

THE R.E.A.P STRATEGY FOR TEACHING READING A NARRATIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

Jesi Putri Marantika¹, Fitrawati²
English Education Study Program
FBS State University of Padang
email: mjesiputri@yahoo.com

Abstrak

Tujuan penulisan artikel ini adalah untuk menjelaskan mengenai penerapan strategi *REAP* (*Read, Encode, Annotate, Ponder*) guna memotivasi siswa dalam membaca pada satuan pendidikan Sekolah Menengah Pertama (SMP). Melalui makalah ini diharapkan akan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa untuk membaca. Selanjutnya, dengan menggunakan strategi *REAP* (*Read, Encode, Annotate, Ponder*) ini diharapkan mampu menjadi alternatif untuk meningkatkan kemampuan membaca siswa Sekolah Menengah Pertama (SMP). Strategi ini mampu meningkatkan perhatian dan motivasi siswa selama kegiatan menulis berlangsung. Siswa juga mudah untuk berbagi ide saat membaca *narrative text*. Selanjutnya, strategi ini mampu meningkatkan motivasi membaca siswa dan membuat kerja kelompok mereka bermanfaat dalam belajar bahasa Inggris. Kemudian guru juga berkesempatan untuk mengajarkan bahasa Inggris, terutama membaca, dengan lebih menyenangkan.

Key words: *REAP Strategy*, teaching reading, narrative text, junior high school

A. Introduction

English language as a skill is divided in to two parts of language function: oral and written form. English is learned by students from elementary school level until university level. In studying English, students get the four basic skills; listening, reading, speaking, and writing. In addition it also gives students the opportunities to know more about the world. So that, the Indonesia government emphasize that English becomes one of the prior subject at school.

One of the important basic skills which are taught in English is reading skill. In reading, students learn through catching the information, growing their critical thinking, remembering their background knowledge, and getting the new knowledge from the passage they have read. Every level of students has different ability in reading. Elementary school students are supposed to understand the sentences. Then in high school they are hoped to understand about a text or a passage such as, descriptive text, procedure text, narrative text, etc. As said in Content Based Curriculum (*KTSP*) (2006); reading is one of English skills that should be learned and mastered in any level of education from elementary to senior high school. Although students have learned

¹ Student of English Language Teaching Program of FBS UNP graduated on March 2013

² Advisor, lecturer of FBS Universitas Negeri Padang

English since they are in elementary level, in junior high school some of them still have difficulties in comprehending the text.

The English teachers can use the REAP strategy as a various strategy in teaching reading. REAP is an acronym stand for *Read, Encode, Annotate, and Ponder*. In REAP strategy; the students learn to take the content of the text by four steps. The first one is reading whole text, may be one or two times. The second step is encoding the author's ideas into their own words. The next step is annotate, in this step; the students take a note about what the ideas in a piece of paper. The note that they take should in they own language, those idea in writing for oneself or for sharing with others. The last step is pondering the annotation. In this step the students pondering or make the consideration or conclusion about what they have made in their annotation. The pondering activities can be done by thinking by themselves, or talking and discussing with the members of the group.

REAP strategy can be use in reading many kind of texts such as narrative, report, descriptive, exposition, etc. In this paper only explain how to use REAP strategy in teaching narrative text. Narrative text mostly learned since the students are in elementary school and in junior high school it is almost learned in every semester based on the Syllabus. Narrative text is a text which has function to amuse or entertain the reader. Montgomery (2001) states "Narrative text is a text that contain a story about series of events, usually in sequence and often with one event causing another". Furthermore, Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Anderson (1999) states that a good narrative uses word to paint a picture in our mind of: a. What characters look like (their experience), b. Where the action is taking place (the setting), c. How things are happening (the action).

The characteristics of narrative texts among others: a. It tells us about a story of event or events, b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time, c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

The purpose of this article is to explain how to teach reading a narrative text for Junior High School students by using REAP strategy.

Reading become one of the important skill in our life, by reading we can get the information from the text. Duffy (2003) states reading is the process of recognition, interpretation and perception of written or printed material. It means that our brain needs to recognize, interpret, and make perception by our self about the content of reading material should be understood. Some of us might be have different idea about one material in the text with the others. Harmer (2007) explains that there are several principles of teaching reading, as follows: a. Allow the students to read, b. Encourage the students to respond

the content of reading text, c. Predict is a major factor in reading, d. Match the task to the topic.

One of the strategies in teaching reading is by using REAP strategies. In this strategy, teachers guide the students to comprehend a narrative text easily. According to Eanet and Manzo (1976) in Tierney, Readence & Dishmer (1980) REAP is an acronym for *Read, Encode, Annotate, Ponder*. In addition, they also say that this technique starts from the premise that readers best when asked to communicate the ideas gleaned from a passage they have read.

The REAP strategy technique consist of:

R: *Read* to gather the author's ideas;

E: *Encode* the author's ideas into one's own language;

A: *Annotate* those ideas in writing for one or for sharing with others;

P: *Ponder* the significance of the annotation.

Eanet and Manzo (1976) also add some more explanation about REAP strategy as follow:

Read is the first step in REAP strategy. In this step, the reader read the whole text. The purpose of this activity is to catch the main idea or the main content of the text. In reading step, the reader can read the text about one or two times, the others may be three time. It is according to the reader ability in catching the idea from the text.

The second step is *Encode*, in this step reader explore the idea into their words. In encode step it is demanded the critical thinking of the reader to concept the idea of the text into their own understanding. Every reader may be has different way and different language to understand the text.

The next step in REAP reading strategy is *Annotate*, this is the key process of REAP strategy. In this step the readers write down what they have got in *Reading* and *Encode* step before.

The last step in this strategy is *Ponder*; this step is done by reviewing by the reader itself, then sharing and discussing with the others.

In addition Manzo, Manzo, and Albee (2002) states that REAP primarily is a cognitive enrichment approach that teaches students to think more precisely and deeply about what they read, by following the four-step strategy symbolized by its title: Read, Encode, Annotate, and Ponder.

In conclusion, the REAP reading strategy has four steps to be followed. First Read, when students read the text, the second encode, when students take the main ideas in their own language. The next step is annotated, when the students, take a note in a piece of paper about the text. The last step is ponder, in this step the students discuss with the friends or the member of the group and make the brief summary and moral value from the text they have read.

Here by using REAP strategy, the readers do not need to understand all of the meaning of every word in the text. In REAP strategy the students can use their own language in take the content of a narrative text. In using REAP strategy the teachers can lead the students to comprehend the narrative text easily. The narrative text have a generic structure, commonly the generic structure of narrative texts is same, such as: orientation, evaluation, complication, and resolution. If the teacher can lead the students to find out

these generic structures, the students can understand the plot or the story line of a narrative text.

B. Discussion

The curriculum that is used in Indonesia now is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This curriculum states that the standard of the competences and indicators that should be achieved by the students based on levels of education (in *Depdiknas*, 2006). There are three steps in teaching reading process:

1. Pre- teaching activities
2. Whilst- teaching activities
 - a. Exploration
 - b. Elaboration
 - c. Confirmation
3. Post- teaching activities

1. Teacher's preparation

Teachers need to do some preparation before they begin to teach reading in order to make the teaching process run well. The first thing the teacher should do is to make a lesson plan. In lesson plan teachers can express all of their teaching procedure step by step. So that, before the teaching process begin, the teachers already know what they suppose to do from the lesson plan they have made.

2. Teaching Process

a. Pre - teaching activity

In this activity the teachers help the student in building their background knowledge about the topic that being discussed in the text that will be learned. The activities that can be done in this step are by showing some pictures, the title of the text and asked some questions.

The question which is appropriate to given while showing the pictures such as the following questions:



1. What do the men do in the picture 1?
2. Do you think they want to go somewhere?
3. Have you ever seen the tree in picture 1?
4. Where did you see that?

After give some question above, the students may have some references in their mind about text that they will read. The next step is dividing the students into some group. In each group of students consist of three or four peoples. As there are four steps in REAP strategy, being

in some group helps students in the steps that they will do in REAP reading strategy. After that the teacher tell to students that in this reading season, they will use the REAP strategy.

b. Whilst teaching activities

1. Exploration

In this step the teachers introduce the strategy that will be used by the students and also the teacher. The teachers should make the students clear about the REAP strategy. The first introduction is about R; read, most of students know this term. The next explanation is about E; encode, this term is about pick up the gist from the text they have read by using they own language.

The third explanation is about A; annotate, in this step the student make a note or writing up the main idea in their note and still use they own idea . The last explanation is about P; ponder, in this stage the student should ponder or make the consideration about the ideas by thinking and talking with the other members of the group.

The use of explain the strategy before the learning process begin in order to avoid the confusing of student while doing the activity. After explain how to use REAP strategy the teachers show the table where the students can put what they have got in the steps as follow:

REAP	
<p>R: Reading</p> <p>Title of the text</p>	<p>E: Encode</p> <ul style="list-style-type: none"> - Main Ideas - Difficult vocabularies = Synonyms
<p>A: Annotate</p> <ul style="list-style-type: none"> - Orientation, - Evaluation - Complication, - Resolution. 	<p>P: Ponder</p> <ul style="list-style-type: none"> - Question to be discussing with group. - Summary, conclusion and moral value

2. Elaboration

In exploration stage, the students are already divided in some groups. Each group of students consists of three people. The first activity should teachers do is giving a text narrative to each member of the group.

Next, the teachers guide students to do the first phase of R.E.A.P. strategy; *Reading*, in this phase, the teachers can ask one of the students to read aloud in front of the class, during this students read aloud the others students listening carefully to him/her. After that the teachers ask each of students to read the text by two or three times by themselves. This activity may take time about 10 until 15 minutes.

The second activity is *Encode*; in this phase the teachers lead the students to explore their idea about that narrative text into their own words, also some of the difficult or new vocabularies. In this stage, the student may discuss to other member of their own group. In *Encode* step the teacher also add an activity; discussing the new or difficult vocabulary. This activity can be done by ask one students of each member to write down the difficult vocabularies in the whiteboard. After that, the teachers lead the discussion about the meaning or the synonym of the difficult vocabularies with the students. If it is necessary the students can check the unfamiliar words in the dictionary.

<i>Difficult or Unfamiliar Vocabularies</i>	<i>Synonym</i>	<i>Meaning</i>
Traveler	Explorer, tourist	Orang yang berpergian
Bare	Uncovered	Terbuka
Dusty	Dirty, covered in dust	Berdebu
Shade	Shadow	Bayangan
Shelter	Protection, cover	Melindungi
Branches	Twigs	Cabang
Companion	Friend	Teman
Bears	Produces	Menghasilkan
Indignantly	Angrily	Marah
Ungrateful	Unappreciative	Tidak berterimakasih
Scorching	Roasting	Pembakaran
Abuse	Cruel, Violent	Kasar
Spreading	Scattering	Menyebar

The third step is *Annotate*, this activity take time about 15 minutes. In *annotate* step, the student should write down their idea about the content of the narrative text given to them before. To make it easier, the students can make the generic structure of the narrative text they have read, such as orientation, evaluation, complication, and resolution of the story line and the contents of it. In this activity, the student work oneself.

The teachers take part in learning process by going around the classroom checking each group of students. In this activity there is possibility that there are some groups or students who are not understand about what to do in *Annotate* step.

The last stage of REAP strategy is *Ponder*, in this stage, the students work by group. They pondering the significance of text, by thinking, discussing, or talking with their member of the group, then make one perfect summarize about the narrative text given to them before. The summary is in they own language and about a half length of the text before.

3. Confirmation

In confirmation stage, the teachers ask to students to choose one member of the group to present their summary of text in front of the class. In this activity, teachers give comments to each group after finishing presenting the summary.

c. Post teaching activity

In this activity the teachers give the feedback to the students for the activity they have done before. The teachers can give the reward or the gifts to the group that has the best conclusion for the text that given by the teachers before. The gifts can attract students become more active in the class. Then the teachers conclude or summarize the lesson together with the students.

The teachers review the activities that have been done consistently. The teachers also can give the conclusion by herself/himself about the text, and also give the moral value from the text.

d. The Advantages of Using the REAP Strategy

The uses of the R.E.A.P strategy in teaching reading in junior high school students have some advantages as follow:

- a. By using R.E.A.P. strategy the students can comprehend the text with the new innovation in reading, not just by answering question like before.
- b. In R.E.A.P strategy the students can understand narrative text without trying hard to understand the meaning of each word in that text.
- c. In this strategy the students can develop their ability in encoding a text in their own language in *Encode* phase.
- d. In this strategy the student also can develop their skill in writing the annotation in *annotate* phase.
- e. By using R.E.A.P. strategy the student can share their idea with their friend in group about the content of text in *Ponder* activity.

C. Conclusion and Suggestion

Based on the discussion, it can be concluded that REAP strategy can be used as the alternative strategy in teaching reading, especially in teaching reading narrative text. This strategy make student feel that in reading a text, we do not have to understand the vocabulary one by one in the text. Besides that REAP strategy also develop students' ability write the annotation about the main ideas of a text. In addition, REAP strategy can expand students' critical thinking trough the ponder activity that can be done by thinking, talking, and discussing the new a

short composition of the text by others member of the group. Then, it can encourage the students' ability to work in group.

The strategy is an important part in teaching reading. If we use the right strategy, it can increase the possibility in achieving the goal of teaching reading. The REAP strategy can be one of chooses in teaching reading. The teaching reading also becomes more interesting if the teacher follow some suggestion bellow:

1. The teachers should know the common problems faced by the students.
2. The teacher should be selective and creative in using the strategy in teaching. The right strategy makes the reading class activity more enthusiastic for the students and also for the teachers. Especially in teaching reading, the old model of teaching reading like just read and answer the question should be left.
3. The teachers also should pay attention to the material text which is given to the students. The appropriate material in the text also can draw the students' interest in read and explore the text.
4. In teaching process, the teachers should be more creative and careful in arrange the learning process. The time on hand should be use maximally.

Note: This article is written based on the writer's paper whose advisor is, Fitrawati, S.S.,M.Pd

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