

IMPROVING STUDENT'S READING COMPREHENSION THROUGH READ, ENCODE, ANNOTATE, AND PONDER (REAP) TECHNIQUE

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ABSTRACT

This study was aimed to see the improvement of Reading Comprehension at the eighth-grade students of MTs Guppi Kalupang Kabupaten Enrekang. The aim of this research is to measuring the students' reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique in reading comprehension. The populations of this research were the eighth-grade students, comprises VIII A (20 students). Random sampling was used to take the sample. The research method used in this research was a quantitative method by using pre-experimental design. The data were collected through pretest, posttest, and questionnaire. Pretest and posttest to know whether REAP technique in teaching reading can improve students' reading comprehension. The researcher used a questionnaire to know the students' response toward REAP technique in improving reading comprehension. Based on the calculation, the result of the data analysis by using t-test showed the value of $t_{\text{-test}} (t_o)$ was higher than $t_{\text{table}} (t_t)$, $t_o > t_t = (19.60 \geq 1.729)$. It means that the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) is rejected. In conclusion, REAP technique can improve reading comprehension. From 10 positive and 10 negative questionnaires. All the student's answered positive and most of them got 50% - 74.99%. The main score of the students was 71.45 from 20 students. In conclusion, the students' responses in teaching reading comprehension through REAP technique.

Keywords: *Reading comprehension, REAP technique, Student' Reading.*

Introduction

Reading is one of important aspects in learning English and it needs to be improved. There are some reasons reading is very important to increase is; first, reading takes an important role in the learning process because one of ways to get information is using reading and also it can facilitate the students to enrich their knowledge. Second, reading is not only to give information but also reading makes the students can pleasure and enjoy. The material must be interesting for the students so that the students can get best result from the learning process of reading. But what happens now, there are many students have difficulties in reading text material. They cannot comprehend what they read and automatically they less some information because they have no skill in comprehending the texts material.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but rather than it, we need to get an overall

understanding of the text. Comprehension is much needed to understand the meaning of the text or written information.

In addition, students need to master reading to communicate and receive some information (technology, science, education, economic, and politically). To get all that information is usually found in written material like book, magazine, newspaper, paper, journal, article, blog, and social media. To get good understanding about the written materials above, the students need to read it will and effectively.

In fact, reading is difficult as people think, it is difficult to draw meaning from the text and interpret the information appropriately. Students will need to read the text two or three times to get the main idea of the text. These activities take time and many less motivated will make students give up.

Based on the observation in MTs Guppi Kaluppang Kab. Enrekang, considering that many students' difficulties in understanding and comprehending the text, difficult to take the content or the main idea in reading text. The researcher found that the students' reading comprehension was poor and the students have low motivation in learning English base on the statement of the teacher. Many students got bored. They have limited vocabularies which make them have low motivation to read the text. The researcher focused used Reap, Encode, Annotate, and Ponder (REAP) technique that can help the students to understand and comprehend the text. The text used was narrative text in reading comprehension. In this research, the researcher's purpose is to develop the students' reading comprehension and motivate them in order to be more creative and active with REAP technique.

REAP is an acronym that stands for Read, Encode, Annotate, and Ponder. The, Readence, and Dishmer argue "REAP is an alternative to Directed reading Activity and Guided Reading Comprehension". In REAP technique; the students learn to take the main idea of the text by following four steps. The first step is reading the whole text; the second is encoding the author's ideas in to their own word. The third step is annotated, in this step; the students take a note about what the ideas in a piece of paper. The note that they take should be in their own language. The last step is pondering the annotation. In this step, the students ponder or make the conclusion about what they have made in their annotation. The pondering activities can be done by thinking about themselves.

Method

This research was conducted in MTs Guppi Kaluppang, involved the student in the eighth grade students. The research used over one month for collecting the data. Quantitative research was used to conduct the research.

The population of this research was student at the eighth grade students of MTs Guppi Kaluppang Kabupaten Enrekng. There are six classes in SMPN 2 Tellu Limpoe. The subject of this research was class VIII Students of MTs Guppi Kaluppang in academic year 2019/2020, which consisted 20 students. The total number of them can be seen in the following table:

Table 1. The List of the Subject at the Eighth-grade Students.

No.	Class	Number of students
1.	VIII A	20
Total of students		20 students

The subject of this research took by random sampling technique, which involves two classes. The subject of this research is VIII A, which comprises 20 students. Therefore, this subject can be investigated in this research. In this research, in collecting data, the researcher used pre-test and post-test to know the students' reading comprehension before and after being taught by REAP technique and giving questionnaire to know the student's response.

In collecting the data, the researcher used some test as an instrument for collecting the data. It was applied in the pre-test and post-test. The researcher gave a questionnaire to find out student's response in teaching reading by using REAP technique. This questionnaire gave to the students in during collecting the data and they close the answer based on their own decision.

Quantitative research and statistical method were used to analyze the data. The first is the mean score of the students' test in reading ability. The second is calculating the increasing from test the third is calculating percentage the student activeness in learning process.

Checking the indicator of learning achievement is the last process. The research must check this indicator to know whether students' reading comprehension from the students improves than before.

Result

This research use pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In showed there was a significant difference between the result students' pre-test and post-test.

Table 2. The Text of Significance

Variable	T-Test	T-Table Value
Pre-test and Post-test	19,60	1,729

Based on data above, the t-test was greater than t-table value. It showed that there was significance difference between the result students' pre-test and post-test after given treatment by using Read, Encode, Annotate, and Ponder (REAP) technique.

Hypothesis Statistic

To find out freedom (of) the researcher used the following formula:

$$Df = N-1$$

$$= 20-1$$

$$= 19$$

$$\alpha = 1,729 \text{ and } t\text{-test } 19,60$$

The statistical hypothesis in this research is as follows:

If t-table value is higher than the t-test value. H_0 is rejected; it means that the use of Read, Encode, Annotate, and Ponder (REAP) technique is not able to improve students' reading comprehension.

If t-test value is higher than t-table value. H_1 as rejected fail, it means that the use of Read, Encode, Annotate, and Ponder (REAP) technique is able to improve students' reading comprehension.

For the level of significance (p) 5% and $df = 19$ then the value of the t-table is 1,729 while the value of t-test is 10,60. It means that the t-test value is greater than t-table ($1,729 < 19,60$). So, the null hypothesis (H_0) is rejected and the alternative hypothesis (The Use of REAP technique able to improve students' reading comprehension) is accepted. Based on the result of data analysis, the researcher concluded that applying REAP technique was able to improve students' reading comprehension.

The questionnaire was distributed to the students to know their responses regarding the implementation of REAP technique in the learning process. The student was given 20 questions with 10 positive and 10 negative. The data analyzed by using liker scale.

Based on the score of questionnaire shows that from 10 positive and 10 negative statement of questionnaire, the researcher concludes that the student's response in teaching reading comprehension by using REAP technique had a good responsive.

Discussion

In this research has made various efforts to teach the English language by using REAP technique so that the students' can improve reading comprehension. Which are as much possible so that students do not get bored in the learning process? The researcher also always provides motivation to the students to be diligent in reading.

The test was readings test that given before and after treatments. There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test in purpose to know students' ability in reading comprehension before getting treatment. The step of this test was the researcher introduced herself and gave information about her aim with made student's interest to do next instruction of the research.

In the first meeting on Tuesday, October 22th, 2019, before the students answered the question, the researcher gave greeting for the students gave information about her aim with the students. The researcher divided students into some groups. The researcher then explained about Read, Encode, Annotate, and Ponder (REAP) technique. Next, the researcher gave a text to each student entitled "Snow white". The students had to do the text based on Read, Encode, Annotate, and Ponder (REAP) technique.

Read was the first process. Students read the entire paragraph to get the main idea of what the paragraph is about. Then, the students encode the text by translating into their own language. In this step, the students retell the story in their own language. Next, the students annotate what they are reading, it means that the students analyze the story and wrote the main idea for each paragraph in their notebook, after that the students discuss with the others. The last is pondered; the students gave a conclusion about the story and answer the question that has been given by researcher. After that, the researcher closed the meeting.

On Thursday, October 24th, 2019, was the second meeting, beginning the activity the researcher ordered to pray together before the lesson began. The researcher divided students into some groups again. The researcher asked the students about their comprehension of Read, Encode, Annotate, and Ponder (REAP) technique. The treatment was same as the first

meeting with different text entitled “True Friend”. Then the researcher explains a little about the material. The researcher has giving some keywords to them to answer the question of reading text, and then the researcher also helped them how to translated the reading text, this way successful, almost all the understood well about the reading text and answer it well although there was some of them was still confused to translate and answer the text.

Third meeting, October 29th, 2019, the researcher ordered to pray together before the lesson began and check students. The researcher divided students into some groups again. The researcher used 5-10 minutes to refresh students’ memory about Read, Encode, Annotate, and Ponder (REAP) technique. Then the researcher done the same treatment as the first and the second meeting with different text entitled “The Rabbit and the Bear”. The researcher explains little about the material. The class was running enjoyable although half of the students were not ready to get the material and did not understand well the text, the researcher had tried to make the students more understood. After that, the researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. It made the students more active.

The last meeting was on Thursday, October 31th, 2019. The researcher asked to students explained about Read, Encode, Annotate, and Ponder (REAP) technique to find out while students’ rights understood that technique. There students were very active and explained correctly. The treatment was the same as the previous meeting. For this meeting, the text was “The Fox and the Cat”. Researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. Then, the students and the researcher corrected the answer together. The students looked enthusiast to follow all the steps and instructions.

After applying Read, Encode, Annotate, and Ponder (REAP) technique in teaching reading gave improvement to the eighth grade of MTs Guppi Kaluppang Kab. Enrekang, for example: the students easy to understand the material because it used interesting technique and also the students could improve their reading comprehension because the students enjoy studying about the materials and also the researcher gives some instructions that would help the students when they answer the question.

The procedure of treatment, before the researcher give the reading text, firstly the researcher explain how to find out the man ideas of the text, and the researcher gives them some minutes to read the text before the students answer it, and also the researcher give time to the students to ask the researcher when they still not understand it.

From the first meeting until the last meeting, implementing Read, Encode, Annotate, and Ponder (REAP) technique made the students more motivated and enthusiast to find the main idea of the paragraph. They are motivated to improve their ideas or opinion through asking and answering some question. In conclusion, the read, Encode, Annotate, and Ponder (REAP) technique had impact students' reading comprehension.

In the last, the researcher gave a post-test on Saturday, November 2th, 2019. It purposed to know the students' ability in reading comprehension after getting the treatment. The researcher gave a text entitled "Bawang Merah and Bawang Putih" and asked the students to answer the question.

The result of the research proved that using Read, Encode, Annotete, and Ponder (REAP) technique was effective to be used to teach the students' reading comprehension. This statement is proved by the students score and after given treatment which was significantly different, besides that, the result of test shows us that before the students giving of the treatment (teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique, their score where most students got very good classification with the mean score and standard deviation where thirteen students are categorized as very good classification in reading test by using Read, Encode, Annotate, and Ponder (REAP) technique.

The data above was collected through reading test expected to improving reading comprehension at the eighth grade students of MTs Guppi Kaluppang Kabupaten Enrekang through Read, Encode, Annotate, and Ponder (REAP) technique, it was supported by the frequency and rate of the students score of pre-test and post-test. After presenting the Read, Encode, Annotate, and Ponder (REAP) technique, the students' score in teaching were bigger than before.

In the pre-test where, there was 1 student (5%) got good, and 19 students (95%) got poor. It means that most of the students got poor classification on pre-test, the mean score of pre-test was (51,00). In the post-test where, there were 18 students (90%) got very good, and 2 students (10%) got good, its means that there are no students in fair, poor and very poor classification. So the students' percentage had proved by the mean score between pre-test (51,00) and post-test (88,45). It means that post-test was higher than pre-test.

The students' scores have improved after using the treatment in their reading. Before the treatment, none of the students got very good classification but after treatment by using Read, Encode, Annotate, and Ponder (REAP) technique there were 18 students got very good classification, thus the alternative hypothesis (H_i) was accepted.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that result of t-test was 19,60. The score was the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find freedom (df). It was found that freedom (df) was 19. It was got the value of t-table was 1,729, it means that the t-test value was higher than t-table.

Therefore, it can be concluded that teaching reading through Read, Encode, Annotate, and Ponder (REAP) technique had an improved the students' reading comprehension after gave the treatment of using REAP technique were higher than the students' reading comprehension before they were gave treatment.

Teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique is found to be helpful and effective to improve the students' reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang

The discussion of the finding through the questionnaire

The students' response toward implementing Read, Encode, Annotate, and Ponder (REAP) technique at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang has been and analyzed by using liker scale. The questionnaire was successfully filled by 20 respondent that taken on November 2019.

From 10 positive and 10 negative statements of the questionnaire, the researcher concluded that the students' response in learning to read comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique had a good response. All the students' answered positive and most of them got 50% - 74,99%.

Conclusion

Based on the result of the data analysis, the researcher could conclude that the using Read, Encode, Annotate, and Ponder (REAP) technique able to improve students reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang. it was proved by the data showed that the mean score of pre-test was 51,00 and the mean score of post-test was 88,45. It is supported by the result of statistical analysis where the statistical t-test value (19.60) was higher than t-table value (1,729), freedom (df=N-1) 19. It means that was significantly improved of students' reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique.

Finally, the using Read, Encode, Annotate, and Ponder (REAP) technique can help the students in learning English reading comprehension because this technique was effective.

There were two students got 75-100 score (very positive) and 18 students got 50-74,99 score (positive) from all 20 students who have thought by Read, Encode,

Annotate, and Ponder (REAP) technique, and the main score of the students was 71,49 from 20 students which was categorized responsive.

The conclusion of the finding through questionnaire.

From 10 positive and 10 negative questionnaires. All the students' answered positive and most of them got 50-74,99%. The main score of the students' main score.

Was 71,42 from 20 students. It means that the REAP technique makes the students have positive response toward in learning to read and they are responsive about it.

Based on the rate score of the category, the researcher could conclude that the students' response in learning to read comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique.

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