



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

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Abstract

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.

INTRODUCTION

Reading is an activity to grasp the passage of written texts. By reading, students can learn through catching the information, getting new knowledge and increasing their background knowledge from the passage they will read. Lindsay and Knight (2006) mention that reading is becomes an important skill in students' daily life because it can give plenty of opportunities for students to obtain information which can be used to expand their knowledge. Many reading passages contain one message or as many possible messages conveyed by the writer. The message has important information for the students in doing their tasks or assignment.

Another reason about the necessity of reading skill it is because reading becomes one of the important parts to be tested as a daily test, semester test, and final state examination or Ujian Nasional (UN).). If the students want to pass through the exam, they should answer the reading passage in the exam correctly. In

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fact, students who have reading habits, they are can succeed in school academics and the final English examination.

Even though reading has been taught since junior high school, based on the writer's experience in teaching English at junior high school, there are many students in Junior High School still face difficulties in understanding the text given. It is caused by many factors. First, lack of vocabulary is the common factor that usually faced by the students. Vocabulary is one of the language components in reading. If the students have limited stocks of vocabulary, they get trouble to find the message from the text because they are not familiar with the words.

The second problem is low motivation. Ushioda (2013) 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 skills. If they are not motivated to read, the goal of the learning process cannot be achieved. The third, they are less background knowledge. If they do not have enough knowledge that is related to the text, it will be hard for them to understand the text.

Based on the problem above, teachers must find a good technique to help the students' difficulties in understanding the text. There are various strategies and techniques that can be used by the teachers, and one of them is the REAP Technique. That is introducing by Eanet and Manzo in 1976.

REAP technique is an acronym of Read, Encode, Annotate and Ponder. This technique is an alternative way of reading activity to help readers 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 spoken and in writing form.

In the REAP technique; the students learn to get the idea of the text by following four stages (Wulandari et al, 2014). The first stage is reading the whole text; the second is encoding the author's ideas into their own words. The third step is to annotating, in this step, the students take note of 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 thinking and discussing with their group. Then, make one summary of the text. Thus, this technique guides the readers to comprehend a text by connecting between texts with their understanding.

REVIEW OF RELATED LITERATURE

The Nature of Reading

Reading in general can be defined into several definitions. According to Alderson (2000) says that 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 the readers through to get meaning and the product refers to the information that the readers get by doing a reading. Thus, in reading the reader goes 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. Another expert, Nunan (2005) says that reading is the ability of

the reader to understand the written words to establish the meaning. The process to build the meaning, the reader needs to analyse the text to get the message of the text. Grabe (2009) states reading is a comprehending process. Readers read to comprehend what the writer intended to convey in writing. They also want to figure out about the text and what information they can get from the text.

Teaching Reading at Junior High School

In the teaching 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 skill is one of four Basic English skills that should be taught by the teacher to the students. In reading, there are five kinds of texts that should be studied by the students. They are descriptive text, narrative text, recount text, report text, and procedure text.

Curriculum 2013 is learning that refers to learning with a scientific approach. According to Sufairoh (2016) says that there are five stages in Permendikbud No 65 tahun 2013. Such as observing, questioning, collecting information, associating, and communicating.

Observing

The observing is an activity of identifying an object through sensing, namely through the sense of sight (reading, listening), smell, listener, taste, and touch when observing an object using or not using tools so that students can identify the problem.

Questioning

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

Collecting information

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

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 conclude it.

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 is necessary to present the result or conclusion based on the material.

Overview of REAP Technique

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

their ideas in their reading. Zasrianita (2016) says that REAP is a technique that helps the reader 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) says that The REAP technique is an annotation Technique to improve reading and writing skills. Then, annotating has some benefits, besides making the text more meaningful, annotating also can improve students' attention while reading and make reading become a more active process. It means, the students not only focus on reading but also can make 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 idea in your own words. Use the text margin to write keywords and notes, underline and highlight keywords from the text.

A – Annotate the text by writing a statement that summarizes the important point and shares 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.

REAP technique makes the students easier to understand the material and helps the students to answer the questions related to the reading material given by the teacher.

The Advantages of REAP Technique

In Read, Encode, Annotate, and Ponder (REAP) technique there are some advantages of it those are:

1. The Read step is aimed to help the students to revisit the text. It means the reader can read the text repeatedly may be about once, twice or three times to make sure the students understand the text.
2. The Encode step allows students to understand the text by restating the main ideas and important points of the text in their own words. It means the reader can use the text margin to write the keywords and notes, underline and highlight keywords from the text.
3. The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words in the text by using quotes, phrases, or other words. It means, the students not only focusing on reading but also they can add more explanation about the words they do not understand.
4. The Ponder step allows the students to make a personal connection between the texts with their understanding. It means by using ponder the students can make a summary to conclude their comprehending of text.
5. The students learn to represent the main ideas of the writer into their own words.

6. REAP technique will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

DISCUSSION

Preparation

Setting Time Allocation

The teachers must be able to manage the time well in the learning process in order to minimize the mistakes during the teaching-learning process. Usually, junior high school students learn English about 2x45 minutes for one meeting. So, the teachers need to think about how he/she will manage the time efficiently and set the time with the lesson plan appropriately.

Choosing Teaching Materials

In this paper, the writer only focuses on using REAP technique in descriptive text. The students are hopeful to read and understand this text perfectly. In this case, the teachers can use REAP technique by giving the students text descriptive. There are various topics of descriptive text: describing people, describing places, describing objects, and describing animals. To encourage students by using REAP technique, the reading material can be taken from a textbook and on the internet.

Making a Lesson Plan

The teacher should prepare a guideline before coming to the classroom. It is important because it can help the teacher to remember what will he/she does in the classroom. These guidelines are also called lesson plan. A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the process of teaching and learning. A lesson plan also can be a reminder of the teacher forgets about what he/she will do.

The Implementation of REAP Technique in Reading

Pre – Teaching

In the pre-teaching activity, teacher needs to recall the students' background knowledge in order to know the ability of students, also active and stimulate the students' understanding. Before going to the main point of the lesson, the teacher needs to do these following activities:

- a. The teacher greeting the students
- b. The teacher checking student's attendance
- c. Reviewing the previous lesson
- d. Stating a new topic
- e. Stating the objective of the lesson
- f. Explaining the benefit of the lesson
- g. The teacher introducing the technique that will be used.

The use of explaining the technique before the learning process begins in order to avoid the confusing of students while doing the activity. After explaining

how to use REAP technique the teachers show the table where the students can put what they have got in steps as follow:

Read	Encode
Annotate	Ponder

Whilst-Teaching Activity

REAP technique will be applied in this activity, especially in observing, collecting information, associating, and communicating. Here are the stages:

Observing

The first activity of REAP technique is will be applied. That is read activity. The teacher gives them a descriptive text about My best friend and me. After that, the students will observe the text and read it until they get the idea of the text. The students may read the text about once or two times until the catch the idea.

Questioning

In this stage, the teachers give a chance for the students to ask some questions about the text. They also can ask some questions that are related to the lesson. The question can about the purpose, language features, generic structure and social function of descriptive text. Before answer students' questions, the teacher should ask the student first about the answer base on their opinion or their understanding. Then, the teacher explains the correct answer to make it clear and avoid students' doubtful about their friends' answers.

Collecting Information

In collecting information, the second activity will be conducted that is Encoding. The teachers demand the critical thinking of the students to the concept of the idea of the text into their understanding.

Associating

In this stage, annotate activity will be used. The students need to write down what they have got in reading and encode step before.

Communicating

In the communicating stage, the ponder activity will be applied. In this activity, the students will discuss and think with their friends, then make summarize about the text.



My best friend and me

My best friend is Barbara. She is from Russia. She is tall, slim and very pretty. She has long, curly brown hair. She's patient, kind and cheerful. I like her because she is a friend when times are good or bad. She's always there when I need her.

She is also a good listener and understands me. My other friends understand me, but they do not listen!

Adapted: 2nd Edition *Smart Choice*

Post teaching activity

The last activity is post teaching. In this stage, the teacher asks the students about what they have learned and they need to answer it. Then, the teacher concludes the lesson. At the end of the lesson, the teacher gives individual homework. After that, the teacher tells about the topic for the next meeting. So, the students have prepared for the next learning process.

CONCLUSION AND SUGGESTION

Reading is a skill that should be taught at junior high school. Reading is a process of readers to get information by catching the meaning of the words and understanding the text. Besides, in teaching reading the teachers have to confirm the students are comprehended what they have read. Also, the teacher should use a good technique in order to make students easy in comprehending the text. In this paper, the writer uses an effective technique in teaching reading, which is REAP technique. By using REAP technique the students can more easily in understanding the text and improve their critical thinking.

The writer suggests the English teacher apply REAP technique in teaching reading. REAP technique is one of the effective ways to teach reading in the classroom because it can be built interest and made learning English running well. So, the teacher should create a good situation and good condition in the classroom to make students enjoy while in reading. Then, it is better for teachers who teach English, especially teaching reading to pay attention to the problems that face by the students, through using this technique the students' problem can be solved.

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