

**THE USE OF REAP TECHNIQUE IN TEACHING READING
AT JUNIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain
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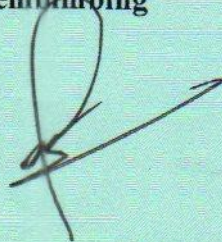
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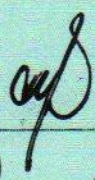
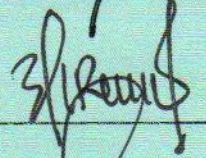

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ABSTRAK

Arifah, Annida Nur Dewi. 2019. The Use of REAP Technique in Teaching Reading at Junior High School. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan cara mengajar membaca ke sekolah menengah dengan menerapkan teknik REAP. Teknik REAP adalah teknik yang tepat untuk mengajar membaca. Membaca adalah kegiatan untuk mendapatkan informasi dari teks cetak atau tertulis. Dalam membaca, para siswa tidak hanya membaca teks tetapi juga mereka harus memahami makna teks. Namun, banyak siswa yang masih menghadapi kesulitan dalam memahami teks. Inilah sebabnya mengapa makalah ini disusun. Teknik REAP dapat membantu siswa untuk mengatasi masalah. Hal ini karena setiap langkah dalam teknik REAP dapat membantu siswa memahami teks. Teknik REAP dilakukan dengan menyediakan teks membaca untuk siswa yang dipilih oleh guru. Kemudian, para siswa mencoba untuk menyandikan dengan meletakkan inti dari apa yang mereka baca. Setelah itu, siswa membubuhi keterangan teks dengan menuliskan ide. Terakhir, para siswa mempertimbangkan kembali apa yang mereka baca dengan berpikir dan berbicara dengan orang lain untuk menghubungkan bacaan mereka. Teknik ini juga dapat meningkatkan pemikiran yang kritis, perhatian, dan motivasi mereka selama proses membaca.

Kata Kunci: *Membaca, Mengajar Membaca, Teknik REAP*

ABSTRACT

Arifah, Annida Nur Dewi. 2019. The Use of REAP Technique in Teaching Reading at Junior High School. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This paper aims to explain how to teach reading at junior high school by implementing REAP technique. REAP technique is the appropriate technique to teach reading. Reading is an activity to get information from printed or written text. In reading, the students not only read a text but also they need to grasp the meaning of the text. However, many students still find difficulties in understanding the text. It becomes the reason why this paper is conducted. REAP technique can help students to overcome the problem. It is because every step in REAP technique helps the students to understand a text. REAP Technique is conducted by providing the students to read a text that is selected by a teacher. Then, the students try to encode by putting the gist of what they read. After that, the students annotate the text by writing down the ideas. Last, the students ponder what they read by thinking and talking to connect their reading with others. This technique also can improve their critical thinking, attention, and motivation during the reading process.

Key Words: *Reading, Teaching Reading, REAP technique.*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of four skills in a language that has to be acquired by the students. It becomes an important skill for students to learn because by doing reading they can get new information and knowledge. In learning English, reading is a crucial activity since it is needed by the students to understand the written English references and there are so many books that are written in English. That is why this skill has to be comprehended by the students.

According to Richard and Renandya (2002, p.273) “reading becomes an important activity because it enables people to find out information from variety of the texts, to get pleasure, to get jobs, and the important one is to deal with study purposes”. It means that reading is a tool that will help the students to get more knowledge. When the students are able to get the meaning of the text in reading activity, it will be easier for them to understand the information and they will have a good quality in learning.

Lindsay and Knight (2006) mentions that reading becomes an important skill in students’ daily life because it can give opportunities for the students to obtain information which can be used to expand their knowledge. Every reading passage contains one or much possible

messages conveyed by the writer. The message contains valued information for the students to fulfil their tasks.

Furthermore, reading becomes one of the important parts to be tested in daily test, term test, and final state examination or Ujian Nasional (UN). The students should answer the reading passage correctly to pass the test, and examination. In fact, students who have good reading skills can succeed in school academic and the final English examination.

Reading is not easy as people think. It is difficult to draw meaning from the text and interpret the information appropriately (Ngabut, 2015). Students need to read the text twice or thrice times to get the main idea of the text. However, each student has a different ability in reading. Most of them do not know how to get the information from the text or to comprehend the text.

Even though reading has been taught since junior high school, based on the writer's experience in English teaching, there are many students in Junior High School that still find difficulties in understanding the text given. That is caused by many factors. The first one is lack of vocabulary. According to Nuttall (2000), vocabulary is the common factor that is usually faced by the students. Vocabulary is one of the language components in reading. If students have limited amount of vocabulary, it will make them difficult to understand the text. The students find difficulties to get the message from the text because they are not familiar

with the words so that they cannot comprehend and understand the text well.

The second problem is low motivation since some of the teachers use traditional strategy in teaching reading at school. Ushioda (2003) mentioned that motivation is widely recognized as an important factor in second or foreign language learning. It means that the students need the motivation to learn English, especially in reading skill. Motivation is needed in understanding and comprehending the text. Several things that make students unmotivated to read are unfamiliar topic, large number of unknown words, or difficulty in determining the main idea. If the students are not motivated to read, the goal of the learning process cannot be achieved.

The third problem is less of background knowledge. The knowledge of the students will affect their understanding of the text because in reading they need to combine between the previous knowledge and the new information from the text. If they do not have knowledge sufficiently that is related to the text, it will be hard for them to understand the text.

Based on the problems above, the teachers must find a good technique to help their students in understanding the text. This technique also can motivate the students in reading. So that the students will enjoy their reading activity besides get new information. In fact, there are some

various strategies and techniques that can be used by the teachers. One of them is REAP Technique.

This technique is introduced by Eanet and Manzo in 1976. It is expected that this technique can facilitate teacher to teach English, especially for reading skill. REAP technique is an acronym of Read, Encode, Annotate and Ponder. This technique is an alternative way for reading activity to help readers to understand a text. According to Supriyantini (2015) REAP is a method to increase the reading skill by boosting the reader to write down the gist of the text into his/her own words, both in spoken and in written form.

In REAP technique; the students learn to obtain the idea of the text by following four stages (Wulandari et al, 2014). The first stage is reading the whole text. The second stage is encoding. Encode the text by putting the main ideas of the paragraphs or main information from the text and list the difficult words. Use the margin to write the key words and note, underline and highlight the key words from the text. The third step is annotating. In this step, the students take a note about what the ideas on a paper. The note that they take should in their language. The last stage is pondering. In this stage, the students should think and discuss with their group and make a summary about the text. Thus, this technique guides the readers to comprehend the text by connecting between texts and their understanding.

The writer has found, this method has been conducted by several researchers such as, Arianggi (2014) found that REAP strategy helped the students to comprehend the new innovation in reading and it would be effective for improving their reading comprehension in narrative text. Moreover, Khoiriyah (2017) found that by using REAP strategy the students had higher score of post-test in comprehending Exposition text. After that, REAP strategy has significant effect for them. Meanwhile, this paper the writer only focuses on the use of REAP technique in teaching reading at junior high school.

B. Identification of the Problem

Based on the background above, several factors the students find difficulties in comprehending the text. The first one is lack of vocabulary. It is difficult for the students to comprehend the text if they have limited vocabularies. The second problem is about motivation. If the students are not motivated in reading, the goal of reading process cannot be achieved. The third problem is less of background knowledge. If they do not have sufficiently knowledge, it will hard for them to understand the text. Therefore, there must be an attractive way to help students face these difficulties in order to comprehend reading passage easily.

C. Limitation of the Problem

Based on the identification of the problem above, the problem in this paper is limited to the use of REAP technique in teaching reading at junior high school.

D. Formulation of the Problem

From the limitation of the problem above, the problem is formulated in the following question “How is the procedure of teaching reading by using REAP Technique at junior high school?”

E. Purpose of the Paper

The purpose of this paper is to introduce and explain to the readers about the procedure and the use of REAP technique in Teaching Reading at Junior High School.

CHAPTER II

REVIEW OF RELATED LITRATURE

A. The Nature of Reading

Reading is one of the skills that should be mastered by learners because reading is useful for getting new information and knowledge. Reading in general can be defined into several definitions. According to Alderson (2000), reading is the process of interplay between a reader and a text. Alderson also says there are two elements of act reading: the process and the product. The process refers to how the readers try to get the meaning of the text and the product refers to the information that the readers get by a doing reading. Thus, in reading the reader go through the process in order to get the outcome. In other words, the readers have to read a text to get the information.

In line with Patel (2008), reading is an activity to update his/her knowledge through written text. It means that the more someone reads, the more information that he/she will get. It also supported by Nunan (2005) that says reading is the ability of the readers to understand the written words to establish the meaning. The reader needs to analyse the text to get the message of the text.

Moreover, Nuttal (2000) says that reading means a result of interaction between the writer's mind and the reader's mind. It can be seen from the way the reader tries to understand and get the writer's message on the text. To understand the writer's message, readers have to do word

recognition first before doing comprehension. As Grabe (2009) states that reading is a comprehending process. The readers read to comprehend the writer intentions in the text. They also want to figure out about the text and what information they can get from the text.

However, Cook (2008, p.121) mentions that “to get the meaning from a text the reader cannot find it in the sentences but by using previous knowledge in the readers’ mind and through the process the reader tackles it”. In order to catch the meaning from the printed page, the readers have to connect all of the words. Then, they relate the words they have read to the words that they know. Reading itself is viewed as an interactive process between a reader and a text being read. It means in the process of reading, readers get information through the deep thinking process of the text. So, the reader understands the essence of the text and finding the content of reading. Furthermore, the efforts to understand the text not only come from the reader, but also come from the writer. He or she needs to make the message clear to his/her readers.

Based on some explanations above, it can be concluded that reading is a process for getting information of the text by the writers share their mind to the readers. Then the readers need to catch some information. Reading is necessary to increase the knowledge of the readers because by doing reading, students can expand their knowledge. However, students have to do some process such as analyse, interpret, etc. the text in reading.

B. Teaching Reading at Junior High School

In teaching and learning process, the teachers not only give the information to the students but also do some activities in the classroom. Those activities will help them to manage their class so that their class will be fun and enjoyable. Brown (2000, p.7) states that “teaching is an activity in which the teacher guides and facilitates learning that gives a chance for the learners to learn and sets the condition for learning.” Teaching and learning cannot be success without any guidance from the teachers.

In teaching and learning process, it must be based on the curriculum that leads the teachers in teaching. The current curriculum that used at several Junior High Schools is Curriculum 2013. In this curriculum, reading is one of four Basic English skills that should be taught by the teachers to the students. In reading, there are some kinds of texts that should be studied by the students. They are descriptive text, narrative text, recount text, report text, and procedure text.

Scientific approach it has been used in teaching and learning process in Curriculum 2013. According to Sufairoh (2016) says that there are five stages in Permendikbud No 65 tahun 2013 in scientific approach and they are observing, questioning, collecting information, associating, and communicating. REAP technique will be applied in observing, collecting information, associating, associating and communicating

a. Observing

The observing is an activity of identifying an object through sensing, namely through the sense of sight (reading, listening), smell, listen, taste and touch. In this activity, the first stage of the REAP technique, that is Read, will be applied.

b. Questioning

It is an activity by expressing something that he/she wants to know about an object, event, and a certain process. The questions can be asked verbally or written and it can be in the form of question sentences. So, students can formulate the problems.

c. Collecting information

At this stage, collecting information is an activity to find the information that will be analyzed and concluded. This activity can be done by reading some books, observations, trials, interviews, spreading questionnaires, and so on. So students can test the hypotheses that have been made before. Here, the second stage that is Encode will be applied.

d. Associating

After collecting the information, Associating is processing the information by thinking logically and systematically over the facts that have been observed. Then, decide the relation between

the information with the theory and make a conclusion about it.

Annotate, the third stage of REAP technique will be applied.

e. Communicating

The communicating process is an activity in describing and conveying that he/she finds from observing, questioning, collecting information, and associating activities. He/she necessary to present the result or conclusion based on the material. Then, the last stage of REAP technique, Ponder will be applied.

C. REAP Technique

1. The Concept of REAP Technique

REAP is an acronym for the following stages of reading: Read, Encode, Annotate and Ponder. REAP is a useful technique that encourages students to share the ideas in their reading. Zasrianita (2016) says that REAP is a technique that helps readers to read and understand a text by connecting a text with their own words to comprehend the text well. So, they can understand and get the message of the text.

According to Arianggi (2014), the REAP technique is an annotation technique to improve reading and writing skills. Then, annotating has some benefits, besides making text more meaningful, annotating also can improves students attention while reading and make reading become a more active process. It means, students not only focus in reading but also they can take a note in their reading text.

Tiruneh (2014) says that the students can follow the description of each of the stages that involved in REAP:

R – Read the text and predict the writer’s main idea.

E – Encode the text by putting the main ideas in your own words/language or use the text margin to write key words and notes, underline and highlight key words from the text.

A – Annotate the text by writing or adding a statement to the important point and share it with others.

P – Ponder what you read by thinking and talking with others.

Reflect on the meaning and seek connections with what you know to increase memory. Then, the students can discuss about their opinion.

REAP technique make the students easier to understand the material and help students to answer the questions that related to the reading material that given by the teacher.

2. The procedure of REAP Technique

According to Zasrianita (2016), in teaching reading by using REAP technique; there are four important stages that should be applied. Those stages are reading, encoding, annotating, and pondering. Then, more explanation about REAP technique as follows:

Read is the first stage in REAP technique. In this stage, the reader read the whole text. The purpose of this activity is to catch the main idea of the text. In reading stage, the reader can read the text about once, twice,

and the others may be thrice times. It depends on the ability of the reader in catching the idea from the text.

The second stage is Encode; in this stage reader explore the idea into their own words. In encode stage is demanded the critical thinking of the reader to concept the idea of the text into their own understanding. Every reader may have different way to understand the text. They also need to list difficult word. After that, the students can use an underline and highlight key words from the text.

The next stage in REAP technique is Annotate. This is the key process of the strategy. In this stage, the readers write down and add a note what that they have got in reading and encoding step. To make it easier the students can make the generic structure of the descriptive text, such as identification and description. The last stage is ponder. This stage the students work by group. Then, they can share and discusses with the others.

3. The Advantages of REAP Technique

Clark (2007) explains that in Read, Encode, Annotate, and Ponder (REAP) technique there are some advantages of it those are:

- 1) The students can revisit the text many times. It means the reader can read the text repeatedly may be about once, twice or three times to make sure the students understand about the text.

- 2) REAP leads students to internalize the content of the reading as they restate main ideas and important points in their own words.
- 3) REAP encourages students to connect with the text as they see relationship and pose questions.
- 4) It fosters the development of thinking skills. Then, it offers the opportunity for quick assessment and personal, positive feedback.
- 5) REAP technique develop the students for understanding of the author's role in writing and improve their reading comprehension.