



The effect of reap strategy on students' reading comprehension in reading descriptive text

Marlina Tampubolon¹, Dwi Pebrina Sinaga², Nurul Husnah Harahap³

^{1,2,4}Manajemen Informatika, Akademi dan Informatika Komputer Medicom, Medan Indonesia

ARTICLE INFO

Article history:

Received Apr 15, 2024
Revised May 16, 2024
Accepted May 18, 2024

Keywords:

Descriptive text
Educational intervention
Experimental quantitative study
REAP Strategy
Reading comprehension

ABSTRACT

The aims of this study are to find out whether the application REAP strategy is effective to affect students' reading comprehension in reading descriptive text. This research was conducted by using in experimental quantitative. the writer found that the REAP Strategy significantly affects the students' reading comprehension. There is a significant difference of mean score got from both of the experimental group (20.03) and the control group (12.93). The t-observe > t-table ($P = 0.05$) df (58), or $3.38 > 2.000$ ($P = 0.05$). It means that alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It can be concluded that there is a significant effect of applying REAP Strategy on teaching reading comprehension. The students who were taught reading comprehension by using REAP Strategy (experimental group) got the higher scores than the students who were not taught by using conventional way (control group). by using REAP strategy the students can understand Descriptive without trying hard to understand the meaning of each word in that text not only in Descriptive text but also in another text types like: Narrative and Report.

This is an open access article under the CC BY-NC license.



Corresponding Author:

Marlina Tampubolon,
Manajemen Informatika,
Akademi dan Informatika Komputer Medicom,
Jl. Darat No.74, Petisah Hulu, Kec. Medan Baru, Kota Medan, Sumatera Utara 20152, Indonesia.
Email: marlinatampubolon080990@gmail.com

INTRODUCTION

Language is a tool for us to communicate one each another (Gentner, 2016; Krueger, 1968; Rabiah, 2018). We know many languages all over in the world. And one of the languages that is very important as international language is English (Agustin, 2011; Syahputra, 2014). People in some countries speak English as their first language and others use it as their foreign language like in Indonesia. Indonesia is one of the country in which English is used as a foreign language. Therefore, English is taught from elementary school level until university (Asnur, 2018; Maduwu, 2016).

There are four skills in English, those are listening, speaking, reading and writing. Writing and speaking are as productive skills; and reading and listening are as receptive skills, in this writing the researcher focuses on reading. Reading is a way to know the world because reading can give knowledge as a medium of getting information. According to Hilman (1960:50), reading is a language process requiring the understanding of written language. Some information and knowledge can be achieved through reading. It requires ability to comprehend the text, especially

the texts are written in English language. It means the readers are not only able to read the text but also be able to find out the point of information or the idea of the text (Ali, 2022; Bozorgian, 2012; Stæhr, 2008; Tarnopolsky, 2013).

Beside, the reader should be able to get and interpret ideas from the text that they read. Reading is important skills in learning English to be mastered by the students besides the other skills. According to Brown, Ann L (1982) reading is not merely a way to learn new information but becomes a way to engage in new kinds of thinking. It means that when the students reading something (such as; books, article, news, paper and etc) is not a way to get new information. Because, if the students do not understand from what have they read, they cannot get something. So, it can make the students think hard how to get the information from they read based on the way of thinking (Aminah & Rukmana, 2024; Muliana, 2020; Syahputra, 2014).

Chusna, Yosi Mareta Mutia (2016) states that descriptive is one of the writing types, besides of narrative, recount, report, discussion, explanation, exposition, procedure, anecdote and exposition. Descriptive text is a description of an object, both living things and dead things, including human and animals.

According to Ulfa, Hafidatul (2017) , mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. According to Sundana, Gusti Panji (2017), descriptive text is a kind of text with a purpose to give information and to describe. Social function of descriptive text is to present (at least) two points of view about an issue or to describe a particular person, place or things or to describe the characteristic or condition of an object either person or thing by using adjective or attribute (MANALU, 2022; Noprianto, 2017).

According to Marantika, Jesi Putri (2012), the REAP strategy has four steps to be followed. First Read, when students read the text, the second Encode, when students take the main ideas in their own language. The next step is annotated, when the students, take a note in a piece of paper about the text. The last step is ponder, in this step the students discuss with the friends or the member of the group and make the brief summary and moral value from the text they have read. Here, by using REAP strategy, the readers do not need to understand all of the meaning of every word in the text. In REAP strategy the students can use their own language in take the content of a Descriptive text. In conclusion, this strategy guide the students to understanding the text and to make the connections about what they have read. In order to this strategy.

RESEARCH METHODOLOGY

This research will be conducted in experimental quantitative. Bloomfield, Jacqueline (2019) described that experimental design is a scientific investigation in which an investigator manipulates one controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variable. There are two variables in this study, namely Reap strategy activities as independent variable and teaching reading comprehension as dependent variable (Brevik, 2019; Okkinga et al., 2018; Rutberg & Bouikidis, 2018).

RESULTS AND DISCUSSIONS

The observation was done by the writers with find out whether the application REAP strategy is effective to affect students' reading comprehension in reading descriptive text. By using experimental research, the sample will be divided into two groups; the experimental group and control group, in experimental group, the students will be taught by using Reap strategy and control group will be taught without using Reap strategy. Both of the groups will get the pre-test and post-test with the same items. Having done the research for the first year students of SMA NEGERI 7 MEDAN, the writer got the scores of students that the writer done in the research. In this research the writer got the data of student's scores in pre-test and post-test from both experimental and control group.

Table 1. The Scores of the Pre-Test and Post-Test of Control Group

No	Students' Initial Name	Score of Pre-Test	Score of Post-Test
1	ABP	50	62.5
2	ADS	70	75
3	ADN	60	70
4	ADES	65	75
5	AHW	45	65
6	ADS	55	75
7	ANM	55	70
8	AFA	50	70
9	BER	55	70
10	CHG	50	70
11	CHS	50	75
12	DLS	55	70
13	DNN	60	70
14	ERS	70	75
15	EPS	75	80
16	FRL	47,5	60
17	FRS	50	60
18	FYL	70	80
19	FOJ	50	70
20	JYF	50	75
21	LYP	70	85
22	MEH	75	80
23	MAT	50	70
24	MIS	70	75
25	MIO	62.5	70
26	NIC	50	70
27	PAI	45	65
28	WAT	65	75
29	YJL	70	75
30	YM	72.5	75
	Total (Σ)	1763	2151
	Mean (X^2)	58.7	71.7

Table 2. The Scores of the Pre-Test and Post-Test of Experimental Group

No	Students' Initial Name	Score of Pre-Test	Score of Post-Test
1	ADA	50	77.5
2	ANG	62.5	80
3	ARM	65	80
4	ASD	55	80
5	BGP	62.5	80
6	BYL	47.5	77.5
7	BYP	65	80
8	DGL	60	80
9	DFP	67	80
10	DS	50	79
11	EV	75	85
12	HD	67.5	80
13	HL	50	80
14	JNS	70	90
15	JU	50	80
16	LCS	60	90
17	MLD	62.5	80

18	MLT	60	80
19	MYU	60	77.5
20	RCF	65	80
21	SH	50	75
22	TTU	60	85
23	TS	75	90
24	TYS	65	80
25	UN	70	85
26	PA	60	77.5
27	PAT	70	80
28	WLD	50	77.5
29	YT	55	80
30	YUM	72.5	85
	Total (Σ)	1825	2431
	Mean (\bar{X}^2)	60.83	81.03

From the table above, it is shown that the total score of pre-test of experimental group is 1825 and the total score of post-test is 2431. The mean score of pre-test is 60.83 and the mean of post-test is 81.03. In experimental group, the highest score is 75 and the lowest score is 47.5. After treatment, in experimental group, the highest score is 90 and the lowest score is 75. In There is a significant difference score both pre-test and post-test of experimental group.

While, in pre-test of control group, it is obtained that the total score is 1763, the mean is 58.7 and the highest score is 75 and the lowest score is 45. In post-test of control group, it is obtained that the total score is 2151, the mean is 71.7. The highest score is 85 and the lowest score is 62.5.

CONCLUSION

After finished to do this research the writer found that this strategy concentrate on comprehension. Basically, reading is reading itself and comprehension. That is why, it is suggested for English teachers that use this strategy should lead the students to read the whole text and ask the students to write the conclusion based their own words and repeat in order to get the good pronunciation. In Indonesia, English is as a foreign language, generally students still do not know how to read well. So, it is very important to increase their ability of reading. So, in this research finds the result of the research shows the mean score of the experimental group (20.03) is higher than control group (12.93). The difference was tested by using t-test formula. The result of the calculation shows that t-observe value (3.38) is higher than t-table value (2.000) where Pr (probability) is 0.05 in two-tails (see the t-table in the appendix). It can be concluded that there is a significant effect of applying REAP Strategy on students' reading comprehension. In other words, alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. This study shows that the use of REAP Strategy affects students' reading comprehension. In relation to the conclusions, the suggestions are stated as follows: (a). The English teachers should provide opportunity for the students to practice English that has been taught in order to have opportunity in learning reading comprehension by using REAP strategy. The writer suggests to apply REAP strategy in small class because it needs more attention to keep the students' enthusiastic. (b). The students can be guided by applying Reap Strategy. So, from the Reap strategy the students are able to comprehend the text comprehensively =]especially in reading Descriptive Text. (c). To other researcher (s), it is suggested to carry out further similar research that is significant to the problem related to REAP Strategy in order to improve Reading comprehension because this strategy helps students to enable them to communicate their understanding, and by using REAP strategy the students can understand Descriptive without trying hard to understand the meaning of each word in that text. Future research should explore the application of the REAP (Read, Encode, Annotate, Ponder) strategy in diverse educational settings and with different types of texts beyond descriptive ones. It would be beneficial to investigate the long-term effects of REAP on students'

reading comprehension and their ability to retain information. Additionally, studies could examine the effectiveness of this strategy across varying proficiency levels and age groups to determine its adaptability and scalability. Researchers should also consider integrating technological tools to enhance the implementation of REAP and assess its impact on student engagement and motivation. Finally, comparative studies with other reading comprehension strategies could provide deeper insights into the unique advantages and potential limitations of REAP.

References

- Agustin, Y. (2011). Kedudukan bahasa Inggris sebagai bahasa pengantar dalam dunia pendidikan. *Deiksis*, 3(04), 354–364.
- Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanitarian and Natural Sciences Journal*, 3(2).
- Aminah, S., & Rukmana, I. (2024). MODEL PEMBELAJARAN PICTURE WORD INDUCTIVE DALAM MENINGKATKAN MOTIVASI KETERAMPILAN MENULIS DESCRIPTIVE TEXT BAHASA INGGRIS. *Anafora: Jurnal Penelitian Mahasiswa Pendidikan Bahasa Dan Sastra Indonesia*, 4(1), 349–360.
- Asnur, M. N. A. (2018). Pemanfaatan QR-Code sebagai media pembelajaran bahasa asing pada perguruan tinggi di Indonesia. *Prosiding Seminar Nasional Dies Natalis UNM Ke 57*, 253–260.
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27–30.
- Bozorgian, H. (2012). The relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studies*, 2(4), 657–663.
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and Writing*, 32(9), 2281–2310.
- Brown, A. L. (1982). Learning how to learn from reading. *Reader Meets Author: Bridging the Gap*, 26–54.
- Chusna, Y. M. M., & Hikmat, M. H. (2016). *Developing Students' Ability In Writing Descriptive Text: A Case Study In Sma Negeri 1 Wonosari*. Universitas Muhammadiyah Surakarta.
- Gentner, D. (2016). Language as cognitive tool kit: How language supports relational thought. *American Psychologist*, 71(8), 650.
- Krueger, J. R. (1968). *Language and techniques of communication as theme or tool in science-fiction*.
- Maduwu, B. (2016). Pentingnya pembelajaran bahasa Inggris di sekolah. *Warta Dharmawangsa*, 50.
- MANALU, L. T. (2022). *The Effect Of Using Profile Picture Of Facebook Strategy In Teaching Writing Descriptive Text Of Eleventh Grade Students At SMA SINGOSARI DELITUA*.
- Marantika, J. P., & Fitriwati, F. (2012). The REAP strategy for teaching reading a narrative text to junior high school students. *Journal of English Language Teaching*, 1(2), 70–77.
- Muliana, I. N. (2020). Mengatasi kesulitan dalam berbahasa inggris. *Linguistic Community Services Journal*, 1(2), 56–63.
- Noprianto, E. (2017). Student's Descriptive text writing in SFL perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), 65–81.
- Okkinga, M., van Steensel, R., van Gelderen, A. J. S., & Slegers, P. J. C. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents. The importance of specific teacher skills. *Journal of Research in Reading*, 41(1), 20–41.
- Rabiah, S. (2018). *Language as a tool for communication and cultural reality discloser*.
- Rutberg, S., & Bouikidis, C. D. (2018). Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research. *Nephrology Nursing Journal*, 45(2), 209–213.
- Stæhr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *Language Learning Journal*, 36(2), 139–152.
- Sundana, G. P. (2017). The use of authentic material in teaching writing descriptive text. *English Review*:

Journal of English Education, 6(1), 81–88.

Syahputra, I. (2014). Strategi pembelajaran bahasa Inggris sebagai bahasa asing dalam meningkatkan kemampuan berbahasa siswa. *Kutubkhanah*, 17(1), 127–145.

Tarnopolsky, O. (2013). Developing ESP students English speaking, reading, listening, and writing skills in internet-assisted project work. *Journal of Teaching English for Specific and Academic Purposes*, 1(1), 11–20.

Ulfa, H. (2017). *An Analysis Of Generic Structure Of Students Writing Descriptive Text On The Students Blog Among The Students Of English Department Of The State Institute For Islamic Studies Of Metro*. IAIN Metro.