USING REAP (READ, ENCODE, ANNOTATE, PONDER) IN TEACHING READING

Rutela Renette
University of Bengkulu
telarenette@gmail.com

Abstract

This article aims to explain the use of REAP Strategy in teacing reading. Different reading strategies are needed for different reading purposes. It is aimed to help readers achieve their purposes in reading, whether for gaining information or for pleasure. By using Read, Encode, Annotate and Ponder (REAP) Strategy, it was expected that the students can improve their reading comprehension. It was assumed that Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem. It was because every steps in REAP strategy had some advantages in order to help students understanding a text.

Keywords: *Reading Comprehension, REAP Strategy*

1. INTRODUCTION

English has four language skills that should be mastered by students. There are listening, speaking, reading, and writing. From all those skills, reading has the most emphasis in teaching and learning especially in Indonesia. It is because Education Institution is focused on the goal of the final examination (Ujian Nasional). Every students at the end of grade 9 (Junior High school) and grade 12 (Senior High School) must pass the examination. The examination of English course involves mostly two language skills, they are listening and reading. Generally, the examination test's questions dominantly consist of reading passages. Therefore, the students are expected to be good in reading to pass the English examination.

The students can be a good reader if they can reach the goal of reading itself. As Nunan (2003) states that the goal of reading is comprehension. Reading comprehension refers to the ability to understand information presented in written form. Mendonce (2012) states reading comprehension is the level of understanding of text. This understanding comes from readers' interaction between the text and how they use their knowledge outside the text. In order to pass the examination, the students are expected to be good in reading. In addition, according to Alyousef (2005), reading itself is viewed as an interactive process between a reader and the text being read. It means in the process of reading, readers get information through deep thinking process of the text being read. Therefore, in teaching a language, teacher should encourage students to comprehend the given materials.

In order to help the students comprehended a text, there were some learning strategies in teaching that could be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP) strategy. Read, Encode, Annotate and Ponder (REAP) was a strategy for helping readers to read and understand a text. According to Allen (2004), the use of this strategy will cause the students to revisit the text during each stage of the REAP process. The students also learn to represent main ideas and the author's message in their own words. After that, they do the ponder stage. They should connect with the text through analysis and synthesis of their reading. According to Eanet and Manzo (1976), the purposes of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

By using Read, Encode, Annotate and Ponder (REAP) Strategy, it was expected that the students can improve their reading comprehension. It was assumed that Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem. It was because every steps in REAP strategy had some advantages in order to help students understanding a text. The Read step was aimed to help the students to revisit the text. The Encode step allows students to understand the text

by restating main ideas and important points of the text in their own words. The Annotate steps can improve the students' attention and make reading a more active process (Strode, 1993). This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words. The Ponder step allows the students to make a personal connection between the texts with their understanding.

2. DISCUSSION

Because reading comprehension is viewed as a complex process of truly understanding a text, it is important for teacher to comprehend some principles in teaching reading. Nunan (2003) stated that there are eight principles of teaching reading, (1) exploit the reader's background knowledge, (2) build a strong vocabulary base, (3) teach for comprehension, (4) work on increasing reading rate, (5) teach reading strategies, (6) encourage students to transform strategies into skills, (7) build assessment and evaluation into your teaching and (8) strive for continuous improvement as a reading teacher. Those principles will help the teacher to teach reading in order to help students reach the main goal of reading. That is comprehension.

In teaching reading comprehension, teacher also has some responsibilities (Nuttal, 1996). They are (1) enjoying and valuing teachers' reading, (2) helping students to enjoy and value reading, (3) understanding what reading involves, (4) finding out what the students' can and cannot do (5) choosing valuable text to work on, (6) choosing and advising effective tasks and activities, (7) preparing the students to undertake the tasks, (8) making sure that everyone works well and to their full efforts. And (9) monitoring progress. As professional, teacher should be paid attention to those responsibilities. Those responsibilities are a guide for them to help students comprehend and enjoy in the process of reading.

As a teacher, students also have some roles in learning reading. Based on Nuttal (1996) there are five roles of students in learning reading. The roles are (1) the students should be active and be a part of learning, (2) the students should understand how the texts are and what they do when they read. (3) The students have to learn text talk, (4) the students should be aware that they have to take the risk of making mistakes. If they do not realize it, they do not learn much and (5) they are not allowed to cheat. The teacher can control the students in reading class by understanding the students' roles in reading. Those roles are useful to monitor them in reading process.

Based on the statements above, It can be concluded that the teacher should know the responsibilities of the teacher in teaching reading comprehension. It will help the teacher to do what should do when teaching reading. The teacher also should know the roles of teacher and roles of students. The knowledge of roles teacher and roles learner in reading activities will help the teacher to teach effectively, especially for teaching reading comprehension.

Reading strategy can be defined as a learning technique or behavior of students in comprehending and getting information from the written materials. According to Garner (1987), reading strategy is an action or series of action employed in order to construct meaning. In line with this, Block (1986) states that reading strategies indicate how the readers cohesive a task, what textual cue they attend to, how they make sense of what they read, and what they do when they do not understand. In addition, the term of reading strategies refers to the mental operation when readers purposefully approach a text and make sense of what they read (Barnett, 1988). In other words, when doing reading, the readers use some actions or learning techniques to get information from reading materials in order to make reading more effective and efficient.

Different reading strategies are needed for different reading purposes. It is aimed to help readers achieve their purposes in reading, whether for gaining information or for pleasure. As Sholes (2009) states that there are four purposes in reading, they are as follow: (1) reading for pleasure, example reading a comic or novel, (2) reading to find general information (3) reading to find a specific information, usually using scanning technique, (4) reading to learn subject that is needed for a class. Based on those purposes in reading, this research is concerned with reading strategies that used by students for academic purposes or reading for learning. In short, according to Sholes (2009) strategies used in reading for academic purposes can be skimming, scanning, and skipping unknown words.

On the other hand, according to Oxford (1990), there are two kinds of leaning strategies that can be applied in reading. They are direct strategies and indirect strategies. Direct strategies consist of memories strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies that can be used in reading are metacognitive strategies. In line with this, Oxford (1990) also elaborates each of the strategies. Firstly, memories strategy in reading is a strategy involves guessing intelligently using linguistic clues or using other clues. Secondly, cognitive strategy is a strategy that enables the students to manipulate language material in direct way (e.g. reasoning, analyzing, summarizing). Thirdly, compensation strategy is a strategy that can help the learners make up for missing knowledge (e.g. guessing meaning, using synonyms). Fourthly, metacognitive strategy is employed the students for managing learning process overall (e.g. self-monitoring, paying attention).
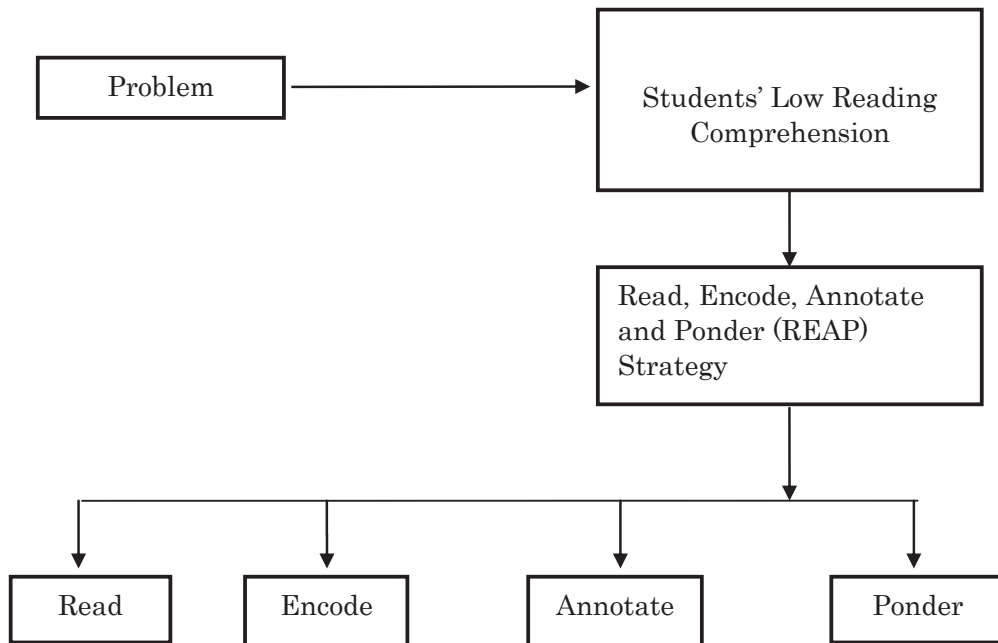
Based on those learning strategies, REAP (Read, Encode, Annotate, and Ponder) strategy is categorized in cognitive strategy. It is because REAP strategy will allow the students to make predicting, recalling, summarizing, making inference and drawing conclusion of the text. Those steps in REAP also useful to help students to comprehend the text by connecting the text with their understanding.

Read, Encode, Annotate and Ponder (REAP) is a reading comprehension strategy that is proposed by Eanet and Manzo in 1976. Based on Eanet and Manzo (1976), REAP strategy can be defined as a strategy to develop students to greater understanding of writer's roles in writing and improve their reading comprehension. Now, there are some definitions of REAP strategy by some experts. According toManzo, Manzo, and Albee (2002), REAP strategy is a comprehension strategy that requires students to follow four steps which support a more meaningful and thorough understanding of texts during reading. In line with this, Strode (1993) states that REAP strategy is an annotation strategy for improving reading comprehension and also writing skill. Annotating strategy means a writing-to-learn strategy used while read and reread a text. On the other word, annotating strategy is a strategy that annotates or marks a text to identify important information and records the readers' idea.

The steps in REAP strategy includes into four steps (Allen, 2004). The first steps in REAP strategy is Read step. In this step, the students will be asked to read a text selection by the teacher. After that, in Encoding step, the students try to encode by putting the gist of what they read in their own words. Then, the students follow Annotate step. In this step, the students will be asked to annotate the text by writing down the main ideas (notes, important words, and quotes) and writer's message. Finally, the students do Pondering step. In this step, the students ponder what they have read by thinking and talking with others in order to make a personal connection, develop the questions and connect their reading with others reading. Those all steps are designed to guide the students to comprehend a text and interpret the text clearly by their own words.

Moreover, The REAP strategy has some purposes. According to Hoover (2000), The REAP strategy aims to help the students as readers to become more effective readers and to think critically about the material that they have read. In line with this, Allen (2004) also states that the implementation of the steps in REAP strategy can make the students revisit the text during the process of each steps. In other words, by following each steps in REAP, students learn to make a connection between a text and their own words. It will enable them to comprehend a text and communicate their understanding based on the text.

Based on the steps in REAP, the REAP strategy has some advantages to help students comprehending a text. Firstly, the students can revisit the text several times as they work through the REAP process. Secondly, students can understand the text by restate main ideas and important points of the text in their own words. Thirdly, the students also can make a personal connection between the texts with their understanding. And the last, annotating steps can improve the students' attention and make reading a more active process (Strode, 1993).

ISELT-4
2016

```
┌──────────────┐                    ┌──────────────────────┐
│   Problem    │ ─────────────────▶ │  Students' Low Reading │
└──────────────┘                    │     Comprehension     │
                                    └──────────────────────┘
                                              │
                                              ▼
                                    ┌──────────────────────┐
                                    │ Read, Encode, Annotate │
                                    │ and Ponder (REAP)      │
                                    │ Strategy               │
                                    └──────────────────────┘
                                              │
        ┌────────────┬───────────────┬────────┴────────┬──────────────┐
        ▼            ▼               ▼                  ▼
  ┌──────────┐  ┌──────────┐   ┌──────────┐      ┌──────────┐
  │   Read   │  │  Encode  │   │ Annotate │      │  Ponder  │
  └──────────┘  └──────────┘   └──────────┘      └──────────┘
```

The first was Reading step. In reading, the researcher asked the students to read a narrative text provided by the researcher. The students were asked to notice some main ideas of the paragraphs from the text. The second step was Encoding. In this step, the researcher asked the students to encode the text by writing down the main ideas of the text in their own words. The third was annotating steps. The students annotating the text using quotes phrases or words. The last, the students did pondered the text by engaging in discussion with peers. After that, the students were given some questions to be answered based on the text that they have read. The researcher monitored the students in doing each of steps.

3. CONCLUSION

The successful of improving the students' reading comprehension by using the REAP strategy also influenced by the materials chosen and the teacher attitudes such as giving help, monitoring them, giving motivation and control the class. Beside the materials chosen, the improvement is also influenced by the teacher's attitudes such as giving help, monitoring them, giving motivation and controls the class. Based on the discussion above, it can be concluded that the REAP strategy could better improve students' reading comprehension. And, it is influenced by the factors of material chosen and the teacher giving help, monitoring them, and controlling the class.

REFERENCES

Allen, Janet. *Tools for Teaching Content Literacy*. Portland, Maine: Stenhouse, 2004. Print.

Alyousef, Hesam Sulaeiman. *Teaching reading comprehension to ESL/EFL learners*. *The Reading Matriz5*.2 (2005): 143-154. Web. 17 December 2012.

Eanet, M. G. and Manzo, A. V. "REAP - A strategy for improving reading, writing, study skills". *Journal of Reading*, 1976. p.g 19. Web. 17 December 2012

Ferrance, Eileen. "Themes in Education:Action Research". *Brown University: Northeast and Islands Regional Educational Laboratory (LAB)*, 2000. Web. 01 January 2013.

Hoover, J. John. "Study skills and the education of students with learning disabilities". *Journal of Learning Disabilities*, 2000. p.g 46. Web. 17 December 2012.

Mendonce, Shiny. *Role of Proper English Pronunciation in Projecting a Better Personality,* 2012. Web. February 01, 2013

Nunan, David. *Practical English Language Teaching*. New York: McGraw-Hill Education, 2003. Print.

Nurgiyantoro, Burhan..*Penilaian dan Pengajaran Bahasa Indonesia dan Sastra.* Yogyakarta: BPFE, 2001. Print.

Risqianita, Alisa. "The Effect of Reading, Encoding, Annotating, Pondering (REAP) Toward the Students' Reading Achievement (An Experiment Study of the First Grade Students of SMA N 3 Tegal)". *Tegal: Pancasakti University*. 2011. Web. 05 June 2012.

Sagor, R. *The Action Research Guide Book: A Four- Step Process for Educators and School Teams.* Thousand Oaks, CA: Corwin Press, 2004. Print.

Strode, S.L. "An adaptation of REAP for the developmental reader". *Journal of Reading*, 36 (1993): 568-569. Web. 09 Desember 2012.

Sudijono, Anas. *PengantarStatistikPendidikan.* Jakarta: PT. Raja GrafindoPersada, 2009. Print.

Tasdemir, Mehmet. *The Effects of The REAP Reading Comprehension on Students' Success,* 2010. Web. 05 June 2012

Taylor-Powell, E. and Renner, M. "Analyzing qualitative data". *Madison, WI: University of Wisconsin Extensio*n. (2003). Web. 05 January 2013.