

Using Read Encode Annotate And Ponder (Reap) Technique to Increase Reading Comprehension: a Case of the Eleventh Grade Students of SMA Negeri 6 Semarang in Academic Year 2014/2015

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ABSTRACT

This final project is aimed for applying Read Encode Annotate and Ponder (REAP) technique for teaching reading comprehension. The objectives of the research are, (1) to find out the students' reading comprehension after being taught without using REAP technique. (2) to find out the students' reading comprehension after being taught by using REAP technique. (3) to know whether there is any significant difference of students' reading comprehension being taught by using REAP technique and without REAP technique. Following the study case the writer used quantitative research. The research design of this study is true experimental design. The sample is the eleventh grade students at SMA Negeri 6 Semarang in Academic Year 2014-2015. There are three classes used, they are the experimental class, control class and a class to be tried out. The writer used test to collect the data. The data was gained from the tests that were given to the students. The study found that the mean score for the class taught without REAP technique was 78.16 and the mean score for the class taught with using REAP technique was 92.05. The students' score that was taught by using REAP technique was better than students' score that taught without REAP technique. There was any significant difference between experimental group and control group, because the computation t-test was 7.5. So that t_{value} is higher than t_{table} because $7.5 > 2.00$. It means that H_a is acceptable and H_o is rejected. Based on the study, it can be concluded that using REAP technique to increase reading comprehension has positive influence to the students. So, English teachers have to use REAP technique to increase the students' reading comprehension.

Keywords: *Read Encode Annotate and Ponder (REAP) technique, reading comprehension.*

Introduction

English is taught as a foreign language in Indonesia. As a foreign language, English is considered as one of the difficult subjects for the students.

There are four skills that should be mastered by the English learners, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the major skill that has

the important role for students especially in increasing their knowledge and experience in learning language. Reading is also useful to support the process of teaching learning of the students. The aim of reading is making students get more information and knowledge. The students need to be exercised and trained in order to have a good reading skill.

There are many ways in understanding the materials. For some students, they have already had their own ways to understand the reading material but some of them are still confused about the way how to understand the materials while reading, especially for those who are new in joining the English class. Discussing appropriate technique (which is) important to attract students' interest in learning reading, REAP is supposed to be an appropriate technique to teach reading comprehension.

Flippo (2000: 185) views that REAP technique suggests that students first read the text, encode, annotate, then ponder the text; annotations include summary notes, thesis notes, critical notes, and question notes. Based on the explanation, the writer intends to conduct a study dealing with "Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension of the Eleventh Grade

Students of SMA Negeri 6 Semarang In Academic Year 2014/2015"

Statement of the Problems

The problem of the study could be formulated in this final project.

They can be stated as follows:

1. To what extent is the students' reading comprehension who are taught without using REAP technique?
2. To what extent is the students' reading comprehension who are taught with using REAP technique?
3. Is there any significant difference in reading comprehension between students who are taught without and with using REAP technique?

Review of Related Theories

REAP (Read, Encode, Annotate and Ponder)

REAP is primarily a cognitive-enrichment approach that teaches students to think more precisely and deeply about they read. By following the four step strategy symbolized by its title:

R - Read : the first step is read to get the writer's basic message

E - Encode : the second step is to encode the message into your own words while reading

A - Annotate : the third step is to annotate your analysis of the message by writing responses from several perspectives

P - Ponder : the last step is to ponder what you have read and written-first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.

REAP is a technique that develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. REAP technique is an annotation technique to increase reading and writing skills. Annotating has several benefits. Besides making text more meaningful, annotating improves student attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turns, improves registration of information of memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in students' own words. It makes the students easier to understand the materials, especially the reading material. Simply, the students can understand the reading material while they are reading it.

According to Flippo (2000:185), REAP is a complex elaborative study-reading strategy, taking notes from textbook, or when possible, making text annotations, is a popular strategy, particularly when used in combination with underlining.

When annotating the text, the student writes brief notes summarizing key ideas, listing ideas, noting relevant examples, making predictions, and underlying key words and phrases. The purpose of REAP is to give students a fresh way to think while reading to get message of the text. This strategy, with modeling and guided practice will help the students in increasing reading comprehension. In short, REAP technique helps students to understand the reading materials since they read it.

Reading

Johnson (2008: 3) stated that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in someone's head to create meaning. In that way, what's in someone's head is just as important as what's on the page in the process of

creating meaning. Reading skill is very important for students. It is one of the difficult skills in English subject in their school. Reading is a various process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

According to Snow (2002: 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The words *extracting* and *constructing* are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. In the same page, Snow also states that comprehension needs three elements, they are: reader, text, and activity. The reader means someone who is doing the comprehending. The text that is to be comprehended, and the activity in which comprehension is a part.

Report Text

According to Hyland (2004: 29), report text is one of genre texts that has social purpose to present factual information,

usually by classifying things and then describing their characteristics, for example brochures, government and business report.

Genre can also be described in terms of the stage that a text moves through to express the writer's purpose. Report text has the steps. They are problem, reason, conclusion and recommendation (Hyland, 2004: 33).

The problem step means that indentifies a problem. The reason can give possible reason for or consequences of the problem. The conclusion makes suggestion for solving the problem. The recommendation presents measures to be adopted as a result of the report. The information described in the report text is usually general in nature, be it natural or artificial like a mammals, planets, rocks, plants, state, cultural, transportation, etc.

The generic structures of report text are as follows:

- 1) General Clasification: statements that describe the common subject of the report, common description, and classification.
- 2) Description: tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors; This section gives us an overview of

commonly occurring phenomenon, either of its parts, its properties, habit, or behavior. The point is, presenting elaboration of scientific classification.

Report text has language features are as follows:

- 1) Use of general nouns: that is, an object (be it alive or dead) of a general nature.
- 2) Use of relating verbs to describe features, the grammar is also called linking verbs. As to be [is, am, are: present], seem, look, taste, etc.
- 3) Some use of action verbs when describing behavior.
- 4) Use of timeless present tense to indicate usualness, is one time in the simple present markers such as "often, Usually, always" and others.
- 5) Use of technical terms.
- 6) Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

Research Methodology

Research Design

In the process of writing the research, the writer used an experimental design. In this case, the writer used true experimental design. Creswell (2008: 159) states that true experiment is the investigator randomly assigns the participants to treatment groups. In the experimental research, the researcher divides the cases in the sample into

different groups and then compares the groups on one or more variables of interest (Urdan, 2010: 4).

In this study, the writer used quantitative research in order to get required data. Kothari (2004: 3) views that quantitative research is based on measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. In this research, the writer took two classes. One of the classes was used as control group and another class as experiment group for the research.

The writer applied quantitative research with the true experiment research as it is stated by Creswell (2008: 159) that in a true experiment, the investigators randomly assigns the participants to treatment groups.

Subject of the Research

Louis Cohen (2007: 208) views that the population is readily identifiable and give sufficient resources to contact every member of the designated group. So population is all individuals from who are the data are collected. Population is all of individuals from the research data collected, the writer took the population from the students who are the eleventh grade students of SMA Negeri 6 Semarang in the academic year 2014-2015.

In this case, the writer used cluster sampling. In cluster sampling the total population is divided into a number of relatively small subdivisions which are themselves clusters of still smaller units and then some of these clusters are randomly selected for inclusion in the overall sample (Kothari, 2004: 65).

The writer chose two classes as samples. Those two classes were considered equal. One of the classes was experimental class and another was the control class.

Instrument of the Research

In this research, the writer chose a test as the instrument of the research in getting the data. The test is used to measure the students' ability in reading comprehension before and after being taught by using REAP technique. The test the writer used was in the form of multiple choice test.

Method of Data Collection

In getting the data, the writer conducted treatment to the students in the experimental class, and then, the writer gave post test to the students in both control group and experimental class.

In collecting the data, the writer conducted some activities:

1. Delivering the permission letter and come to the teacher of English class and asked a permission to do a research.
2. Doing the tryout test in other class.
3. In control group class, the writer explained the material of report text without REAP technique. After that asked the students to do the post-test.
4. In the experimental class, the writer explained the material of report text by introducing the students to REAP technique and then gave the post-test to be done.
5. After the two groups were given post test, the mean scores of the control class and experimental class were compared.

Findings & Discussions

Reading comprehension of students taught without using Read Encode Annotate and Ponder (REAP) Technique

The research subjects were thirty seven students of XI MIA7. They were placed as control class. They taught by the researcher without Read Encode Annotate and Ponder (REAP) technique. The researcher taught report text to this class without giving Read Encode Annotate and Ponder (REAP) technique.

Based on the calculation of the mean score, it shows that the mean score of control group is 78.16 and it belongs to the adequate criteria. It means that the students' reading comprehension in report text taught without Read Encode Annotate and Ponder (REAP) technique is adequate.

Reading comprehension of students taught with using Read Encode Annotate and Ponder (REAP) Technique

The research subjects were thirty seven students from XI MIA 5. They were placed as experimental class. They were being taught by using Read Encode Annotate and Ponder (REAP) technique. Based on the result calculation of the Mean score, it shows that the mean score of experimental group is 92.05 which belongs to excellent criteria. It means that the reading comprehension in report text after being taught with Read Encode Annotate and Ponder (REAP) is good.

The significant difference of the reading comprehension of the students taught without and with using Read Encode Annotate and Ponder (REAP) technique

The researcher calculates the data by using t-test formula to know the significant difference between the control group who taught without REAP technique and the experimental group

who taught with REAP technique. It is found that the mean score of control group was 78.16 the mean score of control group was 92.05 with the total number of the students (N) 74.

The value of t-test was calculated $(7.5) > t\text{-table} (2.00)$. If $t\text{-test} > t\text{-table}$, H_a was accepted and H_0 was rejected. It can be concluded that there is a significant difference of students reading comprehension taught without and with using Read Encode Annotate and Ponder (REAP) technique which is proved that t-test was acceptable and there is an improvement on students' reading comprehension after given the treatment.

Conclusion

First, students' reading comprehension taught without REAP technique shows that the average score of the post-test is in adequate category. It is showed by the score 78.16.

Second, students' reading comprehension taught with REAP technique shows that the average score of the post-test is in good category with the score 92.05. It means the result of the experimental group is better than the control group or it can be stated that the use of science fiction text in enriching science vocabulary is better than without using REAP technique (conventional method).

Third, there is a significant difference of the students' reading comprehension taught with REAP technique and without REAP technique. The t-test result is 7.5 with 5% significant level, the t-table is 2.00. It is stated that $t_o > t\text{-table}$ or $7.5 > 2.00$. It means that the t-value was higher than the t-table in statistically. It could say that there is a significant difference of the students' reading comprehension taught with Read Encode Annotate and Ponder (REAP) technique and without Read Encode Annotate and Ponder (REAP) technique.

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