from the problem.

Effective Model of Teaching Reading Using REAP

Based on observations during the REAP technique applying to improve students' reading ability, the researcher provided an effective model that can be used by English teachers to teach reading. In applying the REAP technique, teachers should ask students to form groups to facilitate them in discussions. Teachers need to prepare texts that differ from group to group. Furthermore, a chart of REAP implementation steps also needs to be prepared and shared with each student to understand the reading text. Then, each student in the group takes turns having to read aloud the reading that has been given by the teacher. In the encoding process, they find difficult vocabulary and record essential words from the text. Later, they discussed the difficult word they found with a groupmate. In the annotating and pondering technique, they develop the main idea of reading and then conclude it. They present the results of their discussions, while other groups can ask questions about the assignment.

DISCUSSION

Improvement of Students' Reading Comprehension

The researcher implements the REAP technique to teach reading in the learning process. The results of this study are in line with Zasrianita (2016), Santi (2015), and Mutia et al. (2016). This technique shows that the REAP technique successfully improves students' reading comprehension and effectively reads teaching. Students are getting more enthusiastic, interested, and easier to learn the material using the REAP technique. Students' reading

learning outcomes in the second cycle get higher grades and achieve minimum grade criteria compared to pretest and cycle I. This research uses recount text in reading teaching using the REAP technique and CAR as the research design. The design of this research bears similarities between Zasrianita and Santi's research. Zasrianita (2016) conducted in grade VIII students at MTSN 1 in Bengkulu. Santi's research (2015) was conducted in grade VIII. Two students of SMPN 14 Bengkulu in the second year. Both Zasrianita and Santi used Classroom Action Research in conducting this research. Furthermore, in Mutia et al. (2016), the researchers selected grade X students at MA Alkhairaat Pusat Palu and used experimental research. All previous studies have used narrative text in research to improve students' reading comprehension through the REAP technique.

CONCLUSIONS

This research was conducted to improve the reading comprehension of tenth-grade students of SMAS PSM Plemahan through the REAP technique. This research applies to the REAP technique to quickly understand the text and find basic ideas using their sentences. The findings of this study show that the application of REAP technique can improve students' reading comprehension. The increase is from the average test value, observation sheet, and field record in the second cycle can achieve the minimum score criteria. Students can understand the text and answer questions, especially related to reading questions, through this technique. Thus, it can be concluded that the REAP technique is successful and effective in improving students' reading comprehension in grade X students of SMAS PSM Plemahan.

SUGGESTIONS

This research focuses only on improving students' reading comprehension so that it still requires further exploration of factors that influence the improvement of students' reading comprehension. Thus, according to the research results, this paper proposes that English teachers apply REAP techniques in teaching students reading to help them understand better. Furthermore, teachers should choose interesting materials to increase students' interest and activeness in the learning process. For further researchers, because this study found factors that influence students' reading

comprehension, it is advisable to research more thoroughly about the factors that affect them by giving interviews to students. It is also recommended to develop activities in the original REAP technique with innovations, such as giving different texts with the same topic to each group during the learning process. This is given so as not to bore students with the learning process.

REFERENCES

Amalia, F., Inderawati, R., & Erlina. (2018). Reading Comprehension Achievement on Narrative Text by Using REAP Strategy. *English Language Education and Literature, 3*(1), 1-7.

Arikunto, S., Suhardjono, & Supardi. (2007). *Penelitian Tindakan Kelas.* Jakarta: PT. Bumi Aksara.

Arriyani, N., & Oktaviani. (2019). Teaching Reading Through Reading, Encode, Annotate, and Ponder (REAP) Technique to the Seventh Grades. *English Community Journal, 3*(2), 411-417.

Cahyaningtyas, A. P., & Mustadi, A. (2018). The Effect of REAP Strategy on Reading Comprehension. *SHS Web of Conferences, 42*, 1-6.

CCSU (Central Connecticut State University). (2020). *World's Most Literate Nations*.

Dewi, I. A., Marhaeni, A. A., & Paramartha, A. G. (2019). The Effect of REAP Strategy on Reading Comprehension of the Eight Grade Students. *International Journal of Language and Literature, 3*(3), 112-120.

Fadhli, M., Suhaimi, & Musdizal. (2017). The Effects of Read, Encode, Annotate, Ponder (REAP) Strategy and Reading Interest on Reading Comprehension Achievement. *Jurnal Tarbawi, 13*(02), 7-19.

Fisher, A. S. (2016). Students' Reading Techniques Difficulties in Recount Text. *Journal of English and Education, 4*(2), 1-12.

Grabe, W., & Stoller, F. (2002). *Teaching and Researching Reading.* New York: Longman.

Harris, A. J. (1969). *How to Increase Reading Ability: A Guide to Developmental and Remedial Methods* (5th ed.). New York: David Mckay Company, Inc.

Marantika, J. P., & Fitrawati. (2013). The R.E.A.P Strategy for Teaching Reading A Narrative Text to Junior High School Students. *Journal of English Language Teaching, 1*(2), 70-77.

Mutia, F., Syafar, A., & Dewi, A. K. (2016). Applying Read, Encode, Annotate, and Ponder (REAP) Technique to Develop Reading Comprehension of the Grade X Students. *e-Journal of English Language Teaching Society (ELTS), 4*(1), 1-11.

OECD. (2019). *PISA 2018 Results (Volume II): Where All Students Can Succeed.* Paris: OECD Publishing.

Renette, R. (2016). Using REAP (Read, Encode, Annotate, Ponder) in Teaching Reading. *ISELT, 4*, 278-282.

Riandi & Triana, I. (2019). The Effect of Read, Encode, Annotate, and Ponder (REAP) Strategy towards Student's Reading Comprehension. *Mendidik: Jurnal Kajian Pendidikan dan Pengajaran, 5*(2), 149-158.

Santi, V. M. (2015). Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy. *Journal of Linguistics and Language Teaching, 2*(1), 1-7.

Setiawan, H., & Antoni. (2019). Improving Students' Reading Comprehension On Narrative Texts Using REAP Strategy. *Jurnal Bahasa dan Sastra, 8*(1), 22-27.

Sholihah, F. A. (2017). The Effectiveness of Reading, Encoding, Annotating, and Pondering (REAP) Strategy in Improving Students' Reading Skill. *JU-ke, 1*(2), 59-65.

Siregar, S. D. (2019). Contextual Guessing Technique in Reading. *English Journal for Teaching and Learning, 07*(01), 29-44.

Sitompul, D. F. (2019). Improving Students' Reading Comprehension through Guessing Strategy. *English Journal for Teaching and Learning, 7*(1), 127-139.

Supriyantini. (2017). Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh Grade Students of SMA Negeri 6 Semarang. *Faculty of Language and Arts Education, University of PGRI Semarang, 8*(1), 95-116.

Suwarni, A., & Nurhani. (2019). The Use of REAP Technique to Improve Students' Reading Comprehension at The Eleventh Grade of SMK Negeri 2 Watampone. *The 1st International Conference on Language, Literature and Teaching*, 146-164.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1980). *Reading Strategies and Practices: Guided for Improving Instructions.* Boston: Allyn and Bacon.

Zasrianita, F. (2016). Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension. *Ta'dib, 19*(2), 147-164.