

Research Article

The implementation of REAP strategy to improve students reading comprehension of analytical expository text in digital era

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Abstract.

This research aimed to investigate the implementation of Read, Encode, Annotate and Ponder (REAP) strategy using technology to improve analytical exposition text comprehension of the private senior high school students. The research was in an experimental study with pre-test and post-test design. In experimental class consisted of 26 students and in the control class consisted of 26 students as the sample of this research. The data were collected by using reading comprehension test with *multiple-choice* form and analyzed by using t-test formula. The finding showed that there was a difference mean-score before and after using REAP Strategy. So, by implementing REAP Strategy to students' analytical exposition text comprehension at grade XI of private senior high school students in Indonesia in digitalization era, the students' reading comprehension improved. Moreover, it is suggested next researchers, to conduct a deeper exploration in teaching expository texts using REAP strategy.

Keywords: REAP strategy; digital era; senior high school

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1. Introduction

Reading is one of the most important language skills to be learned since reading is a window of knowledge. By reading, readers can get much information and become knowledgeable. Reading also helps the readers to enrich their vocabulary by knowing some new words from the book they read, improving writing skill and also speaking by remembering every new words and information they have got. Reading is exactly very beneficial not only for increasing reader's knowledge but also entertain them, such as when they read a comic, novel or funny short story.

Reading should be mastered by students because it is one of the factors that help the learning process. It is an essential capability, and also needs to required by all students because the success of their study depends on their capability to read. It means that

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the students should have a good ability in reading. Without having the ability to read, it will make the students get difficult to get information or master the lesson given by the teacher. Furthermore, traditionally reading English texts is not the current ways to read; using technology will make teaching reading is more interesting. By giving the students reading materials in digital way, it is believed can improve their motivation and habit in reading, as stated by Ding[1] that technology has affected to the college students' reading habit. However, in this investigation, it was done to the students in senior high school; and it is assumed that REAP strategy used based-technology reading materials can also be useful for improving students' reading comprehension.

Reading is an activity with a specific purpose, meaning that readers have something that would be reached by doing the reading activity itself, such as gaining the necessary information or even getting pleasure, but the main point is to understand what the text or author talks about. In other words, the reader should comprehend the text to reach his purpose to do the reading activity. As Nunan states that comprehension is the goal of reading [2]. Reading without understanding is nothing more than tracking symbols on a page with your eyes and sounding them out. Furthermore, reading comprehension is a mental process in which the readers try to understand the meaning in text by interpreting what has been read in order to find the idea given by the writers [3]. Further, reading comprehension means the process of mental concerning the ability of the readers trying to get the meaning, then trying to interpret it due to find the new information stated by the writers [4]. Therefore, to get the idea from the text we read, we have to interpret the text appropriately, although it is not as easy as we think. So, reading comprehension is the act of understanding or getting information from the outside, processing in mind and try to interpret it.

In reading skill, students of private senior high school Padangsidempuan face some difficulties to comprehend the text because of some factors[5]. Some factors influence the students in mastering reading skill in low ability. They are internal and external factors. The internal factors come from the students themselves; such as lack of vocabulary, unable to comprehend the text when they read, had difficulties in interpreting words, and rarely try to predict the meaning of unfamiliar words. While the external factors come from the teacher; using discussion strategy, explaining about the reading topic, asking the students to comprehend, and answering the question. These ways are less appropriate in teaching analytical exposition text. In this case, the teacher should have an effective technique. The technique should make reading becomes an interesting lesson for the students.

In the learning process of reading, the teacher should be more creative. To make the students interested in studying English, especially reading; the teachers should have various strategies. One of the strategies is REAP (Read, Encode, Annotate and Ponder (REAP) strategy. It is an effective strategy that encourages students to share the ideas encountered in their reading[6] because REAP teaches students to think more deeply about the text they read. REAP strategy was first developed in early 1976 by Eanet & Manzo to stress the use of writing as a means of improving thinking and reading[7]. REAP strategy develops independent reading skills by encouraging the readers to put the main idea of the passage into their own words, with assisting long term memory. In conclusion, this strategy guides the students to understand the texts and make connections about what they have read.

The result of many researches shown that REAP strategy can help students overcome reading problems on comprehending the text. Muhammad Holandyah[6] found that there was a significant improvement after using REAP strategy. Another previous study by Dawit Tibebe Tiruneh[8] shown that REAP strategy gives a significant effect on students' reading comprehension. Besides, Rannete[9] and Sasmita[10] have also provided some proves that REAP could improve students' reading comprehension. So, REAP strategy has any effect on students' reading comprehension. What has been done by the previous researchers were similarly with this research, meanwhile, they did the investigation on a general understanding of English texts, whereas this research was to identify the effect of REAP to comprehend analytical exposition text.

Based on the above explanation, the authors were interested in introducing REAP strategy to teach reading at grade XI private senior high school students in Padangsidempuan; this was done by using various types of English texts, with traditional materials and digital materials. The authors wanted to know whether REAP Strategy could give a significant effect on students' reading comprehension or not. Based on the explanation, the main objective of this research is to examine whether there was any significant effect of implementing REAP strategy to students' reading comprehension on analytical exposition texts in the digital era or not.

2. Methods

This research was in quantitative approach with the experimental method. Two classes have been chosen for supporting this research: class XI PI-1 as experimental class and class XI PI-2 as control class with 26 (twenty-six) students in each class. They were from

private school “SMA Nurul Ilmi” Padangsidempuan. The authors used pre-test and post-test to both classes. The procedures of the research were by giving pre-test, treatment (teaching the students using REAP strategy), and post-test. Then, to analyze the data, the t-test is used; it is to prove the hypothesis whether it is accepted or rejected. If t_{test} is higher than t_{table} , the hypothesis is accepted; on the other hand, if t_{test} is smaller than t_{table} , the hypothesis is rejected.

3. Results and Discussion

The multiple-choice test about analytical exposition text was the reading comprehension test, and it was done in pre-test and post-test. After taking the data, the calculation of the result of the test in pre-test and post-test for the experimental group describe as follow:

TABLE 1: the score between Pre-test and Post-test in Experimental Class.

Description	Pre-Test	Post-Test
Total	890	1940
Highest score	70	95
Lowest score	15	60
Mean	37.68	74.68
Median	35.87	73.18
Modus	36.46	72.7

In the experimental group, it is seen that the score in pre-test and post-test is different; the result of post-test is higher than pre-test. The lowest score of the students in the pre-test, before taking the treatment of REAP strategy, is very low (15). After giving the treatment, the students’ lowest score is 60; it means that the students get better in reading comprehension after practising reading by REAP strategy. From the result of the higher score in the pre-test, the students get 70, while in post-test getting better, it is 95. Also, when it is seen from the result of mean-score, the students got 37.68 in pre-test, and 74.68 in post-test. It can be said that REAP strategy has given good effect to the students in reading expositional text, because there are the significant different between the result in pre-teas and in post-test.

To get figured out of pre-test and post-test data description in the experimental class clearly and thoroughly, presents the histogram in the following:

From the figure above, it can be seen clearly the differences between both tests; it is seen that the result of the test before applying the REAP strategy in teaching

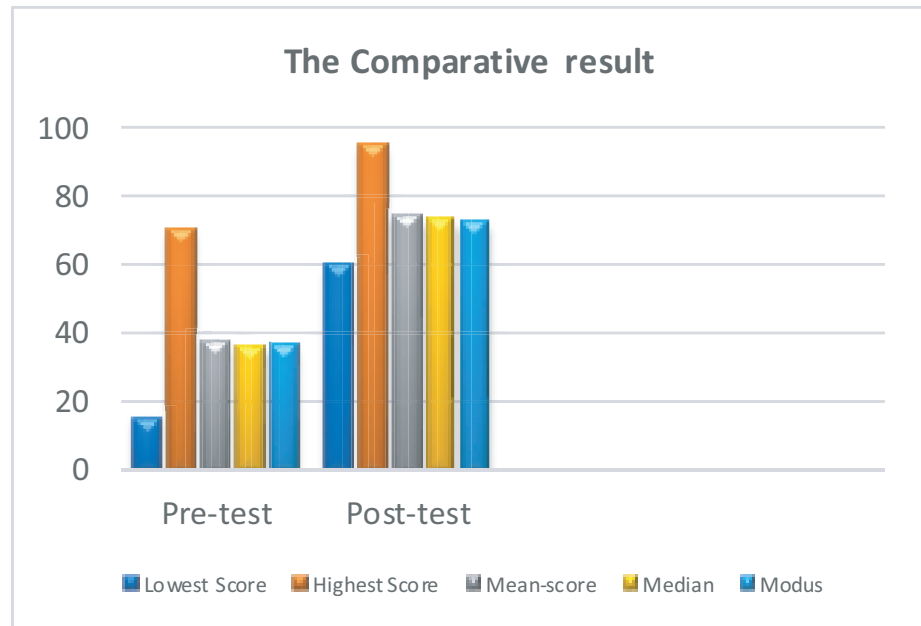


Figure 1: Comparative result of the score between Pre-test and Post-test in Experimental Class.

reading exposition text using blended reading materials to the students was lower than after. So, it can be said that REAP strategy is good using in teaching the students for understanding English texts, especially for expositional text.

If it is compared to the result of the control class, it can be seen on the differences of the lowest, highest score, and mean-score for each class and each test. It can be seen in the table below:

TABLE 2: the score in control and experiment class.

	Control Class		Experimental Class	
	Pre-test	Post-test	Pre-test	Post-test
Lowest Score	15	55	15	60
Highest Score	70	85	70	95
Mean-score	36.01	71.45	37.68	74.68

From the data it is shown that the lowest score is not so different for control class and experimental class, but for the highest score has many differences. It is known that the range between pre-test and post-test in control class are 15, while the range for the experimental class is 25. So, it is indicated that there are differences between the students who are taught by using REAP and those who did not.

Next, to test the hypothesis, it is to know whether the effect of REAP to students' reading comprehension is significant or not, the t-test was used. The result of t-test displayed as follow:

TABLE 3: the result of t-test.

Pre-Test		Post-Test	
t-count	t-table	t-count	t-table
0.23	1.67591	4.34	1.67591

Based on the authors' calculation, it is found that t_{count} 4.34 while t_{table} 1.67591; it is stated that t_{count} is higher than t_{table} ($4.34 > 1.67591$); it means that the hypothesis was accepted. So, there was a significant effect of REAP Strategy to Analytical Exposition Text Comprehension of the Grade XI Students of private senior high school Nurul Ilmi Padangsidimpuan.

The result of this research has shown that reading strategies gave a better effect on students' reading comprehension. Many findings have shown that reading strategies gave improvement to the students' reading comprehension [11][12][13]&[14]. Reading strategies have good impact to help the students from primary schools up to the university level to comprehend English texts. There must be no reasons for annoying strategies as tools for helping readers or students in understanding reading materials.

What has been found here is also related to what has been stated by Eanet & Manzo [7] that REAP is good for reading. It is also in line to what has been proved by Hoover [9] that REAP strategy can develop students to a greater understanding of writer's roles and improve their reading comprehension has been related to what is found in this research. Both indicated that REAP is an appropriate strategy for reading comprehension, and in this research found that the result of means-score and t_{test} proved that hypothesis was accepted. It is also supported by the assertion of some findings [15][16] that REAP has proved giving significant effect to the students' reading comprehension. REAP was not only good for general reading comprehension but also good to promote the students' critical thinking [16]. In relation to this research, it is on the effect of REAP strategy to students' reading analytical expository text, Ika [17] has done it for exploring the students' reading of analytical exposition text. What has been found by Ika has the similarly to this research, and found the significant effective of the result. In addition, Riansyah and Yultisa [18] also found REAP can give significant effect to students' reading analytical exposition text. More specific to this era, in which various kind of reading materials can be used, text-based and digital materials; it supports to the students in the digital era [19]. Based on the explanation, it can be said that REAP can be a solution

for teaching reading comprehension to the students in every level of education to support the digital era of education.

4. Conclusions

In the result of the study, in this research, the implementation of REAP (Read, Encode, Annotate, and Ponder) strategy has given significant effect on the students' reading comprehension. It has made the students are getting better in understanding analytical expository text for the senior high schools' students in Indonesia, especially for the private senior high school students in Padangsidempuan. Based the finding, it is recommended that: 1) teacher must be encouraged to make interesting instruction to the students, such as by teaching thorough this strategy, 2) further research related to this topic needs to enlarge, and 3) more digitalized materials are necessary to support a current technology era.

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