

ARTICLE

**BUILDING STUDENTS' READING COMPREHENSION THROUGH
REAP (READ, ENCODE, ANNOTE, PONDER) STRATEGY AT THE
SECOND GRADE OF MA SEJAHTERA PARE KEDIRI**



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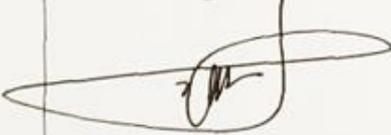
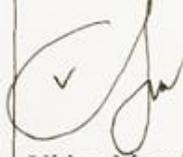
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BUILDING STUDENTS' READING COMPREHENSION THROUGH REAP (READ, ENCODE, ANNOTE, PONDER) STRATEGY AT THE SECOND GRADE OF MA SEJAHTERA PARE KEDIRI

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ABSTRAK

Reading is a process to capturing idea and understanding the text. The purpose is to get information and new knowledge. Many students get problems in reading like indentity main idea, implicit and explicit meaning, confuse about the structure and difficult arrange the sentente. To solve those problem, the appropriate strategy in teaching reading is very important. REAP (Read, Encode, Annote, Ponder) strategy is one of appropriate strategy to improve the students reading comprehension. Thus the aim of this research is to know the effect of using REAP (Read, Encode, Annote, Ponder) strategy to students' reading comprehension at the second grade of MA Sejahtera Pare kediri. This research uses quantitative approach and expreimental technique with one group pre-test and post-test. The popoluation is second grade students with sample from IPS class consisting of 19 students. And to analyzed data, the researcher uses SPSS version 2.1. The result of the data shows that t-score $6.299 > t\text{-table} (2.110)$ and significant value $0.000 < 0.005$. Thus, H_0 is rejected and H_a is accepted. From the result, it could be conclude that there was significant effect using REAP (Read, Encode, Annote, Ponder) strategy to students reading comprehension at the second grade of MA Sejahtera Pare Kediri. The students able to understand the text easily such as easier in identifying main idea, implicit meaning and reference word. The students were also more active and critical in reading.

Key Word : Reading Comprehension, REAP (read, encode, annote, ponder) Strategy

I. INTRODUCTION

Reading is a skill that must be mastered by students in learning English. Through reading the students able to get the information and new knowledge. According to Krudenier (2002:77), reading is the process of capturing ideas and understanding meaning. Moreover, Nunan (2003:68) said that reading is a fluent process of readers combining information from a text and their own background

knowledge to build the meaning. It means that during reading process the students combine their prior knowledge with the text to help them in undertanding the content or idea in the text.

Reading comprehension requires a process. Reading comprehension is not a capability that able to be obtained instantly. Students should continue to practice to be able to participate actively in the reading process in order they able to

think critically. Critical thinking able to bring understanding to what they receive and they able to be smarter in capturing an idea in the text. Wallace (2004:10) says that efficient readers do not always read every word. The readers able to use technique as like skimming or scanning. When the readers skim the text they able to read quickly to get an overall impression of the text and when the readers scan the text they will look for a specific information which they know or suspect.

In reading comprehension, there are processess to get a purpose. Supported by Grabe and Stoller (2002:13) states that the purpose of reading comprehension are to search for simple information, to skim quickly, to learn from the text, to integrate information, reading to write, to critique text and for general comprehension. It means, understanding the text must be mastered by students in order they able to reach their purpose in reading comprehension.

Reading comprehension does look easy but actually there are many difficulties experiences by readers. According to Mikulecky and Jeffries (2005:277) many students have troble comprehending what they read in English text. Since they can read in their own language, they sometimes blame in interpreting their undertanding on text it

caused the English language or their lack ability. Based on the researcher's experience when interviewing one of the teachers in MA Sejahtera Pare Kediri. Many students have difficulties in understanding reading materials like identifying main idea, identifying factual information, determining synonym meaning and difficult arrange the sentence. Moreover they also have low grammar mastered and lack vocabulary. It caused students' achievement in reading is poor and students' interest becomes low. The teacher also does not have many variations of teaching strategy so the students feel bored because the conditions are monotonous.

There are some learning strategies in teaching reading that can be used by teacher. One of them is REAP (Read, Encode, Annote, Ponder) strategy. REAP is strategy for helping readers to read and understand a text. Allen (2004:94) explains "Reap is acronym for Read, Encode, Annote and Ponder. Read is used to get the writer's basic message". Encode is used to translate the message into their own words. Then Annote is used the message by writing a response of a number of possible form. Finally is Ponder, it is what they have read and written by their selves and then by sharing and discussing it with other. Moreover, Allen (2004:95) also says

“the use of this strategy will cause the students to revisit the text during each stage of the REAP process”. The students also learn to represent main ideas and the author message in their own word. After that they do the ponder stage. They should connect with the text through analysis and synthesis of their reading. So REAP strategy will help the students to connect between a text and their words to enable them communicate their understanding of the text.

By using REAP strategy students can improve their reading comprehension ability. Students become more critical and active readers. They can be easily interpret the meaning of the contents of the reading which will then be delivered using their own language with written and oral. Indirectly, students not only read and understand the text but also encourage students to write and speak. This strategy also provides an important experience to students whose benefits can continue to be applied when they have difficulty in reading text. Not only read the text about the English but this strategy can be used in reading any text they want to read. Students who are initially lazy to read because they do not know how to understand the text and paraphrase the correct reading they can apply this REAP strategy.

There are many researcher found that REAP (Read, Encode, Annote, Ponder) strategy is effective strategy to teach reading comprehension. The research is conducted by Pratiwi (2012) found out that REAP (Read, Encode, Annote, Ponder) strategy gives the improve to the students reading comprehension. The researcher also said that REAP (Read, Encode, Annote, Ponder) strategy make the students think critically and creatively. Then, Bunau et.al (2015) in their research also prove that REAP (Read, Encode, Annote, Ponder) strategy is a appropriate strategy and could improve the better students reading comprehension. The researcher also said that using REAP (Read, Encode, Annote, Ponder) in teaching reading is very effective. The researcher explained that this strategy could make the student relax and enjoy in learning process therefore the students are more interested and motivated in reading.

Based on the explanation and the problem above, the researcher conducted research entitled Building Students' Reading Comprehension Through Reap (Read, Encode, Annote, Ponder) Strategy at The Second Grade of SMA Sejahtera Pare Kediri. This research conducted to identify the students' reading comprehension before and after being taught using REAP (Read, Encode,

Annote, Ponder) strategy and to describe the effects of REAP (Read, Encode, Annote, Ponder) strategy to the students' reading comprehension.

II. METHOD

In this research, the researcher uses quantitative approach as research method. Creswell (2008:26) states "quantitative research is a means for testing objective theories by examining the relationship among variables" The purpose is to know the influence between two variables. These variables can be measured, typically on instrument, and numbered data can be analyzed using statistical procedures. Meanwhile, To examine the variables, the researcher does experiment. The researcher uses the experimental method. Creswell (2012:295) defines "experiments are controlled, they are the best of the quantitative designs to use to establish probable cause and effect". It means, experimental method is research that is used to know the impact of one variable to another variable. In this research, the researcher uses experimental method in one group pretest-posttest design because the researcher manipulates independent variable (REAP strategy). The researcher gives treatments after giving pre-test and gives post-test after giving treatments.

This research carried out at MA Sejahtera Pare Kediri on Tuesday, October 23, 2018. This school has 9 class, each grade has 3 classes. The population of the research is the second grade students consisting of 61 students. Then, the sample of this research is IPS class consisting of 9 females and 10 males. Thus the total samples of this research are 19 students. And there are 3 students did not join the test. This sample is obtained by using cluster sampling because the population is too large and it was impossible to choose the sample randomly.

To get the data, the researcher did pre-test and pos-test. pre-test is used to measure the students reading comprehension before given treatment. While the pos-test is used to measure the students reading comprehension after given treatment. The material is about reading test. The test consists of 20 question which is multiple choice type. There are three topics of narrative text. And the indicator of the text are the students must identify the main idea, implicit and explicit, determine synonym meaning and word reference. They also must identify the social function and structure text of narrative text. The test between pre-test and post-test is same but different of the topic.

To know whether or not REAP (Read, Encode, Annotate, Ponder) strategy give significant effect to the students reading comprehension at the second grade of MA Sejahtera Pare Kediri. The researcher uses paired sample t-test in SPSS version 2.0 to analyze the data.

III. RESULT AND DISCUSSION

The result of this research shows that there is significant effect using REAP (Read, Encode, Annotate, Ponder) strategy. It can be seen from the result between of the pre-test and post-test score. Before the students are given treatment. The students reading comprehension is very low. It can be proven from the result of pre-test score which only 3 students pass the pre-test and 14 students did not pass the pre-test. With the minimum score is 30 and maximum score is 80. While the mean score of pre-test is 57.058.

After the students are given treatment. The students reading comprehension is increasing. It can be proven from the score of post-test. The score of post-test is higher than the score of pre-test. There are 7 students pass the post test with the maximum score is 90 and 10 students did not pass the post-test with the minimum score is 45. Then, the mean score of post-test is 67.941.

The researcher also proves that REAP (read, encode, annotate, ponder) strategy is very effective to be used in teaching reading comprehension. It is proven from the result of t-test. T-test score of this research is 6.299 which it is higher than t-table (2.110) in the level of significant 5%. The researcher also explains that the Null Hypothesis (Ho) in the research is rejected and the Alternant Hypothesis (Ha) is accepted. It mean, There is any effect of using REAP (read, encode, annotate, ponder) strategy to students reading comprehension at second grade in MA Sejahtera Pare Kediri.

Moreover, REAP (read, encode, annotate, ponder) strategy has many effects to students in teaching learning process like help the students to convey the idea, easier to comprehend the text especially in narrative text and know many vocabularies. It is supported by Hoover in Renette (2016:280) he said that REAP strategy able to help the students as readers to become more effective readers and thinking critically. It means REAP (read,encode, annotate, ponder) strategy can make students interact actively with the text and think critically when they read the text. Besides, Rahmawati et.al (2013) shows that the mean score of pre-test is 56.13 while the mean score of post-test is 67.72. It means that the total score of post-

test are higher than pre-test and REAP (read, encode, annotate, ponder) strategy gives the effect to students reading comprehension. This strategy also helps the students understand the text easily like convey the main idea.

Based on Hoover statement above and Rahmawati et al. research (2013), the researcher concluded that teaching reading comprehension using REAP (read, encode, annotate, ponder) strategy is very effective and significant because it is proven by this research that REAP (read, encode, annotate, ponder) strategy is very suitable strategy to student reading comprehension at second grade of MA Sejahtera Pare Kediri.

IV. CONCLUSION

After analyzing the data from pre-test and post-test, the researcher got some findings from this research that had been explained in previous chapter. The students had low ability in reading before being taught using REAP (Read, Encode, Annotate, Ponder) strategy. It could be seen from the mean score of pre-test and the number of students who passed the standard score. The students also had low ability in some aspects of reading especially in determining main idea, determining implicit and explicit meaning and determining synonym meaning.

Then, the result of post-test shows that there was increasing mean score from pre-test (57.058) to post-test (67.941). It is indicated that this strategy increased students' score in reading. Furthermore, REAP (read, encode, annotate, ponder) strategy had most significant effect to increase students' reading comprehension in determining main idea, explicit meaning, and word reference. However, after applied by using REAP (Read, Encode, Annotate, Ponder) strategy to students reading comprehension, the students still had low ability in determining implicit meaning and synonym meaning. Besides, the result of analyzing the data also shows that REAP (Read, Encode, Annotate, Ponder) Strategy made students more active and interested in reading. The students also think critically and easier in understanding a text.

In conclusion, REAP (Read, Encode, Annotate, Ponder) strategy has significant effects to the students' reading comprehension at the second grade of MA Sejahtera Pare Kediri. The significant effects are in the ability of determining main idea, determining implicit meaning, determining synonym meaning, and determining word reference. However, it cannot increase the students' reading comprehension in determining implicit meaning and synonym meaning. In

addition, this strategy could make students easier understand a text. The students are also more active and think critically in reading.

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