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THE EFFECT OF REAP STRATEGY TOWARDS STUDENTS' READING COMPREHENSION

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Abstract

The objective of the research is to find out the significant effect of REAP (Read, Encode, Annotate, Ponder) Strategy towards students' reading comprehension of recount text at grade X of SMA SwastaAlma'shumSidodadi in 2022/2023 academic year. This type of research was experimental research design. The population of this research is the students of grade X. The sample of this research were X3 and X4 which were taken by cluster random sampling. The class X3 as experimental group taught by REAP Strategy and X4 as control group taught by conventional way. The study findings demonstrate that the experimental group's reading comprehension score for recount texts was higher than that of the control group. Based on the calculation of the t-test is the score of product moment degree of freedom (df) N1+N2-2 or 17+17-2 = 32, the critical value of the t-table with a significant 0,05 is 0,349 and the t-test is 11,03 the research concludes that t-test > t-table and the research had been successful(H_0 is rejected and Ha is accepted).

Key words: REAP (Read, Encode, Annotate, Ponder) Strategy, Recount Text, Reading Comprehension

INTRODUCTION

English is an international language that is universal, English has been agreed as the language used to communicate between people around the world. Besides being needed as a communication tool, English needs to be mastered so that we are ready and able to keep up with the times in the era of globalization. English is compulsory to be taught at school, and become a lesson that is taught to students starting from elementary to tertiary levels which are expected to be the first means to be able to cultivate and improve the four abilities in English (Listening, Speaking, Reading, and Writing) continuously to meet the communication needs and demands themselves in following developments and utilizing knowledge in the field of profession.

Reading activities are very important for students because by reading they can access any information and also have broad knowledge and insight from the books they read. In learning English, the ability in reading comprehension is very necessary because it is an activity to understand the meaning of what we read based on the reading material.

One type of text that is studied in high school is recount text, this material also usually appears on tests such as national exam, college entrance exams to the TOEFL. Recount text is a type of English text which contains past experiences of the author or the characters in the story, and the purpose of recount text is to entertain the reader or provide information.

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REAP is one strategy that can be used in learning reading comprehension. Students can use the REAP technique to increase their writing, thinking, and reading skills. It is meant to offer students a range of methods to respond to any text as a teaching strategy. The form of Responses are succinct and compelling methods to comment on or discuss what has been read. This method, a metacognitive strategy, helps students to analyse what they have read in-depth and precisely. It teaches students how to respond differently to a text by using the following four steps according to (Ya'acob et al., 2020): 1. Read to understand the author's main point 2. Encode the message using own words. 3. Annotating on own message analysis by including viewpoints from many angles. 4. Pondering on what have read and written.

After carrying out pre-observations, the research discovered that in the tenth grade at SMA SwastaAlmashumSidodadi, still many students who had reading problems, especially reading comprehension. An example of a case is that they still have difficulties in understanding contents of text such as recount text because the students struggle with a number of issues, including: 1. difficult understanding the texts contents 2. Difficulties locating the text's primary idea; and 3. Difficulties in comprehending the text's foreign vocabulary. In response to these issues, the author offers advice on how to identify information and comprehend the text.

As a result, to solve the issue this research employed the REAP (Reading, Encode, Annotate, Ponder) strategy to see whether teaching with the REAP technique has any statistically significant effect on how well students understand what they are reading. Because of this issue, the author was motivated to carry out a study titled: The Effect of REAP (Read, Encode, Annotate, and Ponder)Strategy towards Students' Reading Comprehension of Recount Text at Grade X of SMA SwastaAlma'shumSidodadi in 2022/2023 Academic Year.

METHOD

The research was conducted at SMA SwastaAlma'shumSidodadi in 2022/2023 Academic Year. It is located on jl.BatuAsah no. 02, Kec. Kisaran Barat, Kab. Asahan. The research has started on February - March 2023. . All of the class X students at the school, a total of 136 students, made up the population of this study. The sample used in this research consisted of students in classes X-3, which had 17 students, and X-4, which had 17 students. This study utilized the cluster random sampling technique. According to (Junita Elsa, 2019), cluster random sampling is the method of selecting a sample from a region when the subject under study or the data source are both relatively large. In this research, at class X-3 used REAP (Read, Encode, Annotate, Ponder) strategy whereas those in class X-4 used conventional way.

This research used quantitative research. In this research used three tests, namely: pre-test, treatment, post-test to collecting data. Experimental research was used in the conduct of this study. The sample was divided up into control and experimental groups. Data from the pre- and post-tests were gathered to determine

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whether the REAP strategy improves reading comprehension.Pre-test and post-tests were administered to the two groups, and the research's design is as follows:

Table 1. The Procedure of Experiment and Control Group

Group	Pre-test	Treatment	Post-test
Experimental	X1	Teach with REAP stratetegy	X2
Control	Y1	Teach with conventional learning	Y2

Where:

X-3 : Using REAP (Read, Encode, Annotate, Ponder) strategy

X-4 : Using conventional Learning

An operational definition is one that bases a description of the variables on characteristics that may be observed.

1. Dependent Variable (Y)
   Dependent variable of the research are reading and recount text.
   a. Reading is a technique that readers employ to learn the messages that authors deliver through the means of words or written language.
   b. Recount text is type of text that aims to tell a series of events that occurred in the past.
2. Independent Variable (X)
   Independent variable of the research is REAP (Read, Encode, Annotate, Ponder) strategy. The REAP technique helps students comprehend the text and draw connections between what they read in order to combine students' thoughts and increase their reading comprehension.

Instruments were devices that are needed to collect data that contains information. A test is the method employed in this research. The aspect of reading comprehension is covered by using multiple choice questions on recount text. For the pre-test and post-test, 15 questions are provided. The research tool used in this study will be the English test that students take to gauge their reading proficiency for recount texts. The same questions were used for the pre-test and post-test to compare test results between before and after the REAP strategy was taught.

Validity of the Test

To fulfil a good test required validity. Thus, the test produces reliable results. Based on Arikunto (2013) Validity is a metric used to describe the degree of instrument validity. When an instrument can accurately measure the desired outcome and provide data for the variable under investigation, it is said to be valid. This study will use the following formula developed by Arikunto (2013) to determine whether the test is valid or not:

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$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\, N\sum y^2 - (\sum y)^2\}}}$$

Where:

rxy : the correlation of the data

N : total of data

X : the mark in the pre-test

Y : the mark in the post-test

XY : sum of multiplication X and Y

X^2 : square of X

Y^2 : square of Y

Reliability of the Test

Test consistency is assessed to see if the test will stay accurate and reliable after administering it repeatedly to the same individuals and under the same circumstances.

The formula:

$$r11 = \frac{2 \times r\frac{1}{2}\frac{1}{2}}{\left(1 + r\frac{1}{2}\frac{1}{2}\right)}$$

Where:

r11 : the reability

$r^1/_2\,^1/_2$: coefficient between the two tests

Technique of Collecting Data

1. **Pre-test**

Students was taken a pre-test to gauge their capacity for reading as well as their critical reading comprehension before starting treatment. At this time, the research gave the students a reading test that contains material-related topics.

2. **Treatment**

When teaching reading, the experimental group used the REAP strategy, while the control group won't. This study focused on the application of the REAP strategy in the classroom while instructing reading comprehension and provided a style of instruction that is related to this experimental material.

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3. Post-test

This test is administered towards the conclusion of the learning process for a material with the goal of determining how well students comprehend the subject matter and the related points (Magdalena et al., 2021). The amount of progress made by students is evaluated in the classroom by comparing pre- and post-test scores. After receiving treatment, students are given a post-test. A post-test is the following step in the research process. This is the final stage of the investigation that follows treatment.

Technique of Data Analysis

The study used the experimental group and control group data to get the T-test value. And the t-test formula based on (Arikunto, 2013).

The formula :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{(Nx + Ny) - 2}\right] + \frac{1}{Nx} + \frac{1}{Ny}}}$$

Where :

Mx : Means of experimental group
My : Means of control group
$\sum x^2$: The deviation score of experimental group
$\sum y^2$: The deviation score of control group
Nx : The total sample of experimental group
Ny : The total sample of control group

RESULT AND DISCUSSION

a. Result

This research was carried out on February-March 2023. The information was gathered by administering a test that included a pre-test and a post-test. The test format was multiple choice, with a total of fifteen questions about recount texts on both tests. The research had conducted at grade X SMA Alma'shumSidodadi. The sample comprised of 17 students from class X-3 as experimental group and 17 students from class X-4 as control class. The same question was asked to each group. The research's data was intended to determine whether the REAP technique may have a significant effect on students' reading comprehension of recount texts. The results of the conventional method and the REAP strategy are comprised into the data.

This table below shows the students' score in pre-test and post-test in the experimental group and control group at SMA SwastaAlma'shumSidodadi.

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Table 2. The Differences Score Between Pre-Test and Post-Test of Experimental Group

NO	Student's Initial	X	Y	Y-X
1	AS	54	74	20
2	BA	74	80	6
3	CMD	74	87	13
4	FA	47	67	20
5	FAD	54	67	13
6	HAF	47	67	20
7	IA	40	54	14
8	KMR	74	87	13
9	KH	67	87	20
10	MS	74	80	6
11	MR	80	94	14
12	NM	40	74	34
13	RP	67	80	13
14	RM	47	74	27
15	SA	54	80	26
16	VM	74	87	13
17	ZT	80	94	14
Total		**∑X = 1047**	**∑Y = 1333**	**∑Y-X = 286**

Where:

∑X : 1047

∑Y : 1333

∑Y-X : 286

The table above demonstrated the following:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1047}{17}$$

$$M = 61{,}5$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{1333}{17}$$

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M = 78,4

As seen by the data above, the students' pre-test score was lower than their post-test score. The average pre-test result for students was 61,5. The post-test score mean was 78,4 after the treatment using the REAP approach was administered.

Table 3. The Differences Score Between Pre-Test and Post-Test of Control Group

No	Students' Initial	X	Y	Y-X
1	AS	54	74	20
2	APR	40	60	20
3	DN	54	80	26
4	DAF	27	54	27
5	FA	40	60	20
6	GS	33	67	34
7	KA	20	47	27
8	LE	40	40	0
9	MEF	40	60	20
10	ML	54	74	20
11	NK	47	67	20
12	NU	33	60	27
13	RA	40	60	20
14	SA	33	54	21
15	SAL	40	60	20
16	TAR	47	54	7
17	VAP	60	87	27
Total		**∑X = 702**	**∑Y = 1058**	**∑Y-X = 356**

Where:

∑X = 702

∑Y = 1058

∑Y-X = 356

The table above demonstrated the following:

$M = \frac{\sum X}{N}$

$M = \frac{702}{17}$

M = 41,2

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$$M = \frac{\sum Y}{N}$$

$$M = \frac{1058}{17}$$

$$M = 62.2$$

According to the data above, the students' post-test score was higher than their pre-test score. The average pre-test score for students was 41,2. The mean score in the post-test was 62,2 after the treatment was administered using the conventional strategy.

Analysing the Data by Using T- Test Formula

From the test result data presented above, the calculation of the test was carried out to determine whether the use of the REAP strategy had a significant effect on reading comprehension in recount text at grade X SMA SwastaAlma'shumSidodadi. This research applied formula of T-Test from (Arikunto, 2013).

$$\boldsymbol{t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{(Nx+Ny)-2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}}$$

Before analysing the data using the t-test formula, the research must determine the mean (M) and standard deviation (SD) of the experimental group and control group.

Mean and Standard Deviation of Experimental Group

The mean and standard deviation of the experimental class must be determined for this study in order to calculate the data using the t-test formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1047}{17}$$

$$M = 61,5$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{67733}{17}}$$

$$SDx = 63,1$$

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Mean and Standard Deviation of Control Group

This study must determine the mean and standard deviation of the control class in order to compute the data using the T-test formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{702}{17}$$

$$M = 41{,}2$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{30762}{17}}$$

$$SDx = 42{,}5$$

After getting the mean (M) and standard deviation (SD) of the experimental group and control group, then analyzing the data by using T-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{(Nx+Ny)-2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

Mx : 61,5

My : 41,2

$\sum X^2$: 63,1

$\sum Y^2$: 42,5

Nx : 17

Ny : 17

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$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{(Nx+Ny)-2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{61,5 - 41,2}{\sqrt{\left[\frac{63,1+42,5}{(17+17)-2}\right] + \left[\frac{1}{17} + \frac{1}{17}\right]}}$$

$$t = \frac{20,3}{\sqrt{\frac{105,6}{32} + \frac{2}{17}}}$$

$$t = \frac{20,3}{\sqrt{3,3+0,11}}$$

$$t = \frac{20,3}{\sqrt{3,41}}$$

$$t = \frac{20,3}{1,84}$$

t = 11,03

Then, the T-test result or t_{score} = 11,03

To know the degree of freedom (df) is used the formula :

$N_1 + N_2 - 2$

Df = 17 + 17 -2

Df = 32

From the table, that's can know that Df 32 = 0,349.

So, T_{score}11,03>r_{tabel}0,349

b. Discussion

The use of the REAP technique to the experimental group and control group in reading comprehension assisted the teacher in creating instructional materials. Following the calculation of the research data, the experimental group scored higher than the control group, and the students were able to read recount texts with comprehension.

Where the mean of experimental students was 61,5 in pre-test. After giving treatment of REAP (Read, Encode, Annotate, Ponder) strategy the mean score was being 78,4 in post-test. While the mean of control students' score was

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41,2 in pre-test. After giving treatment by using conventional technique the mean score was being 62,2 in post-test. It implies that REAP strategy is effective to students' reading comprehension with recount text.

There are several affected the successful of students' as following below:

1. The students were given treatment by using REAP strategy
2. The students pay attention and listen to the teacher's advice
3. The students have high motivation to study

The t-test formula was used to examine the data, and the scores were calculated for the degree of freedom (df) 32 at significance level 0,05, where the t-critical value is 0,349. According to the analysis's findings, the t-score is higher than the t-table by 11,03> 0,349 at a significance level of 0,05 with 32 degrees of freedom. It indicates that the H0 is rejected and Ha is accepted.

The analysis in Table 2 also reveals that the students' post-test score was higher than their pre-test score. This demonstrates the efficacy of the REAP approach used by the students to read comprehension of recount texts. The mean difference between the pre-test and post-test for the experimental group is 286.

So, it is shown in the research above that the students' post-test score was higher than their pre-test score. In a while, there is no obvious impact on the students' grade. Between the pre-test and post-test control groups, the mean difference score is 356.

CONCLUSION

From the data obtained it is seen that at grade X SMA SwastaAlma'shumSidodadi, student learning outcomes for reading comprehension of recount texts using the REAP strategy (Read, Encode, Annotate, Ponder) are higher than using the usual way. In order to practice reading comprehension in recount texts, students can greatly benefit from using the strategy.

The t-test is calculated to be 11,03, and the table for 5% is calculated to be 0,349. This indicates that the t-test (11,03> 0,349) is higher than the t-table. Thus, H_a is accepted whereas H_0 is rejected. It can be said that students' ability to read and comprehend recount texts is significantly effect by the REAP(Read, Encode, Annotate, Ponder) strategy. After the analysing the data, the research concluded that:

1. In addition, learning recount text with the REAP (Read, Encode, Annotate, Ponder) strategy can help students to improve their reading skills.
2. Students pay more attention and are interested in the lesson. These students are eager to learn and more engaged in the teaching and learning process, which is evident throughout the learning process.

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