

# INSERTING READ, ENCODE, ANNOTATE AND PONDER (REAP) STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION

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**Abstract.** The purpose of this study is to determine whether or not utilizing the REAP technique can help students with reading comprehension, specifically at the literal and inferential levels. By administering multiple choice reading questions as an instrument for the pre-test, treatment, and post-test with one group, the researcher employed a pre-experimental approach to gather data regarding narrative texts. The class IX.9 students from SMP Negeri 9 Makassar served as the study's sample. The results of this study showed that there was an improvement in score following treatment. Based on the paired sample test, where the sig (2-tailed) value is 0.00 0.05, it can be concluded that the use of read, encode, and annotate was successful.

**Keywords:** REAP strategy, narrative text, reading comprehension

Reading is one of the important aspects of life (Rasita et al., 2021). Reading is an activity to see a text and understand the contents of the text to get information (Abd Majid et al., 2020; Destianingsih & Satria, 2020; Elleman & Oslund, 2019). By reading we can gain a lot of knowledge such as enriching the vocabulary and improving writing and speaking skills by remembering every new word that has been obtained from reading (Afzal, 2019; Bocale, 2020; Nurmala Sari & Aminatun, 2021). There are two types of reading, namely reading aloud and silent reading. Reading aloud is a reading activity using a loud voice (a sound is emitted) so that readers and listeners can hear and understand the contents of the text directly. While silent reading is a reading activity without

sound that requires concentration to understand the information and content of the text, in other word, silent reading focuses on reading comprehension (Lalit et al., 2020; Manurung et al., n.d.; Tusmagambet, 2020).

Comprehension occurs when information from text can be understood according to the capacity of the reader. Comprehension is a person's ability to understand something and after that, it is known and remembered (Katrina et al., 2019). So, it can be concluded that reading comprehension is an activity where a reading is related to the text that students read (Duke et al., 2021; Haerazi et al., 2019; Muhid et al., 2020; Septiyana et al., 2021; Tang et al., 2019). They must describe the message conveyed by the author in their way.

In junior high school, students are expected to be able to know the definitions, characteristics, and language features of various types of texts such as narrative, recount, descriptive, procedure, and report. In fact, there are still many students in Indonesia who have difficulty understanding texts, especially English reading texts. The same thing happened to the nine-grade students of SMP Negeri 9 Makassar. Based on interviews and observation with English teacher in class IX, the researcher found that the core difficulties experienced by students in reading comprehension were: 1. They have difficulty understanding unfamiliar words in the text because of the low vocabulary of the students, and 2. Students' lack of interest in reading, while reading activities are closely related to reading interest itself, without interest students will not be interested in reading.

The principle of reading comprehension emphasizes more on the reader's understanding. Each individual's reading comprehension ability is different. Some factors can affect the level of students' reading comprehension ability. Previous research has defined several sources of personalized reading comprehension levels which partly determine the success of the comprehension process. These differences include working memory systems, vocabulary, and prior knowledge. Prior knowledge is very important because of its power to facilitate the understanding process (which of course must be overcome if there is a misunderstanding in previous knowledge, or revision of knowledge).

Depending on the kind of text being read and the reader's reading goals. The levels of reading comprehension divided into: 1) The Literal Level: Reading to comprehend or remember the information that is specifically stated in a text. This level focuses on reading, hearing words or seeing pictures contained in the text. 2) The Inferential Level: It requires you to analyze the author's ideas or message before making any conclusions. 3) The Critical Level: This level is about analyzing information. At this level understanding at the literal and interpretive levels is combined, readers are asked to express opinions, draw new insights, and develop ideas. 4) Appreciative Comprehension: Reading to generate any emotional or kind of expression from a text (Pourkalhor & Kohan, 2013).

Based on the definition at each level, the researcher will two levels of reading comprehension, there are literal comprehension and inferential comprehension, because it is at these two levels that students at SMP Negeri 9 Makassar suits their abilities. To improve students' reading skills, many strategies that can be used. Strategy is an action used to achieve something desired. The strategy in reading comprehension is how they understand what they read and what they do when they can't understand the reading. Seeing the difficulties faced by students when carrying out reading comprehension activities, the researcher tried to use the REAP strategy to check whether the use of REAP was effective to improve students' reading comprehension skills.

REAP is a strategy to help students read and understand the content of a passage. REAP stands for read, encode, annotate, and ponder. The explanation of the REAP strategy is as follows: 1) Read, in this first stage students are focused on reading the reading text carefully. 2) Encode, determine the main idea or keywords of reading using their language which aims to make it easier for students to get information from the text. 3) Annotate, at this stage students are asked to respond to what has been read by writing back through small notes using their language 4) Ponder, in this final stage students have the opportunity to discuss the results of the annotations they made with their group friends to check whether their annotations are following the contents of the reading text (Horning, 2011).

There are several previous studies that have been conducted by researchers related to applying REAP strategy. The Effect of Read, Encode, Annotate, and Ponder (REAP) Strategy towards Students' Reading Comprehension by Riandi (2019). Furthermore, Research conducted by Hasmianti (2020) The Effectiveness of Using Read Encode Annotate and Ponder (REAP) Technique Toward Students' Reading Comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu.

Last, The Influence of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Students' Reading Comprehension on Recount Text at The Second Semester of The Eight Grade of MTs Al-Mubarak Bandar Mataram in Academic Year 2020/2021 by Oktavia (2021).

After seeing and reading the suggestions and limitations of previous studies, it turns out that there are still some obstacles, such as in research which said that the instrument she uses is still not perfectly used in REAP (Hasmianti, n.d.), other research suggestions, that using the experimental method, so it can be concluded that the difference between previous research and this research lies in the approach and focus of 4 students' reading instruments.

The previous research used a quasi-experimental approach and used different texts such as recount text, descriptive text, exposition text, etc., while this study based on previous research suggestions will try to use a pre-experimental one group pretest posttest. One group pretest-posttest is a research design that contains a pretest, before being given treatment, and a post-test after the treatment is given. Thus, the results of the treatment can be known more accurately, more focused without comparing with other classes and because it can compare with the situation before being given treatment and already being given treatment with narrative text as an instrument because the purpose of this text is to entertain the reader about a story, imply a moral message to be conveyed to the reader.

Narrative text is referred as a text that presents a fictional or imaginary. A narrative text as one of text that can describe events that happened over the period of a few minutes or many years (Sari, 2021). The elements that all common in narrative text are characters, setting, problem and resolution. Narrative text is learned at high school with the aim to amuse them and frequently with the intention give the reader a moral lesson.

According to the statement above, the researcher develops the following research question: Is the use of the Read, Encode, Annotate and Ponder (REAP) strategy effective to improve students' reading comprehension.

**METHOD**

This research used a quantitative with pre-experimental one group pretest posttest design. It aimed to find whether or not the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension. The design of this research adopting from Arikunto (2019).

**Table 1. Design of This Research Adopting**

O <sup>1</sup>	X	O <sup>2</sup>
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Where:

O<sup>1</sup>: Pre-test

X: Treatment (REAP Strategy)

O<sup>2</sup>: Post-test

The population in this research were all students of class IX SMP Negeri 9 Makassar, which has 9 classes with a total number of approximately 270 students. The researcher used a cluster random in sampling, the classes were taken randomly by voting and the researcher focused on one class from the target population consisting of 28 students of class IX.9 at SMP Negeri 9 Makassar. The instrument used in this research is a test of reading comprehension. The instrument is in the form of a written test which consists of 20 multiple choice questions about narrative text were adopted from several site, each of which has four answer choices.

The data was collected through several steps: pretest, treatment, and post-test (1) Pretest, the activity in this stage is giving a pretest in the form of a reading comprehension test. The pretest is given to know the students' initial reading comprehension ability. (2) Treatment, this stage is the most important part in this study. At this stage, the researchers conducted treatment by doing reading comprehension learning using the REAP strategy for 4 meeting. (a) Read, the teacher distributes the narrative text that will be read by students and student worksheet, students read silently the readings that have been shared by the teacher. (b) Encode, students being instructed to identifying the elements of the text, students being instructed to identify the text's key topic. (c) Annotate, students being instructed to interpret the key word of the author's words into their own language, students being instructed to explain their understanding about the information of the text in their own words. (d) Ponder, students being instructed to discuss the text and their annotate, students being instructed to share what the students' have read and written and the teacher assesses the students' work. (3) Posttest, this stage is the final stage in the research which aims to determine the extent to which students' reading comprehension achievement is after being treated using the REAP strategy. The

results of this posttest will be used to compare the scores achieved by students before and after the treatment.

The data was analyzed and calculated using quantitative with paired sample t-test statistics by following these steps:

1. Classified the score of the students into the following criteria

**Table 2. Criteria Students' Score**

Classifications	
93-100	Excellent
84-92	Good
75-83	Fair
<75	Very Poor

2. Scoring the students' answer

$$\text{Score} = \frac{\text{Students Correct Answer} \times 100\%}{\text{Total Number of Items}} \quad (\text{Gay}, 2006)$$

## RESULTS

The findings in this research were collected to find whether or not the use of read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar. The data in this research was from the same students' experimental group and they were given the pre-test and post-test in the form of a written test which consists of 20 multiple choice questions about narrative text. The findings in this research are described as follows:

### Classification of The Students Score

**Table 3. Classification of The Students Score**

No.	Classification	Score	Free- Test		Post-Test	
			P	F	P	F
1	Excellent	93-100	0	0	0	0
2	Good	84-92	1	3,6	9	32,2
3	Fair	75-83	11	39,3	8	28,6
4	Very Poor	<75	16	57,2	11	39,3
<b>TOTAL</b>			28	100	28	100

Based on the table above, showed the classification of students' reading comprehension scores. In the pre-test there were 1 (3.6%) student got good, 11 (39.3%) students got fair, and 16 (57.2%) students got very poor. In the

post-test, there were 9 (32.2%) students got good, 8 (28.6%) students got fair, and 11 (39.3) students got very poor.

### The Data Description

**Table 4. Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	28	35	80	1705	60,89	11.945
Post Test	28	35	90	2130	76,07	11.655
Valid N (listwise)	28					

**Table 5. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std Mean	Error
Pair 1	Pre-Test	60,89	28	11.945	2.257	
	Post-Test	76,07	28	11.655	2.203	

Based on the results of the descriptive analysis data above, a minimum score of 35 was obtained in the pre-test, a maximum of 80 and a

minimum score in the post-test of 55 and a maximum of 90 with a sample of 28 students.

Besides that, the average pre-test score was 60.89 and post-test was 76.07, this means that

there was an increase in the score after getting the treatment.

**Table 6. Paired Samples Test**

Pair	Pre-Test	Mean	Std. Deviation	Paired Differences		T	df	Sig. (2-tailed)
				Std Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper			
1	Post-Test	15.179	10.407	1.967	-19.214	7.718	27	.000

The data table above used a paired sample test analysis. The paired sample test is a test used to compare the average between two paired samples, where the paired samples come from the same subject. Decision making occurs especially if the significance value (2-tailed) < 0.05 indicates that there is a significant difference, but if the significant value (2-tailed) > 0.05 indicates that there is no significant difference.

Based on the test results table, we can see that the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05. So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

**Hypothesis Testing**

Decision making occurs especially if the significance value (2- tailed) < 0.05 indicates a significant difference, but if the significance value (2-tailed) > 0.05 indicates that there is no significant difference. Reject H0 if sig < 0.05.

H0: The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is not effective to improve students' reading comprehension

Ha: The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is effective to improve students' reading comprehension.

Based on the results of data analysis, the significant value in this study is 0.000 < 0.005, thus H0 is rejected and Ha is accepted. This research was conducted at SMP Negeri 9 Makassar. The population of this study were all 9th grade students with a total of 270 students, while the sample in this study was 9.9th grade students with a total of 28 students. The purpose of this research is to find whether the use of

read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension. The flow of this research is giving pre-test, treatment, and post-test. The researcher gave a pre-test using a narrative text multiple choice instrument of 20 questions, to find out students' initial reading comprehension skills towards English reading. After being given the pre-test the researcher gave the treatment as many as 4 meetings where at each meeting the researcher used the REAP strategy in teaching reading comprehension.

In the results of the research data, the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05. So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

Supported by the researcher mentioned above, it can be seen from the results showing the effectiveness of using REAP. Is the use of read, encode, annotate and ponder (REAP) Strategy is effective to improve students' reading comprehension?

In this research, based on the results of descriptive analysis, the average pre-test score was 60.89 and post-test was 76.07 there was an increase after getting treatment. In the results of the research data, the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05. So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

## DISCUSSION

Based on the results of this study, the implications are text that has long paragraphs, the results can be said to be unfavorable. This showed that there is a tendency for students to be lazy and only want to read a short text. However, another implication is regarding the increase in student learning outcomes. This indirectly implies that the REAP strategy can be one of the strategies for learning reading comprehension at the literal and inferential levels, so that students who do not understand reading can understand reading in a language they understand.

Seeing from the results of student research confirms that students are quite responsive to a change in the learning process given to them (Cantrell & Hughes, 2008; Churiyah et al., 2020). The previous research showed that The Use of Reading, Encoding, Annotating, and Pondering (REAP) strategy to improve student's reading comprehension (Ahmad, 2019; Sholeh & Osu, 2021; Susanto, n.d.).

The effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy toward the students' reading comprehension ability on narrative Text (Aulina, 2018). Using REAP technique can develop the students' reading comprehension (Mutia, 2016). Besides making

texts more meaningful, annotating improves students' attention while reading and makes reading a more active process (Wulandari, Ihsan, & Hayati, 2014).

To improve the students' reading skill, Reading, Encoding, Annotating, and Pondering (REAP) strategy becomes an alternative strategy to be applied in teaching reading (Sholihah, 2017). REAP purpose to develops independent reading skills by encouraging the reader to put the information of the passage into his/her own words (Putri & Hartati, 2019).

## CONCLUSION

The findings from this study indicate that the REAP technique can help students in reading comprehension, especially at the literal and inferential levels. The findings show that there is evidence and reinforcement using the REAP strategy. The REAP strategy is effective in increasing students' reading comprehension. This happens because it can bring up the ability to read independently in students. This study also shows that the REAP strategy can bring attention and motivation to students. Nevertheless, this research still shows limitations. On a limited scale, the REAP strategy still needs proper strengthening to show strong significance. In addition, this strategy must be repeated.

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