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A publication on EFL Education Journal

EFL Education Journal is published 3 times a year in the months of March, July, November ; it presents articles on EFL education and research

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EFL EDUCATION JOURNAL

Enhancing the Eighth Grade Students' Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy

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Abstract: The aim of this research was to enhance the eighth grade students' reading comprehension achievement by using REAP (Read, Encode, Annotate, Ponder) Strategy. The research design used was CAR (classroom action research) with the cycle model. The research participants were chosen by using purposive method. The data of this research was taken from interview, documentation, reading test and observation. The result of this research showed some improvements of the students' reading comprehension achievement in each cycle. It was found from the students' reading comprehension score, the students got score at least 75 reached 76.92% in Cycle 1 and 82.05% in Cycle 2. It indicated that the use of REAP strategy could enhance the students' reading comprehension achievement.

Keywords: Reading Comprehension, REAP Strategy, CAR.

1. Introduction

Concerning the four major skills and three language components of English, reading seems to be the one of the skills that becomes the major issue. Zare (2013) states that students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Beside, Patel and Jain (2008) state reading skill is an important tool for academic success. Thus reading is one of the skills that must be learned for the students. While reading a text, the students usually face many problems in comprehending the text. From the problem above, it is necessary for the students to master reading skill. The teacher needs to be creative to find the strategy to make the students capable in comprehending the text.

1321. Vareza Juniardi, Bambang Suharjito, Made Adi Andayani T are an EFL student and lecturers

Based on the preliminary study which was conducted on January 9th 2018 by interviewing the English teacher at SMPN 2 Puger, the researcher found the students' problems in reading comprehension. It was showed when the teacher conducted reading class, the teacher asked the students to read the text then explained the text to the students without asking the students to comprehend the text. The students could not get the idea from the text and they could not get the information from the text because they did not understand about the teacher's explanation. It made the students less motivated to look for the meaning of unfamiliar words in the text. The reasons above made the students have some problems in comprehending the text and made them are not active in the class.

According to the interview with the English teacher, the VIII-A grade student was the lowest class who achieved the minimum standard requirement score. The mean of the reading test score was 72.41, while the minimum score requirement is 75. The result from the reading test showed only 11 students from 39 students or 28.29% who achieved the standard score and 28 students from 39 students or 71.8% who obtained below 75.

From those problems, the teacher needs to think about the strategy that is used in the class to help the students enhance their reading comprehension achievement. In order to solve the problems above, the researcher tried to use REAP strategy to teach reading in this research and to know whether or not its use can enhance the eighth grade students' reading comprehension achievement.

2. Related Literature Review

2.1. Theoretical framework

According to Eanet and Manzo (1976) REAP is a strategy to develop students to greater understanding of writer's roles in writing and improve their reading comprehension. This strategy offers the alternative way for the teacher and the students in teaching learning of reading.

According to Eanet and Manzo (1976), the advantages of REAP strategy are: 1.) improving students' reading, writing, and thinking, 2.) encourages clear and concise writing and thinking, 3.) help to connect between a text and words to communicate and to understand the text. Beside that Tasdemir (2010) states that there are two advantages of REAP strategy: 1.) help readers synthesize the author's thoughts in their own words, 2.) improving their comprehension and writing skills. For the disadvantage of REAP strategy, Tasdemir (2010) states that when applying REAP strategy students requires a great deal of concentration.

Eanet and Manzo (1976) states that there are four steps of applying REAP strategy, they are: R - Read to discover the writer's message. E - Encode the message by putting it into one's own language. A- Annotate by cogently writing the message in notes. P- Ponder, process the message by reviewing it. Based on Eanet and Manzo's (1976) steps of REAP strategy, in this research the researcher will adopt the steps to teach reading comprehension by using REAP strategy. The steps consist of four steps covering read, encode, annotate and ponder.

The first step is read. In this step the students read the text distributed by the researcher. The second step is encode. Encode is the step where the students have to

explore the idea and the information from the text. The students read the text again to make sure that they can catch the information from the text. The third step is annotate. Annotate is the step where the students have to write some notes what they have got in reading and encode step before. The students wrote the information about the text using their own word. The fourth step is ponder. In this step the students reviewed the result of their annotating.

2.2. Review of previous research findings

In line with the previous research, there were several researchers who conducted research about REAP strategy. The first is Santi (2015) who conducted the research entitled improving students' reading comprehension by using REAP (Read, Encode, Annotate, Ponder) strategy. Her research proved that REAP strategy could improve the students' reading comprehension achievement. It can be seen from the result of the research that the students' achievement in cycle 2 was significantly higher compared to the result of the preliminary test and cycle 1.

The second is Tasdemir (2010) who conducted the research entitled the effects of REAP reading comprehension technique on students' success. The result of his research showed that the experimental group scores were significantly higher than the control group scores in the posttest which means that use of the REAP technique increased students' reading comprehension level and academic learning.

The third is Zasrianita (2016) who conducted the research entitled using of reading, encoding, annotating, and pondering (REAP) technique to improve students' reading comprehension. The result of her research showed that REAP strategy could improve students' reading comprehension and increase academic achievements.

The differences between Santi's (2015) research, Tasdemir's research and Zarianita's (2016) research with this research are the subject of the research, research area, and the implementation of the action. Santi (2015) conducted a classroom action research to improve the students' reading comprehension by using REAP (Read, Encode, Annotate, Ponder) strategy at SMPN 14 Kota Bengkulu. Besides, Tasdemir (2010) conducted an experimental research in the Faculty of Education at AhiEvran University. While Zasrianita (2016) conducted a classroom action research using REAP (Read, Encode, Annotate, Ponder) strategy to improve students' reading comprehension achievement at MTSN 1 Kota Bengkulu.

Therefore, it is imperative to conduct a classroom action research to enhance students' reading comprehension by using REAP (Read, Encode, Annotate, Ponder) strategy at SMPN 2 Puger.

3. The Method

3.1. Research design

The research design used in this research was classroom action research. Ur (1998) states that classroom action research is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers. The procedures of this research consist of plan, act, observe and reflect.

In this research, the researcher used purposive method to choose the area for the research. According to Frankael, Wallen and Hyun (2012) purposive method is how the researcher uses personal judgment to choose a sample that represents the research subject. The area of this research was SMPN 2 Puger. This school is

chosen purposively because the eighth grade students have difficulties in reading comprehension and REAP strategy never applied by the English teacher in the class. The principal of SMPN 2 Puger also gave the permission to the researcher to conduct this research at the school.

3.2. Research participants

The research participants of this research are chosen by using purposive method. Purposive method uses judgment to select sample that the researcher needs based on prior information and the data they need (Frankael, Wallen and Hyun (2012). The participants of this research were the VIII-A grade students of SMPN 2 Puger consisting of 39 students. The researcher chose the students of the VIII-A grade as the research participants because of the consideration that the students of the VIII-A grade of SMPN 2 puger have the lowest score of reading comprehension and have difficulties in comprehending the text.

3.3.Research data and analysis

The data of this research were collected from interview, reading test, observation and documentation. The interview was conducted from the English teacher of SMPN 2 Puger to get the information about the students' problem in reading. The reading test was conducted to measure the students' reading comprehension achievement. While, the observation was done to record the students' participation during the research and the documentation includes the students' previous score in reading comprehension from the English teacher.

The data was analyzed quantitatively by looking at he percentage of the students' participation in the first meeting was 76.92% and the students' participation on the second meeting was 79.48% which achieved the target that was at least 75%.

Meanwhile the average score of the students comprehension achievement was 79.74 which was higher than 75. The research result in Cycle 1 showed that the students' participation and the students' reading comprehension achievement reached the target that was at least 75% of the students' belonged to active students and the average score of the students' reading comprehension score was at least 75. Thus the results of this research showed that this research had fulfilled the criteria of this research. Although the actions of Cycle 1 achieved the target of this research, it was still necessary to continue the action of Cycle 2 to know the consistency results of the students.

4. Research results and discussion

The improvement of the students' active participation can be seen from the result of the observation in Cycle 1, there were 78.2% of the students who participated actively in teaching learning process of reading. While in the result of the observation in Cycle 2, there were 80.76% of the students who participated actively in teaching learning process of reading. It was considered as successful result because it fulfilled the indicators of successful research that was at least 75% of the students who participated actively in teaching learning process of reading.

The research result in Cycle 2 showed that the students' participation and the students' reading comprehension achievement in Cycle 2 reached the target that was at least 75% of the students' belonged to active students and the average score of the students' reading comprehension score was at least 75. Based on the calculation above, the percentage of the students' participation on the first meeting of Cycle 2 was 79.48% and the students' participation on the second meeting was 82.05% which achieved the target that was at least 75%. Meanwhile the average score of the students' comprehension achievement was 81.67 which was higher than

75. Thus the results of this research showed that the score of the students' reading comprehension achievement was consistent.

The improvement of the students' reading comprehension achievement can be seen from the students' mean score of reading comprehension test enhanced from 72.41 in the previous reading comprehension score to 79.74 in Cycle 1 and 81.67 in Cycle 2. According to the result of the analysis, the percentage of the students who got at least 75 improved about 48.72% (from 28.2% to 76.92%). Then, the result from Cycle to Cycle 2 improved about 5.13% (from 76.92% to 82.05%). It was categorized as successful because it fulfilled the criteria that were at least 75% of the students got ≥75 in reading comprehension achievement test.

The results of this research proved that using REAP (Read, Encode, Annotate, Ponder) strategy enhanced the eighth grade students' reading comprehension achievement at SMPN 2 Puger in the 2017/2018 academic year. It could be seen from the results of the students' active participation and the students' reading comprehension achievement in Cycle 1 and Cycle 2, that was more than 75% of the students belonged to active students and got score at least 75 in reading comprehension test. In Cycle 1, the percentage of the students' active participation was reached the target of this research and the average score of the students' reading comprehension test was also reached the target of this research. The results of Cycle 1 was successful, however the researcher intended to conduct Cycle 2 to know the students' consistency result. The number of question in the cycle two was similar with Cycle 1 that was 20 questions in the form of multiple choices with four options that covers word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Moreover, the results of students'

participation and the students reading comprehension test in Cycle 2 was also improved. The result of this research was in line with Eanet and Manzo (1976) idea and previous research results that REAP strategy was a strategy for students to improve their reading comprehension. Further, Eanet and Manzo (1976) state that REAP was developed for the use in improving students' reading, writing, and thinking, and was also designed as a method to teach students ways of responding differently to a text.

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the use of REAP strategy enhanced the eighth grade students' participation and reading comprehension achievement at SMPN 2 Puger. Therefore, the English teacher is suggested to use REAP strategy as an alternative teaching strategy to enhance the students' participation and their reading comprehension achievement since it can help the students to participate actively during the teaching learning process of reading.

The students are expected to use REAP strategy as a strategy in reading the text since this strategy can help them to comprehend the text better also the result of this research can be used as a reference for future researchers who want to conduct the research by using the same strategy. The future researchers also can conduct other type of research design by using REAP strategy for example by using experimental research to know the effect of REAP strategy on the students' reading comprehension achievement.

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