



Boosting Students' Reading Comprehension Using REAP Method

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ABSTRACT

This research highlights the vital role of English reading skills in students' literacy and comprehension. Implementing the REAP technique enhances reading comprehension by fostering interactive study-reading methods. Addressing issues like lack of interest, it offers a promising approach to enhance English education at SMA Institut Indonesia Semarang, as evidenced by its effectiveness in improving 11th-grade students' reading abilities. This quasi pre-experimental research employs a one-group pretest-posttest design, chosen for its convenience in obtaining internal samples. Class XI-3 was selected based on teacher recommendations. With 31 students, the study adopts a quantitative approach, focusing on reading comprehension tests administered before and after classroom instruction using multiple-choice questions as the assessment instrument. The pre-test, revealing a range of scores from 44 to 76 with a mean of 64.12, highlights initial reading struggles. Post-treatment, the post-test exhibits diverse scores, averaging 76.38, indicating improvement. The REAP method effectively enhances comprehension, as evidenced by the significant score increase from pre-test (64.12) to post-test (76.38), validating its efficacy. The research findings reveal a notable improvement in students' reading comprehension abilities following the implementation of the REAP Method, despite initial

unsatisfactory grades. The approach effectively enhances students' understanding and analytical skills, demonstrating its high effectiveness as a reading comprehension strategy. Overall, the significant difference between pre-test and post-test scores underscores the success of the REAP Method in advancing students' reading comprehension abilities, affirming its efficacy as a teaching approach.

Keywords: REAP Method, Reading Comprehension, Reading Ability

Introduction

English education in Indonesia starts from elementary to high school that covering key skills including reading, writing, listening, and speaking. Among these, reading is consistently assessed in exams, although it's not always favored by some students. Alderson (2000) defines reading as an interaction between the reader and the text. Reading, according to Alderson, has two components: the process and the product. The process refers to the steps the reader takes to get meaning, whereas the end refers to the information received from reading.

Reading comprehension is very important to learn, requiring engagement with text and synthesis of knowledge and experience. Reading is an active activity for students for understanding and analyze texts. Reading is not just about decoding words, but also about critical thinking and connecting with previous knowledge. Students have various reading goals, including understanding lessons, seeking information, and reading for pleasure and personal development. According to Knight (2006), reading is a crucial ability in students' daily lives since it allows students to receive information that may be utilized to enhance their knowledge. Many readings include one message or as many messages as the author deems important. The letter includes critical information for students to use in their assignment or project.

Another reason for reading's importance is that it is one of the most important components that must be checked in daily exams, semester tests, state final exams, or national exams (UN). To pass the exam, a student must correctly answer the exam reading. In truth, students who practice reading perform better in school and on final English exams. Even though reading has been taught since elementary school, according to the author's experience teaching English to primary school children, many elementary school kids still struggle to grasp the material provided. It's due to a variety of variables. For starters, a lack of vocabulary is a significant difficulty that students face. Reading language includes vocabulary. Students with a restricted vocabulary will struggle to locate messages in the text since they do not know the terminology.

The reader's viewpoint and the impact of social interactions are vital in the process of deriving meaning from text (Ruddell, 2005). Therefore, mastering reading is essential for students to actively engage in educational activities and lifelong learning. Success in learning and knowledge acquisition hinges on strong reading skills, requiring motivation and training. While some students may have established methods

for understanding reading material, others, particularly newcomers to English classes, may need guidance. Introducing effective techniques like the REAP method can enhance reading comprehension and improve interest in learning.

According to Flippo (2000), REAP is a sophisticated study-reading method that involves the common practice of note-taking from textbooks and, when feasible, creating text annotations, especially when combined with highlighting. According to Arianggi (2014), the REAP method is an annotation strategy that improves reading and writing skills. Commenting has several advantages, including the capacity to increase attention and enhance reading. In other words, youngsters can take notes while also reading. The REAP technique involves annotating text with short notes, summarizing key ideas, listing concepts, noting examples, and making predictions. It can foster a new approach to reading, enhancing comprehension through guided practice. In this research at SMA Institut Indonesia Semarang aims to assess its effectiveness in improving reading comprehension skills.

Based on the researcher's experience, there are several reasons why students tend to be reluctant to learn to read in English. Proficiency in English reading plays a key role in improving students' literacy and understanding. One of these reasons is a lack of interest in the reading material, which can decrease reading motivation. Lengthy reading materials can also be a hindrance if perceived as too difficult. A less engaging or interactive teaching approach also contributes because monotonous methods can make students bored. Additionally, clear learning objectives are still insufficient, and students may not see the connection between reading and everyday life. Therefore, the researcher hopes this study can provide a better understanding of students' English reading abilities by applying the REAP method. It is expected to enhance students' ability to understand texts and contribute to the development of more effective learning strategies at SMA Institut Semarang, Indonesia.

REAP Method in English Teaching

The REAP technique is a teaching strategy that combines the phases of Read, Encode, Annotate, and Ponder to improve students' reading comprehension. These processes include reading the book carefully, extracting important information, taking notes or making comments, and reflecting on the material to facilitate a deeper comprehension. Through a planned and effective approach, the teaching method attempts to increase students' reading abilities and comprehension. According to Arianggi (2014), the REAP approach is an annotation technique that enhances reading and writing abilities. Commenting has various advantages, including the ability to raise attention while reading and stimulate reading. In other words, children can take notes on their reading text as well as focus on reading.

Read, Encode, Annotate, Ponder (REAP) strategies, according to Manzo (1975), are intended to supplement thinking, the emphasized muscles for active reading. The reader's purpose is to explain the material in their own terms and to debate it with others. Thus, the REAP approach which needs active interaction with print media might

promote students' reading maturity and independence. The REAP technique consists of four stages:

R – Reading to discover the author's ideas.

E – Encoding the author's ideas into one's own language.

A – Annotating those ideas in writing for oneself or for sharing with others.

P – Pondering the significance of the annotation

During the reading stage, students read to determine the author's message and take note of the title and author. As they go to encoding, students must translate what they read into their own terms. Students in the annotate stage examine the primary concepts and the author's message by drafting a statement that summarizes the key points. Annotations are short descriptions of a text that clarify and criticize it. Annotating a message can be done by writing it in notes or in a journal. At this stage, the student should focus on key words and text quotes. Students must connect with the material at a deeper level as they progress through the pondering portion of this assignment by reading and synthesizing.

This study used and applied REAP method to improve students' reading skills. Specifically, it:

1. Determine the effectiveness of the REAP method in improving the reading skills of grade 11 students at SMA Institut Indonesia before receiving learning.
2. Determine the effectiveness of the REAP method in improving the reading skills of grade 11 students at Institut Indonesia High School after receiving learning.
3. Look for and find differences in students' levels of understanding before and after receiving learning using the REAP method.

Methodology

This research uses quantitative methods using a quasi pre-experimental design research design with one group pretest and posttest design. The processes for conducting a one-group pretest-posttest design, in which one group is evaluated before and after treatment. This research uses the REAP method to determine its effectiveness in improving students' reading skills.

This study only included eleventh grade students from SMA Institut Indonesia Semarang's class XI-3. From the population, the researcher chose only one class with 31 students. The selection of class XI-3 was influenced by recommendations from teachers familiar with the class dynamics. Teachers' perspectives were important in supporting the decision to choose class XI-3 for the study.

Multiple-choice questions were used as the study instrument. The total number of questions is 25. Each item has four possible responses those who respond properly earn score 1; those who answer incorrectly earn score 0. The score is calculated by multiplying the right answer by five points. The grid of the reading comprehension ability exam has been changed to reflect the basic curriculum standards of the merdeka curriculum.

In this research the teaching and learning process in the classroom is divided into three steps. First, the researcher gives a pre-test to students to determine their comprehension ability before teaching the REAP technique. The second step is to give treatment to students by applying the REAP technique in learning to read report text and finding the main idea individually and in groups consisting of 5 students.

During the treatment, students are given a report text and understand the text through several processes. The first process in the REAP technique is to read; the researcher asks students to read carefully and understand the text. The second process is to encode; students write difficult vocabulary and look for the main idea of the text they have read. The next process is to annotate; students must write a summary of the text using their own words. The last process is to ponder; students have to get into groups, make considerations by discussing to find the generic structure of the text, and then make a new summary or conclusion from the results of the discussion.

The data is collected through data analysis. This quantitative analysis employs statistical calculations to test the hypothesis. The data obtained from the reading test involves the result of the students' assignments. To analyze the data from the results of the students in this research, some formulas are applied, and the researcher uses formulas as follows:

Calculating the Students' score

$$n = \frac{\text{Student's score}}{\text{Score max}} \times 100$$

Where :

n = final students' score

Classifying the Students' Score

No	Classification	Score
1	A (Excellent)	90-100
2	B (Good)	80-89
3	C (Adequate)	70-79
4	D (Inadequate)	60-69
5	E (Failed)	<60

(Brown, 2004: 287&292)

This study uses data analysis techniques in the form of t-test or t-test techniques. The purpose of the t-test analysis technique is to examine the differences between the experimental group treated with the REAP technique and the control group treated without the REAP technique in the learning process of reading comprehension.

Using SPSS Statistic

SPSS 23.0 computer software was used by the researcher to determine whether there was a statistically significant difference between the pre-test and post-test findings. The t-test analysis technique was used to test whether there was a difference in the increase in student scores between the pre-test and post-test. After processing score, the analysis revealed that the T-test value was more significant than the T-table value.

Findings

According to the findings the study conclude that:

Result of the Try out Test

After applying the Pearson Product Moment method, it is uncovered that 25 items among the 30 in the test are valid, and the remaining five are considered invalid. The score is found invalid because the computed r-count value (correlation of the score for each item) is less than the acceptable r-table value, considering it inappropriate for research purposes.

Reability of Test

Cronbach's Alpha	N of Items
.880	30

The SPSS program was used by the researchers to measure the reliability of the instrument test. The results of the calculation show that r11 (the total number of reliability tests) is 0.880. The product-moment r-table is then tested using a significance level of 5% and a sample size of 31 (N31), obtaining an r-table of 0.355. A reliability score of 0.880 is higher than the r-table, suggesting that the researcher's measure is reliable

the Student's Reading Comprehension Before being Taught by Using REAP Method

Before beginning the REAP Method, students complete a pre-test to determine their reading abilities. The pre-test consists of 25 multiple-choice questions.

Students' Code	Score	Category
X-1	68	D
X-2	60	D
X-3	52	E
X-4	72	C
X-5	44	E
X-6	56	E

X-7	68	D
X-8	56	E
X-9	72	C
X-10	76	C
X-11	56	E
X-12	76	C
X-13	68	D
X-14	56	E
X-15	52	E
X-16	64	D
X-17	64	D
X-18	68	D
X-19	72	C
X-20	76	C
X-21	52	E
X-22	68	D
X-23	64	D
X-24	60	D
X-25	52	E
X-26	72	C
X-27	68	D
X-28	68	D
X-29	68	D
X-30	64	D
X-31	76	C
Mean	64.12	

The table reveals that a significant number of students score at both extremes in the pre-test, ranging from 44 to 76, with a mean of 64.12. This suggests that, despite receiving instruction on reading ability, some students continue to struggle with a comprehensive understanding of the subject.

the Student's Reading Comprehension After being Taught by Using REAP Method

Following the pre-test and treatment, the researchers conducted a post-test with 25 multiple-choice questions same to the pre-test to assess the students' reading ability.

Students' Code	Score	Category
X-1	80	B
X-2	76	C
X-3	80	B

X-4	84	B
X-5	52	E
X-6	72	C
X-7	80	B
X-8	72	C
X-9	80	B
X-10	92	A
X-11	72	C
X-12	88	B
X-13	68	D
X-14	68	D
X-15	68	D
X-16	68	D
X-17	78	C
X-18	76	C
X-19	80	B
X-20	84	B
X-21	70	C
X-22	80	B
X-23	80	B
X-24	78	C
X-25	72	C
X-26	80	B
X-27	72	C
X-28	76	C
X-29	78	C
X-30	76	C
X-31	88	B
Mean	76.38	

After conducting the post-test, it was observed that students achieved diverse scores, with the lowest being 52 and the highest reaching 92, yielding an average score of 76.38. From the results of the table above shows that REAP method's effectiveness in facilitating students' learning and comprehension of reading skills, making it more convenient for them to answer post-test questions presented by researchers. Overall, the results were quite effective since the scores increased when the post-test test was taken after using REAP method.

the Significant Differences Between Students' Reading Ability Before and After being Taught Using the REAP Method.

Mean	N	Std. Deviation	Std. Error Mean
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Pair 1	PRE TEST	64.1290	31	8.60907	1.54624
	POST TEST	76.3871	31	7.64930	1.37386

Based on the data presented, the average pre-test score was 64.12, indicating students' initial reading abilities before the implementation, this is cause to the introduction of the REAP method. Following a thorough explanation of the REAP method, students were assessed through a post-test, yielding an average score of 76.38, suggesting an improvement in reading abilities after instruction with the REAP method.

		N	Correlation	Sig
Pair 1	PRE TEST & POST TEST	31	.781	.000

Moreover the table's findings during the learning process indicate that a hypothesis below 0.05 is accepted, while exceeding > 0.05 leads to rejection. This criterion links the researcher's pre-test and post-test. Upon SPSS data analysis, a correlation of 0.00 was found between the pre-test and post-test results. As the correlation is below 0.05, the researchers accept it.

		Pair Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-12.25806	5.45874	.98042	-14.26035	-10.25578	-12.503	30	.000

Finally it is implied that the learning process results, as shown in the paired sample correlation table, are classified according to the hypothesis accepted if less than 0.05, rejected if more than >0.05, and accepted in 0.00. According to the SPSS data analysis, the REAP approach is helpful in improving students reading comprehension. The paired-sample test (paired sample statistics table) shows that this method improves students reading comprehension. With a mean difference of 64.12 between the pre-test and the post-test of 76.38, this indicates that students' scores increased after using the REAP method to improve reading abilities.

Discussion

Based on the statement of the problem, this study examines three issues. First students' reading comprehension before taught using the REAP method. Second students' reading comprehension after taught the REAP method. And third, the research focuses on identifying significant differences in students' reading comprehension ability before and after being taught by the REAP method.

Some examples of previous research such as Rahmawati (2015) A quasi experimental design with non-equivalent groups is utilized with the result that the interval score increase (11.59) from pretest to posttest was more substantial in the experimental group than in the control group (6.37), affirming the effectiveness of the strategy. This conclusion was further supported by the moderate effect size value (Δ) of 0.98. In their research, Andi Suwarni & Nurhani (2017) the implementation of the REAP approach as a treatment in the experimental class was the focus of this study. Students' pre-test score was 34.58, whereas their post-test mean score was 66.05. This shows that the post-test had a higher mean score than the pre-test. Data analysis indicated an average reading test score of 65.44 for eleventh-grade students, supporting the use of the REAP approach to increase reading comprehension. Research from Arifah & Jufri (2019) the main aim of this research is to explain the instructional strategy for teaching reading in junior high school through the use of the REAP technique in descriptive texts. Furthermore, the use of this strategy has been shown to improve critical thinking, attention, and motivation throughout the reading process. A quantitative technique was used in the study.

Applying the REAP Method for reading comprehension helps students improve their understanding of reading material, so they can optimize their reading time and achieve improved grades. The application of the REAP method in learning has a positive impact in the form of increasing understanding and enriching students' systematic thinking experience in a comprehensive manner. The REAP method is effective in overcoming learning barriers and improving students' reading comprehension abilities. Based on the research results, the REAP method is proven to be a fairly efficient approach to reading comprehension for students. Overall, the findings of this research have a significant impact in the learning context.

Conclusion

Conclusions and suggestions resulting from previous chapters in this research, along with data analysis, are being presented in this section. These conclusions and recommendations have the potential to support the development of students' understanding of the reading material they encounter. The research results show that the majority of students have unsatisfactory initial grades before implementing the REAP Method. This is caused by low reading comprehension abilities during the pre-test. As a result, they get unsatisfactory test results.

Moreover, students' reading comprehension abilities have experienced quite significant changes before and after implementing the REAP Method, as measured through the pre-test and post-test. Even though the majority of students still got scores

below the maximum score on the pre-test, learning using the REAP method has produced quite a real difference in the post-test results. This approach has proven to be very effective in improving students' reading comprehension abilities.

Finally, the findings of this research conclude that the REAP method has high effectiveness as a reading comprehension strategy for students. The overall research results show a significant impact from implementing the REAP Method. Students are able to apply the REAP Method effectively to understand and analyze reading material related to certain problems. When looking at the average pre-test and post-test scores of class, these findings indicate that the use of the REAP method in teaching reading was successful in improving students' reading comprehension skills with a significant difference between the pre-test and post-test results. Overall, the REAP Method is proven to be an effective approach for advancing students' reading comprehension abilities.

Suggestion

Based on the findings of this study, the researcher would like to provide several suggestions. Researchers hope that the results and recommendations from this research can provide significant benefits for teachers, students and other researchers. For future researchers, it is advisable to observe the ongoing impact of implementing the REAP Method over a longer period of time, with the goal of identifying whether this change in teaching approach can be sustained and provide lasting benefits. In addition, it is recommended to conduct comparative research between the effectiveness of the REAP Method and other learning approaches to understand the relative advantages and disadvantages of each method. It is hoped that these suggestions can provide valuable guidance for future researchers in designing more holistic research and provide a more substantial contribution to our understanding of English language teaching using the REAP Method.

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