

The Implementation of Read, Encode, Annotate, and Ponder (REAP) Strategy To Improve Students' Reading Comprehension

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ABSTRACT

This research aims to improve students' reading comprehension of narrative text by using Read, Encode, Annotate, and Ponder (REAP) strategy. This research is a classroom action research which was conducted in three cycles. The participants of this research are the teacher and the students in class X IIS 4 of SMA Negeri 1 Kayan Hulu. The study showed that the use of REAP strategy gave significant improvement in students' reading comprehension of narrative text. Before implementing the strategy, the students' understanding of the text were not well structured because they could not comprehend the text or story clearly. They were not motivated to read and comprehend the text. The students' problems solved when the researcher implemented REAP strategy for teaching and learning. REAP strategy gave an active process of reading which can help students to construct their greater understanding about the text. It was shown by students' enthusiasm to pay attention in doing every activity during teaching and learning process used REAP strategy. Furthermore, the students showed motivation and enthusiasm during the learning phase of teaching. In conclusion, the use of REAP strategy could enhance students' reading comprehension of narrative text.

Keywords: *Read, Encode, Annotate and Ponder (REAP) Strategy, Classroom Action Research, Reading Comprehension.*

INTRODUCTION

One of the essential aspects of learning English as a foreign language is developing reading skills. Reading is one of two receptive skills that are defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meaning from words. Based on the 2013 curriculum, the students are expected to understand the meaning of simple short essays, such as narrative and recount text. Therefore, students are required to have a good understanding of their capabilities. However, based on the researcher's observation on the tenth grade students of SMA Negeri 1 Kayan Hulu, specifically X IIS 4, most of the students found it hard to be able to comprehend a text.

Based on the observation and interview with the English teacher. In the teaching and learning activities on the tenth-grade students of SMA Negeri 1 Kayan Hulu, the

problem had been known that the students were not capable of finding the main ideas that were present in the text, especially the ideas were not explicitly stated; most of the students can not understand the text properly. Another problem the researcher found is the reality in the field, learning reading comprehension in tenth grade is still not as expected; some students do not engage and participate in discussion with the teacher when the teacher explains the reading text. In short, there are problems in reading comprehension class, such as determining the main idea and the lack of students' motivation and participation. Additionally, the appropriate strategy is essential in the teaching-learning process to make the students easily understand the text. Referring to the problems above, in the preliminary study at class X IIS 4 of SMA Negeri 1 Kayan Hulu, the researcher gave a solution to solve the problems. The researcher focuses on the strategy applied to improve students' understanding and reading comprehension, which is REAP strategy. Andriani and Mustadi (2018) state that REAP strategy helps the students to represent the main ideas and the author's message in their own words and helps the students connect between a text and their words to enable them to communicate their understanding of the text. REAP is an acronym for Reading, Encode, Annotate, Ponder (Henceforth, the researcher will use the term REAP).

Previously, some researchers research the use of REAP strategy in teaching and learning contexts. In a research conducted by Martin et al. (2015), the researcher found that the REAP strategy has a good impact on students' reading comprehension achievement of the text. Moreover, research was conducted by Oktavia Perwita Sari (2021) on her study found it was proved 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. This research is going to be different with the previous research that other researchers have conducted in terms of students' level (the researcher choose senior high school students – class X IIS 4 as the participants) and the type of text (the researcher used narrative text as the type of text). The researcher adjust this strategy based on the students' level of learning English. So while implemented this strategy, it was a bit different from the original instruction from experts, but still in the same goals to improve students reading comprehension skills. Each section adjusted by the narrative text generic structure Orientation-Complication-Resolution-and-Coda.

Based on the students' problems in reading comprehension, the researcher conducted a classroom action research that use REAP strategy to solve this problem. Through classroom action research, the researcher believes that REAP strategy can improve students' reading comprehension skills at X IIS 4 students of SMA Negeri 1 Kayan Hulu in the academic year 2021/2022. Therefore, the researcher conducted a classroom action research design because the researcher conducted the study in a particular class and intends to improve students' reading comprehension skills in understanding a narrative text by using REAP strategy. Finally, the researcher chose REAP as a teaching strategy to enhance students' reading comprehension skills in understanding a narrative text to X IIS 4 students of SMA Negeri 1 Kayan Hulu in the academic year 2021/2022 by conducted classroom action research design.

METHOD

Classroom Action Research (CAR) was the research design for this study. The researcher conducted Classroom Action Research to solve the students' problems and improve their competence in reading comprehension. The researcher chooses Classroom Action Research as the most appropriate design to be applied for the purpose of this research. There are some definitions of Action Research suggested by some experts. Wiley (2019) states that action research designs are systematically completed by teachers to collect information about and then improve their classroom teaching-learning process and the ways their particular academic setting operates. Moreover, Nasroillahi (2015) claims that "action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives." This indicates that action research designs are applied when the teachers find the specific educational problems in their educational setting and plan to solve them to improve.

A Classroom Action Study suggested by Kemmis and McTaggart (cited in Burns, 2010) has four phases to be implemented. These stages are planning, acting, observing, and reflecting.

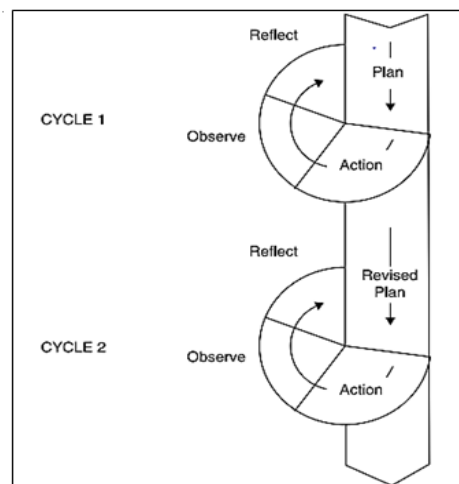


Figure 1: The action research cycle based on Kemmis and McTaggart (cited in Burns 2010)

Based on the model of classroom action research, the preliminary study was to explain the teaching and learning problem in students' reading comprehension of narrative text. The first stage is **planning**. The plan involved the preparation prior to the instructional process in the classroom. The researcher prepared the lesson plan related to the material in the first cycle of the research. The lesson plan on the first cycle centered on the application of the strategy, which was *Read, Encode, Annotate, and Ponder* (REAP) strategy to teach reading comprehension to enhance students' ability to comprehend written texts. The researcher also had to prepare the observation checklist, field notes, and tests questions. The second stage is **acting**. The teacher applied the lesson plan to students

using the strategy and the researcher will be observing the process. The teacher implemented REAP strategy in the classroom activity. The teacher then taught the materials from the lesson plan, which has been made in the planning stage, using the REAP strategy to help with the problem found in the classroom. The activity in this stage included the activities of brainstorming the materials, applying the strategy during the teaching learning with other practices based on the lesson plan, and then to test the students to make students understanding about the text. The third stage is **observing**. The researcher observed the teaching learning using REAP strategy. The researcher then collected the data that occurred during the classroom activities and also the performance of the students. The last stage is **reflecting**. Based on observation and test result, the researcher conducted the reflection of the teaching learning phases. After the cycles were conducted, the researcher got the outcome of the teaching learning activity. By the result of the test in the observation stage, the researcher created a plan for the teaching using REAP strategy for the next cycle and whether it was expected that the problem will not occur in the next cycle.

RESULT AND DISCUSSION

This study was Classroom Action Research (CAR) which was applied to the tenth grade students of X IIS 4 in SMA Negeri 1 Kayan Hulu in academic year 2021/2022. This research was conducted in three cycles by implementing REAP strategy in teaching reading comprehension narrative text. Each cycle consisted of four steps: planning, acting, observing, and reflecting. The researcher implemented REAP strategy to teach reading comprehension narrative text by collaborating with the teacher. After that, the researcher and teacher observed the students' behavior during the teaching and learning process. The purpose was to solve the students' problem and implement the REAP strategy to improve students' reading comprehension skill of narrative text.

The researcher computed the individual students' score based on the reading comprehension test, and then calculate the students' individual scores. Then, the researcher elaborated the result of mean score and what was written in the field notes to achieve the contrast of the findings. The researcher also analyzed the students' attitude and behavior as the qualitative data from the observation checklist and field notes.

1. Description of Qualitative Data

The first teaching learning process of this research was started on 7th February 2022 as the first meeting. The researcher met the teacher and planned the lesson plan and kinds of activity during the teaching and learning process. This cycle was designed for one meeting. The researcher also showed the REAP strategy which was a chart to help students comprehend reading text, the handout and the worksheets the students did in the classroom to the teacher. Then, the teacher asked the researcher to provide a PowerPoint presentation slides to make the classroom activity more efficient.

The researcher implemented REAP strategy in the classroom activity in order to improve the students' reading comprehension of narrative text. The researcher began the lesson by greeting the students, checking attendance and previewing the previous material. The researcher brainstorming students by showing some pictures that relate to the text.

Then, the students were asked to do some activities using REAP strategy during the classroom activity which were comprehend the text by guided question in REAP chart for group work.

Thereafter, the researcher analyzed the data obtained through the observation checklist and field notes. It was found that the teaching and learning need some improvement in (a) students still had difficulty in identifying the generic structure of the text, find keywords and important information, because not all students applied REAP strategy while doing individual task. (b) Some students did not contribute and depended on their friends in doing group task. (c) Some of the students were not serious when the teacher explained the material.

The second cycle was done on 14th February 2022 as the second meeting. The researcher together with the teacher observed that the students still did not understand the generic structure of narrative text and also busy with their own business based on the findings of reflection stage at the first cycle. There were also some students who did not focus to the lesson.

The researcher and the teacher attempted to cover the shortcomings happened in the previous meeting. They agreed to focus on certain phase of narrative text to make students reach greater understanding about the text. The researcher also changed the way of teaching because some of the students who talked to their friends and walked more around the class to monitor the students' work so that they focused more to learn. The researcher and the teacher prepared a new lesson plan, the media, observation checklist table and the field notes.

After that, the researcher analyzed the data collected through the observation checklist, field notes and the students reading comprehension score. It was found that the learning process was not satisfying and it still needed effort to accomplish the goal of teaching. It was still found that the teaching and learning need some improvement in (a) some students were passive in group discussion. (b) not all groups presented their summary in front of the class. (c) some of the students did not use REAP strategy when they were doing individual task.

Third cycle was the last cycle of this research, it was done on 7th March 2022 and also as the last meeting after implemented REAP strategy. In third cycle, the teacher and the researcher as the teacher plan the teaching and learning process to overcome the problems found in the first and second cycle. Several students still passive in group discussion and not use REAP strategy in effectively to help them comprehending a text.

After some treatment and guidance to solve students problem, finally in this third cycle the students participate actively in teaching and learning activity. Also in group discussion and task, each of students participate actively and share their opinion while doing the activity. And from the researcher observation most of the students used the strategy well it shown from their understanding about the text.

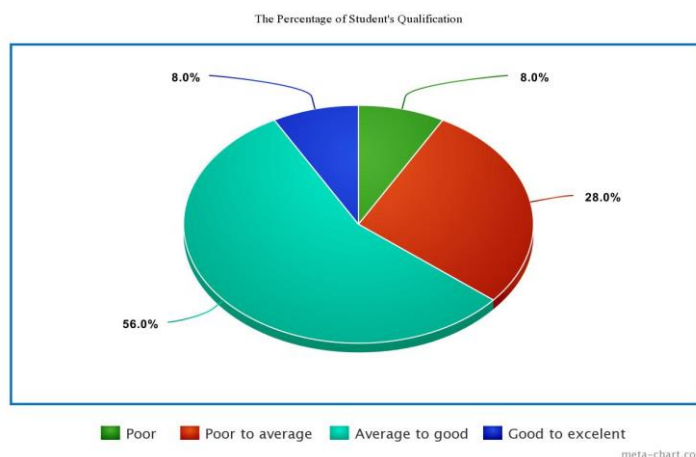
The students have improved in their reading comprehension and the mistakes decreased while their understanding increased. The problems from the first and second cycle had been solved. The students focus in the group discussion and worked corporately

with their peers. They focused more on their individual test which produce a good comprehension. Thus, both the teacher and the researcher reached the conclusion that the third cycle had been successful and they agreed to stop the cycle.

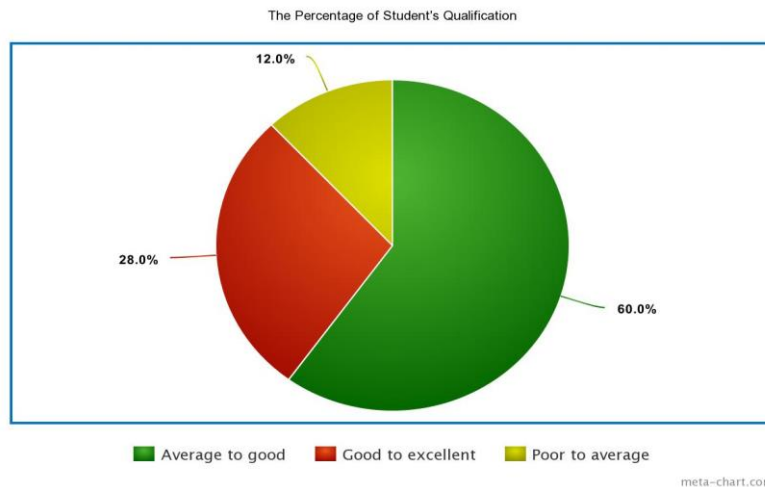
2. Description of Quantitative Data

The researcher analyzed the score of reading test by using quantitative data. The quantitative data used was the Measurement test namely individual score. The researcher conducted a measurement test to find out the result of students' score from reading test. In collecting the quantitative data, it was taken from the result of students' reading test.

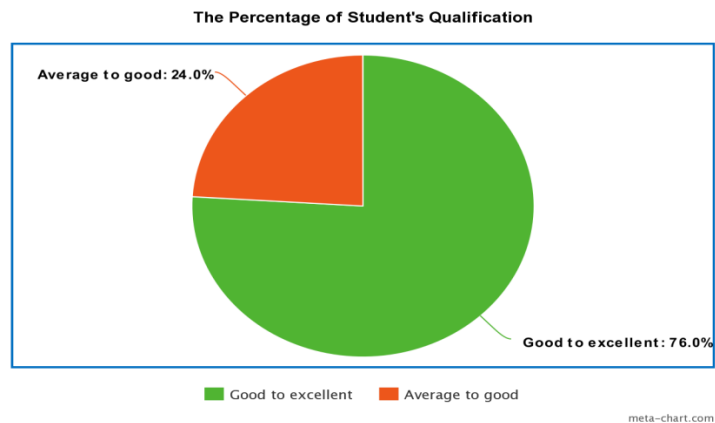
According to the result of students' score on the first cycle was not good. Most of the students' score were categorized as average to good. The researcher found that 8% from students were classified as poor, 28% classified as poor to average, 56% classified as average to good, and 8% classified as good to excellent. The result showed that the students' mean score was disappointing and did not reach standard minimum (70). The researcher also concluded a pie chart to show the students' individual score in the first cycle, this can be seen as follow:



In the second cycle, many students had improvement. The result of the students' score on the second cycle was 68,4 and it was classified as average to good, but still did not reach standard minimum score. Most of the students' score categorized as average to good 60%. The researcher found that 12% from 25 students categorized as poor to average, and 28% categorized as good to excellent. The result showed that the students mean score were enough but did not reach standard minimum score. The researcher also concluded a pie chart to show the students' individual score in the first cycle, this can be seen as follow:



Students' achievement increased in the third cycle. The result of students' score on the third cycle was 82. It was classified as good to excellent. The researcher found 76% of 25 students classified good to excellent and 24% classified as average to good. This result showed that the students' score had reached the standard minimum score. It means that the third cycle indicated the improvement of students reading comprehension of recount text. The researcher concluded that the result of the third cycle was satisfying. The researcher also concluded a pie chart to show the students' individual score in the first cycle, this can be seen as follow:



Discussion

The outcome of the research revealed that the teaching and learning process for the 10th grade students of IIS 4 at SMA Negeri1 Kayan Hulu in the Academic Year 2021/2022 was improved by REAP strategy. The result of the research showed that there was an improvement in students' reading comprehension by implementing REAP strategy in the teaching learning process. This part aims to explain how the implementation of REAP strategy could improve students' reading comprehension of narrative text to the tenth-grade students of IIS 4 at SMA Negeri 1 Kayan Hulu in Academic Year 2021/2022. The result

supports Sari's (2021) research that the *Read, Encode, Annotate, and Ponder* (REAP) strategy positively impacted students' reading comprehension skills, creating a cooperative learning environment and enhancing students' motivation to learn better. It can be seen that the students seemed to enjoy when the students tried to construct their idea about the topic given, discussed and exchanged their opinion with their pairs work, and shared the discussion result in front of the class. When the researcher asked the students to share their thoughts about their summary about local folklore with their pairs and presented it in front of the class, they were enthusiastic and focus. The students were enjoying their learning delivered by the researcher. Moreover, the students' also improved in the content, vocabulary, and language use which was satisfying. They made only a few mistakes in terms of grammar. They seemed enthusiastic for doing reading activity.

The research findings in teaching learning showed that the students had a great improvement. Since, all students could finish the activities and the researcher could give a chance for the students to share their difficulties during the teaching and learning process, and then at the end of the activity, the researcher concluded the materials. After observing the process and interpreting the data, both the researcher and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled. The result showed students had significant improvement. Read, Encode, Annotate, and Ponder (REAP) strategy promotes and support higher level thinking and also participation of students during teaching and learning process. Students be ready to participated by giving their opinion after formulate their idea by think it first. In addition, REAP strategy taught the students in a group to interact with each other and work together to solve the problems. So, the high achievement students can share their knowledge and comprehension to the low achievement students through the discussion.

Thus, the students' achievement had improvement and the students' problem in comprehending narrative text solved during this research. The result showed that action hypothesis was accepted. The implementation of Read, Encode, Annotate, and Ponder (REAP) strategy improves students' reading comprehension of narrative text at tenth grade students of SMAN 1 Kayan Hulu in academic year 2021/2022. In conclusion, the research findings were satisfactory and the students' attitude and motivation in the teaching and learning process was also improved.

CONCLUSION

It can be concluded that students' ability in reading comprehension a narrative text of the tenth grade students in class X IIS 4 of SMA Negeri 1 Kayan Hulu in academic year 2021/2022 improved through the implementation of Read, Encode, Annotate, and Ponder (REAP) strategy. It was proved from the result of observation checklist, field notes and students' reading comprehension tests in the first to the third cycle of the research. The students reading comprehension ability was improved.

The improvement also could be seen from some aspects. Firstly, the students' motivation in learning reading comprehension and their activeness in the class have improved. They are not afraid anymore to ask questions to the researcher and not hesitate

to share their knowledge and comprehension to their friends. Secondly, they were able to generate and develop ideas to make a great understanding using appropriate language use. From the students' comprehension, it can be seen that REAP strategy helped them in comprehend a text. The third aspect is their ability in constructed their ideas also improved. It can be seen from the result of their understanding through the text.

Based on the conclusion, there is an improvement of students' reading comprehension after REAP strategy were implemented. The researcher can imply that REAP strategy can be used as a way to improve the students' reading comprehension.

SUGGESTION

Based on the research findings, the researcher would like to provide suggestions to improve the lesson in the classroom. Teachers of junior and senior high school should be able to use an appropriate technique or media to support the process of teaching and learning. It would be better if the teacher use a strategy that attract the students' interest. One of strategy the teacher can use to teach reading comprehension in the classroom activity is REAP strategy. Students are able to improve their reading comprehension ability by create their own understanding. The students can use appropriate strategy to help them in learning. They can use REAP strategy to solve their difficulty in reading comprehension, in this case narrative text. This research discusses the implementation of REAP strategy to improve students reading comprehension ability narrative text in SMA Negeri 1 Kayan Hulu. It is expected that the result of the study can be a source or references for other researcher to conduct similar research that relevant to the problem.

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