



THE EFFECT OF USING REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY IN READING COMPREHENSION

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ABSTRAK

The objectives of this research was to find out the effect of using REAP strategy of the students' achievement in reading analytical exposition text. This research focused to improve students' achievement in reading comprehension by using REAP strategy. This research was an experimental research which conducted at SMA Dharmawangsa Medan at Jalan K.L. Yos Sudarso No.224, Kec. Glugur Kota, Kel. Medan Barat, Medan City. The population of this research was the XIth grade students of 2019/2020 academic year which consist of 420 students and distributed into 12 (tweleve) classes. By using purposive sampling technique, 2 classes were chosen as the sample, XI MIPA 5 as the experimental group and XI MIPA 7 as the control group. The experimental group was taught by using REAP strategy and the control group was taught by using lecturing method. Experimental quantitative method was applied in this research. In order to collect the data, the researcher was chosen multiple choice test consist of 20 items were administrated to the students, the result showed that the t-test was higher than t-table ($3,08 > 2,00$), at $\alpha = 0,05$ and $df = 68$. It meant that H_a was accepted. There was a significant effect of using REAP strategy.

Keywords: *REAP strategy, Reading Comprehension, Analytical Exposition Text*

I. INTRODUCTION

In studying language there are four skills in English, those are listening, speaking, reading and writing. In concerning on studying English has four skills, the researcher took reading as the subject of the research. Reading is a way to know the world because reading can give knowledge as a medium of getting information. Alfassi (2004) in Amalia et al. (2018: 1) states reading is a complex activity that requires an integration of memory and meaning

construction to get information in society.

Based on the observation in the school, the researcher found some facts. The first is almost students got difficulties and bored in getting information or the main idea of a text in their text book, the students' ability in reading comprehension is still low, and the students are still lack of vocabularies and grammar. Another reason why students have to master reading comprehension is most of national examination contents are related to reading, since English as a foreign



language any information were shared through reading activity.

One of strategies that can be used to improve the students' problem in reading comprehension is REAP strategy. This stands for; Read, Encode, Annotate, and Ponder. According to Eanet and Manzo (1976) in Renette (2016: 278), the purpose of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. By using this strategy makes the students capable in reading comprehension. This strategy helps the students to understand the text and the students could catch information from the text and get idea of the text which they read.

By this research, the researcher find out the way of teaching reading comprehension to be more active and simple way to the students understand in reading especially in analytical exposition text by using REAP strategy.

II. METHOD

The research was using experimental quantitative research which consisted of pre-test, treatment and post-test and to take the sample the researcher using the purposive sampling. To collecting data the researcher used the test as the instrument of this research, the test was multiple choices test. Multiple choices test which consisted of 20 items. In collecting the data, some steps were applied as follows (1) giving the pre-test to both groups, (2) scoring the students' test, (3) giving treatment to both groups, the experimental group was taught by

using REAP strategy and the control group was taught by using lecturing method (4) giving post-test to both group, and (5) scoring the students' test.

To conduct the data of the research, the researcher calculated to find out whether applying REAP strategy could be helpful in reading comprehension. The data were calculated by using t-test from Sudijono (2018).

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

(Sudijono, 2018: 81)

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

(Sudijono, 2018: 157)

$$SE_{M1} = \frac{SD_x}{\sqrt{N_1 - 1}}$$

(Sudijono, 2018: 282)

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

(Sudijono, 2018: 283)

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

(Sudijono, 2018: 284)

Where:

- M_x = Mean score of experimental group
- M_y = Mean score of control group
- N_1 = Number of students in experimental 1 group
- N_2 = Number of students in control group
- SD_x = Standard deviation of experimental group
- SD_y = Standard deviation of control group
- SE_{M1} = Standard Error of 'Mean of experimental group



SE_{M_2} = Standard Error of
Mean of control group

$SE_{M_1-M_2}$ = Standard Error
differential
between M_x and
 M_y

t_0 = Test Observation

III. HASIL DAN PEMBAHASAN

The researcher conducted the research which the students who were taught by REAP strategy had better to understand in reading than the students who were taught by lecturing method. It could be seen when the researcher conducted the research in August 2019 at SMA Dharmawangsa Medan which was located at Jl. KL Yos Sudarso No.224, Kec. Glugur Kota, Kel. Medan Barat, Kota Medan. The implementation of the research was in the first semester academic year of 2019/2020. The population which consisted of 420 students. The researcher using purposive sampling of the population. There are 70 students as the sampling was divided into 2 classes, they are XI MIPA 5 as experimental class and XI MIPA 7 as the control class. This research was conducted by using experimental quantitative research which consisted of pre-test, treatment and post-test in order to know the effect of using REAP strategy on the students' achievement in reading comprehension.

In this research there were three procedures was used to collected the data. They were pre-test, treatment, and post-test that was given to experimental group and control group.

1. Pre-test

The pre-test was conducted to find out the students' ability in analytical exposition text especially in reading comprehension before has the treatment. The pre-test was given to the experimental group and control group and their works were scored.

2. Treatment

A treatment was given to the students. The experimental group was taught by using REAP strategy and the control group was taught by using lecturing method.

3. Post-test

The post-test was given to both groups, experimental and control group after applied the treatment. In order to know their mean score of experimental group after received treatment. The researcher used this post-test is to know the effect of using REAP strategy on the students' achievement in reading comprehension about analytical exposition text.

To collecting data the researcher used the test as the instrument of this research, the test was multiple choices test. Multiple choices test which consisted of 20 items. Each correct answer was given 1 point and incorrect answer 0. The material of test was about analytical exposition text. The procedure in administrating to both groups after they thought by using REAP strategy and lecturing method. The test was taken from students' exercise book Ringkasan Materi dan Latihan (Brilian) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI.



In collecting the data, some steps were applied as follows (1) giving the pre-test to both groups, (2) scoring the students' test, (3) giving treatment to both groups, the experimental group was taught by using REAP strategy and the control group was taught by using lecturing method (4) giving post-test to both group, and (5) scoring the students' test.

The calculation was made to find out whether applying REAP strategy could be helpful in reading comprehension. The data were calculated by using t-test from Sudijono (2018). In this research statistical hypothesis is used to device whether the hypothesis will be accepted or rejected.

The result above when was applied to test the hypothesis. The t-test value was seen in the following calculation:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
 &= \frac{33,82 - 23,47}{3,35} \\
 &= \frac{10,35}{3,35} \\
 &= 3,08
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the t_o was higher than the value of the t_{table} ($t_{observe} > t_{table}$), to Where t_{table} value for the degree of freedom was calculated as follows:

$$\begin{aligned}
 Df &= (N_1 + N_2 - 2) \\
 &= (34 + 36 - 2) \\
 &= 68
 \end{aligned}$$

After seeking the table of distribution, the price of t_{table} with the degree of freedom (df) 68 at the level of significance 5% was at 2.00,

while the critical value ($t_{observe}$) was 3,08. Based on the calculation of testing hypothesis above, it was found that the value of $t_{observe}$ was higher than t_{table} ($3,08 > 2,00$) therefore, alternative hypothesis (H_a) was accepted. The findings of this research were described that the students who were taught by REAP Strategy got higher score than those who were taught by using lecturing method. It is also proved from the result of $t_{observe}$ which was 3,08 and t_{table} which was 2,00 ($t_{observe} > t_{table}$, $3,08 > 2,00$). It meant that REAP strategy had a significant effect on the students' achievement in reading analytical exposition text.

IV. KESIMPULAN

After analyzing the data, it was found that there was a significant effect of REAP strategy on the students' achievement in reading analytical exposition text, it was prove from the calculation of $t_{observe}$ which was higher than t_{table} , $3,08 > 2,00$, at $\alpha = 0,05$, and $df = 68$ it means that the alternative hypothesis or H_a is accepted. By this research, the researcher found out the way of teaching reading comprehension to be more active and simple way to the students understand in reading especially in analytical exposition text by using REAP strategy. And also by using REAP strategy, the researcher improved the students' ability in reading comprehension and students can be enjoyable and got the point of the text in reading.

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