



Reading, Encoding, Annotating, Pondering (REAP) As a Teaching Reading Strategy to Improve Students Reading Comprehension at The Tenth Grade of SMK Negeri 1 Dobo

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui strategi Reading, Encoding, Annotating, Pondering (REAP) dengan menggunakan metodologi penelitian tindakan kelas (PTK). Penelitian ini dilakukan pada siswa kelas X-TPM di SMK N 1 Dobo selama tahun ajaran 2020/2021, melibatkan 11 siswa selama tiga siklus, yang masing-masing terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data meliputi pre-test, post-test, daftar periksa observasi, dan angket siswa. Penelitian ini menjawab dua pertanyaan: 1) Bagaimana metode REAP meningkatkan pemahaman membaca siswa kelas X di SMK Negeri 1 Dobo? 2) Apa kelebihan dan kekurangan penggunaan REAP dalam pengajaran membaca? Peningkatan nilai tes digunakan sebagai ukuran keberhasilan. Hasil penelitian menunjukkan peningkatan yang signifikan dalam pemahaman membaca, dengan peningkatan nilai tes yang berkelanjutan di setiap siklus. Awalnya, hanya 2 siswa yang memiliki nilai baik, namun pada siklus ketiga, semua siswa memperoleh nilai antara 70 hingga 95, memenuhi kriteria keberhasilan dan menunjukkan peningkatan yang signifikan dengan strategi REAP.

Kata kunci: Strategi REAP, Keterampilan Pemahaman Membaca.

ABSTRACT

This study aims to enhance students' reading comprehension through the Reading, Encoding, Annotating, Pondering (REAP) strategy using a classroom action research (CAR) methodology. Conducted with grade X-TPM students from SMK N 1 Dobo during the 2020/2021 academic year, the research involved 11 students over three cycles, each comprising planning, action, observation, and reflection. Data collection included pre-tests, post-tests, observation checklists, and student questionnaires. The study addressed two research questions: 1) How does the REAP method improve reading comprehension for tenth-grade students at SMK Negeri 1 Dobo? 2) What are the pros and cons of using REAP for teaching reading? Improvements in test scores measured success. The findings showed a marked enhancement in reading comprehension, with progressive score improvements across the cycles. Initially, only 2 students had good scores, but by the third cycle, all students scored between 70 and 95, meeting the success criteria and demonstrating significant improvement with the REAP strategy.

Keywords: Effectiveness, REAP Strategy, Reading Comprehension Skills .

INTRODUCTION

Many scholars assert that reading is a crucial language skill for both first and second-language learners (Grabe, 2004, 2005; Grabe & Stoller, 2001; Guthrie et al., 2004; Horst & Robb, 2005; Koda, 2005). They emphasize that reading is essential for acquiring new information, explaining, interpreting, and integrating it with existing knowledge and expectations. Furthermore, Grabe and Stoller (2001) suggest that reading forms the foundation for synthesis and critical evaluation skills and serves as the primary means of fostering independent learning. Mastering reading and comprehension involves activating and employing various processes, such as recognizing a large vocabulary, strategic reading, understanding text structures, and developing fluency.

Effective reading instruction should incorporate diverse activities, both in formal classroom settings and in libraries, homes, or laboratories (Grabe & Stoller, 2001). Encouraging students to maximize their reading time and tailoring activities to their interests is crucial. Developing strategic readers is a primary objective, achieved through direct teaching of multiple strategies, teacher modeling, and scaffolding to promote long-term, independent use of strategies (Grabe, 2004; Grabe & Stoller, 2001; Guthrie et al., 2004; Koda, 2004).

Despite these efforts, foreign language learners still struggle with reading comprehension due to various factors, including student-related issues, teacher practices, and inadequate teaching facilities. EFL students, in particular, face difficulties in comprehending and synthesizing texts using their language, primarily due to low reading habits, which result in an inability to effectively comprehend texts. This issue is prevalent among senior high school students in Indonesia.

In the initial phase of this study, the researcher identified reading skills as an area of interest and conducted a preliminary observation study at SMK N 1 Dobo. An experienced English teacher reported persistent reading skill issues among students. Observations revealed that students struggled with comprehension, relying mainly on answering questions based on the text. Limited vocabulary further hindered their ability to express ideas in their language, and they were not accustomed to synthesizing passages in their language.

Given these challenges, the researcher implemented the REAP method to address both student and teacher difficulties. Introduced by Eanet and Manzo (1976), the REAP method aims to (1) enhance readers' comprehension skills by helping them synthesize an author's ideas in their words and (2) develop students' writing abilities to aid future study and recall. The REAP method involves four stages: Reading (discovering the author's ideas), Encoding (translating the author's ideas into one's language), Annotating (writing down these ideas for personal use or sharing), and Pondering (reflecting on the significance of the annotations). This approach is intended to improve comprehension and make the learning process more meaningful and effective.

METHODS

In this study, Classroom Action Research (CAR) was conducted at SMK N. 1 DOBO, targeting classroom issues through iterative cycles until resolution (Carr & Kemmis, as cited in Niff, 1992). The research design followed the Kemmis and McTaggart model, encompassing four steps. Figure 3.1 illustrates the process, which began with planning based on preliminary observations. The researcher collaborated with the teacher to implement the predetermined strategies during the teaching and learning process. Subsequent observations and data collection were carried out by both the researcher and teacher. The collected data was analyzed to assess the success of each cycle's actions. If the actions were unsuccessful, the plan was revised for the subsequent cycle. Success was measured against pre-established criteria.

The subjects of this study were 32 tenth-grade students (Class X) at SMK N. DOBO. The action research procedure consisted of three steps: planning, acting, observing, and reflecting, detailed as follows: 1) Planning: a) REAP Strategy: The REAP technique, encompassing Reading, Encoding, Annotating, and Pondering, was central to this study. Students read to discover the author's ideas, encoded these ideas into their language, annotated them in writing, and pondered the significance of the annotations. This technique aimed to enhance students' ability to write annotations; b) Lesson Plan: The lesson plan was designed in alignment with the school's curriculum, detailing the steps for both teacher and students in implementing the strategy (see Appendix 1); c) Media and Facilities: Various media, including additional and authentic materials, whiteboards, and other facilities, supported the teaching process; d) Criteria of Success: Success criteria were based on: 1) improvement in students' abilities, with a target increase of 60%-80% and a decrease in hesitation by 20%-40%; 2) students' interest and enjoyment of the strategy, measured through questionnaires; and 3) results from the observation checklist; 2) Implementing/Acting and Observing Phas. The researcher followed the lesson plans, noting issues encountered during the teaching and learning

process. An additional teacher was enlisted to observe and record the implementation using an observation checklist. The observer was briefed on the strategy procedures beforehand; 3) Reflecting. The researcher reviewed the observation checklist results and student work tests) from each meeting in the first cycle. If the target was met, the cycle was concluded; if not, the researcher proceeded to the second cycle, revising the planning stage based on observations.

RESULT AND DISCUSSION

This study examined the effectiveness of the Read, Encode, Annotate, and Ponder (REAP) strategy in improving reading comprehension among tenth-grade students at SMK N 1 Dobo. Effectiveness was measured by comparing students' reading comprehension scores before and after implementing the REAP strategy. The research was conducted over three weeks and included three cycles, each comprising two sessions. During each session, students read two texts and answered questions to evaluate their comprehension. Assessments were conducted at each meeting, and students completed a questionnaire to provide feedback on the REAP strategy. The data collected addressed the research questions, with results presented as follows:

Cycle I

Cycle I consisted of two meetings where students were given a pretest to assess their initial reading comprehension using a text and 5-10 essay questions. The results revealed poor comprehension due to limited vocabulary. A second pretest confirmed these findings, showing continued struggles with vocabulary. This highlighted the need for vocabulary-building activities and more instruction on the REAP strategy, which were planned for subsequent cycles.



Cycle II

In Cycle II, the REAP strategy was explicitly taught. The researcher explained the procedure: students first read the text for 10 minutes, then encoded the author's ideas into their own words, wrote these ideas down, and shared them with peers. Finally, students collaborated in groups to discuss and ponder the text's significance before presenting their findings. The post-test results in this cycle showed significant improvement, with scores ranging from 70 to 95, indicating enhanced reading comprehension after using the REAP strategy.



Cycle III

Cycle III continued with the REAP strategy, featuring two sessions per meeting. Students found it easier to answer questions based on the text due to their familiarity with the REAP steps. The researcher closely monitored students to ensure adherence to the procedure. The text for this cycle described a person, Agnes Monica. Post-test results again showed excellent scores, with students scoring between 70 and 95, indicating a high level of comprehension.



Students' Reading Scores After REAP Strategy

A posttest assessed students' reading achievement after the REAP strategy treatment. This test involved 5-10 essay questions about a descriptive text. The results demonstrated significant improvement from pretest to posttest scores, with most students achieving good to excellent levels. The data revealed that posttest scores were substantially higher than pretest scores, indicating a significant improvement in reading comprehension. The study concluded that the REAP strategy was effective in teaching reading comprehension skills for descriptive texts to tenth-grade students at SMK N. 1 Dobo.

DISCUSSION

The REAP strategy can help the students improve their reading comprehension

Based on the results conducted at the tenth grade of SMKN 1 Dobo, it can be inferred that teaching students using the REAP strategy significantly improves their reading comprehension ability. Eanet and Manzo, as cited in Mehmed (2010:1), state that REAP is a strategy aimed at helping readers synthesize the author's thoughts in their own words, thereby improving their comprehension and writing skills to enable effective learning and remembering.

In this study, the researcher applied the Read, Encode, Annotate, and Ponder (REAP) strategy to teach reading descriptive texts and identify the main ideas. The class was divided into three groups of 3-4 students. The process involved several steps: a) Read: The teacher instructed students to read the text aloud and comprehend its content; b) Encode: Students summarized the gist of the text in their own words or wrote down difficult vocabulary; c) Annotate: Students wrote down their main idea about the content of the descriptive text; d) Ponder: Students considered the ideas by thinking, talking, and discussing with their group members, then created a comprehensive summary of the descriptive text.

Advantages and Disadvantages of Using the REAP Strategy

Advantages: a) Enhanced Reading Comprehension: Engaging with and rewriting the author's ideas in their own words helps students gain a deeper understanding of the text; b) Fostered Critical Thinking: The REAP strategy encourages students to analyze and critique the reading material, thereby promoting critical thinking; c) Improved Writing Skills: The strategy supports the development of students' writing abilities through summarization and annotation exercises.

Disadvantages: a) Time-Consuming: The REAP strategy involves a lengthy and complex process; b) Teacher Dependence: Successful implementation heavily relies on the researcher or teacher guiding the students through each step; c) Student Variability: The strategy requires accuracy and creativity, and students' abilities may vary, necessitating active guidance from the teacher.

The improvement in students' reading comprehension through the REAP strategy in the tenth grade of SMKN 1 Dobo was evident from their performance on tests conducted across the three cycles.

CONCLUSION

The implementation of the REAP (Reading, Encoding, Annotating, Pondering) strategy markedly improved reading comprehension among tenth-grade students at SMK Negeri 1 Dobo. The study revealed that engaging in the REAP process enabled students to better understand and retain the content of texts. Initially, students faced challenges with comprehension; however, by the end of the study, their scores showed substantial improvement, with all students achieving scores in the good to excellent range. The REAP strategy facilitated effective learning by helping students engage deeply with the material through the processes of reading, encoding, annotating, and pondering. Feedback from students indicated that the strategy was beneficial for enhancing both text comprehension and writing skills. While the REAP strategy demonstrated significant advantages, such as improved comprehension and critical thinking, it also presented challenges, including its time-consuming nature and the need for tailored guidance based on students'

varying abilities. Overall, the REAP strategy proved to be a valuable tool for enhancing reading comprehension and critical thinking skills, making a positive impact on students' learning experiences.

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