

## Improving Students' Reading Comprehension On Narrative Texts Using Reap Strategy

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### ABSTRACT

The objective of this research was to find out whether or not there was significant difference on reading comprehension achievement between the eleventh grade students of SMA Karya Ibu Palembang who were taught by using REAP technique and those who were not. The population of this research was the eleventh graders of SMA Karya Ibu Palembang. 62 students were selected as the sample of this study by using purposive sampling technique. They were divided into two groups, experimental and control group. Each of them consisted of 31 students. To conduct this research, quasi experimental design was applied. The instrument for collecting data used was reading comprehension test that was distributed to the sample twice (pretest and posttest). There were 30 valid items of questions in the form of multiple choices. The result of the test was analyzed by percentage formula. The data obtained were also analyzed statistically by using SPSS. The result of the test showed that the significance two tailed was 0.027 which was lower than 0.05. With df 60, the result of independent sample t-test revealed that the t-table was 2.0003. As the t-obtained was higher than t-table (2.260), hence the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was confirmed. It can be said that there was a significant difference on reading comprehension achievement between the students who were taught by using REAP (Reading, Encoding, Annotating, Pondering) technique, and those who were not.

**Keywords :** Reading Comprehension, REAP Technique, Narrative Texts

### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui adakah perbedaan yang signifikan terhadap prestasi pemahaman membaca antara siswa kelas XI SMA Karya Ibu Palembang yang diajar dengan menggunakan teknik REAP dan yang tidak. Populasi dalam penelitian ini adalah siswa kelas XI SMA Karya Ibu Palembang. 62 siswa dipilih sebagai sampel penelitian ini dengan menggunakan teknik purposive sampling. Mereka dibagi menjadi dua kelompok, kelompok eksperimen dan kelompok kontrol. Masing-masing terdiri dari 31 siswa. Untuk melakukan penelitian ini, desain quasi eksperimental diterapkan. Instrumen untuk mengumpulkan data yang digunakan adalah tes pemahaman membaca yang dibagikan kepada sampel sebanyak dua kali (pretest dan posttest). Ada 30 item pertanyaan yang valid dalam bentuk pilihan ganda. Hasil tes dianalisis dengan rumus persentase. Data yang diperoleh juga dianalisis secara statistik dengan menggunakan SPSS. Hasil tes menunjukkan bahwa signifikansi two tailed adalah 0,027 yang lebih rendah dari 0,05. Dengan df 60, hasil dari sampel independen t-test menunjukkan bahwa t-tabel adalah 2.0003. Karena t-hitung lebih tinggi dari t-tabel (2,260), maka hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) dikonfirmasi. Dapat dikatakan bahwa ada perbedaan yang signifikan pada pencapaian pemahaman membaca antara siswa yang diajar dengan menggunakan teknik REAP (Reading, Encoding, Annotating, Pondering), dan mereka yang tidak.

**Kata kunci:** Pemahaman Membaca, Teknik REAP, Narrative Texts

## 1. Introduction

Language is the way to communicate with each other. Nowadays, people need to use lingua franca (as known as English language) to gain communicate with another in the whole world (Nissa, & Mubarak, 2018). Harmer (2007:1) states that today English is the world most widely studied foreign language. Indonesian people use English as a second language, so they have to learn English at the school or other places. In teaching learning process, there are four skills to be taught: listening, speaking, reading, and writing. The most important skill to be taught and learnt in foreign language acquisitions, it is reading skill.

Furthermore, there are four English skills that need to be mastered by English learners. They are reading, listening, writing, and speaking. One of the important skills is reading skill. Reading is a part of daily activities which is always done by students or everyone to find something that they want to know and to check some information. Furthermore, Nunan (2003) states that reading is essential skill for learners of English because reading has a fluent process of readers combining information from their own background knowledge to build meaning. According to Mikulecky (2008:1), reading is a conscious and unconscious thinking process. It means that readers have to apply many strategies for reconstructing the meaning which is assumed to have intended by the author. Moreover, by reading readers can analyze what the writers' purpose in the text so that they can get message and information from what they had read.

In addition, reading with comprehension is very important to understand English text and conclude the meaning of English text. Comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. Therefore, students must be able to comprehend their reading materials. Moreover, the students are supposed to pass the national examination in which reading comprehension questions become the dominant items tested in the exam for English subject. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

Students' reading comprehension of narrative text refers to the students' ability to identify the main idea, detail information, inference, reference, and vocabulary (similar and contrary meaning) from words in the narrative text that was measured by reading comprehension test. Narrative text is a text that aims to tell a story that has a series of chronological events. Narrative text is a story tells about something interesting that purpose to amuse, and entertain such as folklore, fairy tales and so on. Narrative text consisting of: Orientation, complication, and resolution.

However, there were some problems that writers found in the teaching and learning process of English in SMA Karya Ibu Palembang. Students still had difficulty in learning English especially in understanding English

narrative text. Some students considered reading English narrative text was difficult. Based the preliminary research that the writers found, some students got difficulties in understanding and interpreting the English narrative texts due to some reasons such as lack of vocabulary mastery, uninteresting technique used by teachers in teaching reading, lack of facilities and infrastructure in supporting the teaching and learning of reading English narrative text.

The lack of language knowledge and motivation were mostly carried out English reading problems while student personality, learning methods and teacher personalities (Dara, 2019). As the result, students reading achievement was below the expectation. To solve those problems, this study offered an alternative teaching strategy by using REAP. According to Sholihah (2017), REAP is a technique for helping readers read and understand a text. REAP is acronym of Reading, Encoding, Annotating, and Pondering. The REAP technique consists of four steps: (1) R is read the text, (2) E is encode the text by putting the gist into own words, (3) A is annotate the text by writing down the main idea (notes, significant words, quotes) and the other's message, and (4) P is ponder the text by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading text.

Allen (2004) states that REAP technique is the technique that is used to improve reading comprehension skills of readers by helping them synthesize an author's ideas into their own words and it also develops students' writing ability as a future study and recall of ideas they acquire through reading. Allen (2004) further explain that the use of this technique will cause the students to revisit the text during each stage of the REAP process by representing main ideas and the author's message in their own words and connecting with the text through analysis and synthesis of their reading.

Based on the result of study from Santi (2015), teaching reading through REAP technique had a significant influence on students' reading skill. It was found that students' reading achievements after being given the treatment using REAP strategy was higher than students' reading achievements before they were given the treatment. In other words, REAP strategy was found to be helpful and effective towards students' reading skill improvement.

From the explanation above, the writers were interested in conducting study entitled "Improving Students' Reading Comprehension on Narrative Text using REAP Strategy".

### A. Research Questions

Based on the above-stated background, the research questions were formulated "Was there any significant difference on reading comprehension on narrative text achievement between the students who were taught by using REAP strategy and those who were not?"

*B. Objectives of the Research*

In relation to the problems above, the objectives of this research could be formulated “To find out the significant difference on reading comprehension achievement between the students who were taught by REAP strategy and those who were not”.

*C. Research Hypotheses*

In conjunction with the problems and objectives of the research, the researchers proposed hypotheses as follows:

Null Hypotheses (H<sub>0</sub>): There was no significant difference in reading comprehension achievement between the students who were taught by REAP strategy and those who were not.

Alternative Hypotheses (H<sub>a</sub>): There was significant difference in reading comprehension achievement between the students who were taught by REAP strategy and those who were not.

*D. Research Methodology*

This research used a quasi-experimental design. In this design, a popular approach to quasi experiment design, consist of two groups (experimental and control group), pretest and posttest. Pretest is the test which is given to the students before the treatment. The posttest is the test given to the students after the treatment to find out the students’ achievement. Both groups had taken pretest and posttest. Experimental group got treatment by using REAP and control group got treatment by using lecturing method. The design of pretest and posttest can be seen in Table 1.

**Table 1. Pretest And Posttest Non Equivalent Control Group Design**

Group A	O <sub>1</sub> (pretest)	X (treatment)	O <sub>2</sub> (posttest)
Group B	O <sub>3</sub> (pretest)	(lecturing method)	O <sub>4</sub> (posttest)

Source: Creswell (2009, p.160)

*E. Population and Sample*

The population of this research was all the eleventh grade students at SMA Karya Ibu Palembang in academic year 2017/2018. The distribution of the population is presented in Table 2.

**Table 2. Population Of The Research**

No	Grade	Total
1	XI. IPA.1	31
2	XI. IPA.2	31
3	XI. IPS.1	30
4	XI. IPS.2	30
5	XI. IPS.3	28
<b>Total</b>		<b>150</b>

*F. Procedures of REAP Strategy*

The use REAP strategy can cause the students to revisit the text (Fauziyah, 2014), she further states that during each stage of the REAP process. (1) In the

reading stage, the students read to figure out the writer’s message while taking note of the title and author. (2) As students move into encoding, the students must take what they have read and place it into their own words. This allows the students to internalize the content of the reading while thinking about representing the main ideas, message in the author’s and their own words. (3) Once in the annotating stage, students look at the main ideas and the author’s message by writing a statement that summarizes the important points. Annotations are brief summaries of a text that explain and or critique the text. Annotates can be done by writing the message in notes or in a journal form. In this stage, the student should look at important words and quotes of the text. (4) Once students move to the pondering stage of this activity, they must connect with the text at a higher level through analysis and synthesis of the reading.

*G. Technique for Analyzing the Data*

The scores from pretest and posttest were categorized into some levels. The category level of reading comprehension achievement was presented in Table 3.

**Table 3. The Category Level Of Reading Comprehension Achievement**

Qualification	Score
Excellent	85-100
Good	70-84
Enough	55-69
Poor	41-54
Very poor	0-40

Source: The Students’ Report Book

Then, the data from pretest and posttest were analyzed by using statistical analysis by using SPSS 16 that was independent sample t-test. However, before the data were analyzed, the normality and homogeneity had been calculated.

*H. Validity and Reliability*

In this research, the writers used the content validity. According to Cresswel (2012), validity refers to the extent to which it measures what it is supposed to measure. Moreover, content validity refers to the extent to which the questions on the instrument and the scores from these questions representative of all the possible questions that could be asked about the content or. A good test can be seen from it is validity. Furthermore, Neuman (2007) states that validity shows the true state and refers to the conformity between constructs, or the way a researcher conceptualizes ideas in conceptual definitions and a measure.

In order to get valid instrument for all items, corrected item validity was used. Before the instrument was given to the sample, it had been tried out in another school at SMA Ethika Palembang. Based on the result of the try out, the writer found that there were 30 valid items and 10 in valid items. Each item was considered valid if r-obtained was higher than 0.374 with df 28

Meanwhile, to measure the coefficient of the reliability, the writer used Spearman Brown's Prophecy Formula. The test criteria were as follows:

**Table 4. Criteria Of Reliability**

Score	Category
0,90 – 1,00	High
0,50 – 0,89	Moderate
0,0 – 0,49	Low

Source: Brown (2004)

After analyzing the data by using SPSS, the writer found that reliability coefficient of reading test was 0.935. Since the reliability coefficient of test was higher than 0.700 the test was considered reliable. Furthermore, the reliability of the test was categorized high.

*I. Data Analysis*

The result of descriptive analysis pretest of experimental group showed that the minimum score was 53, maximum score was 87, mean score was 66.77, standard error score was 1.7.14, and standard deviation score was 9.545. And the result of posttest showed that minimum score was 67, maximum score was 87, mean score was 75.67, standard error score was 1.059, and standard deviation score was 5.896. As shown in the Table 5.

**Table 5. Descriptive Analysis Of Experimental Group**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
					Statistic	Std. Error	
Pretest	31	53	87	2070	66.77	1.714	9.545
Posttest	31	67	87	2346	75.68	1.059	5.896
Valid N (listwise)	31						

Meanwhile, the result of pretest in experimental group showed that one student or 3% was in excellent level, eleven students or 35% were in good level, sixteen students or 52% were in fair level, three students or 10% were in poor level, none or 0% was in very poor level. Furthermore, the result of posttest in experimental group showed that three students or 10% were in excellent level, twenty-seven students or 87% were in good level, one student or 3% was in fair level, none or 0% was in poor and very poor level.

**Table 6. Score Distribution In Experimental Group**

Score Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
85-100	Excellent	1	3	3	10
70-84	Good	11	35	27	87
55-69	Fair	16	52	1	3
41-54	Poor	3	10	0	0
0-40	Very Poor	0	0	0	0
<b>TOTAL</b>		<b>31</b>	<b>100</b>	<b>31</b>	<b>100</b>

*J. Descriptive Analysis of Control Group*

The result of descriptive analysis pretest of control group showed that the minimum score was 47, maximum score was 70, mean score was 56.581, standard error score was 1.1329, and standard deviation score was 6.3075. And the result of posttest showed that minimum score was 63.3, maximum score was 86.6, mean score was 72.106, standard error 1.1727, and standard deviation was 6.5294. As shown in the Table 7.

**Table 7. Descriptive Analysis Of Control Group**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
					Statistic	Std. Error	
Pretest	31	47.0	70.0	1754.0	56.581	1.1329	6.3075
Posttest	31	63.3	86.6	2235.3	72.106	1.1727	6.5294
Valid N (listwise)	31						

Meanwhile, the result of pretest also showed that none student or 0% was in excellent level, two or 6% were in good level, seven teen students or 55% were in fair, twelve students or 39% were in poor level, none or 0% was in very poor level.

Furthermore, the result of posttest showed that one student or 3% were in excellent level, eighteen students or 58% were in good level, twelve students or 39% were in fair level, none or 0% was in poor and very poor level.

**Table 8. Score Distribution In Control Group**

Score Interval	Category	Pretest		Posttest	
		Frequency	percentage	Frequency	Percentage
85-100	Excellent	0	0	1	3
70-84	Good	2	6	18	58
55-69	Fair	17	55	12	39
41-54	Poor	12	39	0	0
0-40	Very Poor	0	0	0	0
<b>TOTAL</b>		<b>31</b>	<b>100</b>	<b>31</b>	<b>100</b>

*K. Statistical Analysis*

1. The Result of Paired Sample T-Test

The result of paired sample t-test in experimental group showed that value of t-obtained was 11.591. At the significance level  $p > 0.05$  for two tailed test and degree of freedom was 30. The result of pretest and posttest in the experimental group was shown in Table 9.

**Table 9. The Result Of Paired Sample T-Test In Experimental Group**

**Paired Samples Test**

Pair 1	pretest - posttest	Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
		-8.903	4.277	.768	-10.472	-7.335	-11.591	30	.000

The result of paired sample t-test in control group showed that value of t-obtained was 32.817. At the significance level  $p > 0.05$  for two tailed test and degree

of freedom was 30. The result of pretest and posttest in the control group was shown in Table 10.

**Table 10.** *The Result Of Paired Sample T-Test In Control Group*

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-15.5258	2.6341	.4731	-16.4920	-14.5596	-32.817	30	.000

**2. The Result of Independent Sample T-Test**

The posttest result from independent sample t-test showed that the significance two tailed was 0.027 it was lower than 0.05 for two tailed test with df 60, the t-table 2.0003. For the t-obtained was 2.260, and higher than t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was confirmed. It can be started that there was a significant difference between the students who were taught by using REAP (Reading, Encoding, Annotating, Pondering) technique, and those who were not in teaching reading comprehension.

**Table 11.** *The Independent Sample T-Test Independent Samples Test*

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.319	.255	2.260	60	.027	3.5710	1.5800	.4104	6.7315
Equal variances not assumed			2.260	59.385	.027	3.5710	1.5800	.4098	6.7322

**2. Discussion**

The result of this research showed that REAP could improve students' reading comprehension. There were some reasons for the improvement. First, REAP technique was able to encourage students' interest in reading English narrative text. Second, students were enthusiastic when reading English narrative text. Third, they followed the lesson considerably and tried to comprehend the text critically. Fourth, they discussed the material with their group and helped each other to comprehend the text cooperatively. This result is in line with the result study conducted by Fauziyah (2004). In her research, REAP technique could improve the seventh grade students' reading comprehension.

Meanwhile, control group of this study also had improvement on reading comprehension. Moreover, improvement achieved by control group was higher than experimental group. There were two factors underpinning this case. First, REAP technique consisted of four steps that could be more complex than conventional method so that experimental group should have some efforts to comprehend the text. Second, teaching time could be the factor that caused control group had better achievement in reading than experimental group because the experimental group was

taught at the last hour (4–5.30 p.m.), while the control group was taught at the first until second hour (12.45—14.15 p.m.). Thus, the control group more focused and concentrated in learning English text. In addition, Mirzana (2014) claimed that she had difficulty to conditioning students to focus on reading when she used REAP strategy because some students were lazy to make written task after reading the text.

**3. Conclusion**

From the result of this research, it can be concluded that the use strategy in teaching reading to the eleventh graders' at SMA Karya Ibu Palembang could improve their reading comprehension. The students were able to understand their reading materials and improve their reading comprehension achievement through REAP technique. Meanwhile, the result of independent sample t-test showed that there was significant difference in reading comprehension achievement between the eleventh grade students at SMA Karya Ibu Palembang who were taught by using REAP technique and those who were not.

Nevertheless, control group achieved better score than experimental at the end of this research. There were same factors that caused this problem. REAP technique consisted of four steps that could be more complex than conventional method. Furthermore, teaching time could be the factor that caused control group had better achievement in reading than experimental group.

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