

**THE USE OF REAP (READING, ENCODE, ANNOTATE AND
PONDER) TECHNIQUE IN TEACHING READING
ANALYTICAL EXPOSITION FOR THE
ELEVENTH GRADE STUDENTS
IN SMAN 17 MEDAN**

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ABSTRACT

This study aimed at describing the use of REAP technique and investigating the reasons of using REAP technique in teaching reading analytical exposition text grade eleven at SMAN 17 Medan in the academic year of 2019/2020. This study was descriptive qualitative conducted that taken one English teacher of SMAN 17 Medan. The data were collected by using an interview and observing the whole process of teaching reading analytical exposition text. The findings of this study showed that the teacher implemented four steps of REAP technique in teaching reading analytical exposition text. The teacher did every step with a good performance. The reasons of using REAP technique in teaching reading analytical exposition text were a fresh way to think to understand a text easily, encouraged students to think critically on the issues discussed, developed reading and writing skill, and also vocabulary. It also found a reason that students were easily invited to explore their ideas on the issues discussed. The findings of this study revealed that REAP technique contributed to the study of foreign language teaching especially teaching reading skill.

Keywords: *REAP technique, reading, analytical exposition text.*

*Graduate Status

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INTRODUCTION

Background of the Study

English is called as an international language and it also taught as a foreign language in Indonesia. The position of English also getting stronger used in all fields such as science, technology, economic, politic, commerce, banking, culture, art, film, entertainment and most important is communications. Therefore, English is one of the world largest languages used around the world and most important language to learn and use. There are four skills that should be mastered, they are listening, speaking, reading and writing. From all those skills, reading has the most emphasis in teaching and learning especially in Indonesia. Carrel et al. (1998: 1)state that for many students reading is the most important of the four skills in a second language particularly in English as a second language. It is because Education Institution is focused on the goal of the final examination (Ujian Nasional). Generally, the examination test's questions dominantly consist of reading passages. In order to pass the examination, the students are expected to be good in reading. Therefore, in teaching a language, teacher should encourage students to comprehend the given materials.

Many Indonesian students find a lot of difficulties to learn English skills and components. The teachers not yet applied an appropriate technique, method, approach and model to teach reading. The material that given by teacher are not appropriate with students need, such as the material that given by teacher not up-to-date for students. It can make the students not interesting in learning reading. The students still have many problems in reading skills, like on some genre texts such as analytical exposition, narrative text, descriptive text, recount, etc.

The analytical exposition text is one of the difficult genres that students learn in understanding text. It is caused that students had difficulties in composing of analytical exposition text, i.e., in identifying thesis statement, arguments and reiteration (restatement) of this text.

In teaching reading skill the teacher have to be able to help students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Most students are not able to comprehend a text. In order to help the student comprehended text, there were some learning techniques in teaching that could be used by a teacher. One of them is REAP (Reading, Encode, Annotate and Ponder) technique. REAP was a technique for helping readers to read and understand a text. Allen Janet (2004) states that REAP is acronym for Reading, Encode, Annotate and Ponder. As students go back to the text for each stage of REAP they will consider the text from a different vantage. Each stage asks the student to analyse the text at a higher level to increase and deepen comprehension.

In relation above facts, reading technique are believed to play an important role in teaching and learning. Therefore, REAP is essential to implement strategy that can solve the problems. Discussing appropriate technique (which is) important to attract students' interest in learning reading, REAP is supposed to be an appropriate technique to teach reading comprehension. This technique, with modelling and guided practice will help the students in increasing reading comprehension. The REAP technique was very effective technique for reading comprehension to improve the students achievement in reading text.

Therefore, the researcher intends to know how the teacher used this REAP technique in teaching reading to meet the goals of reading. With all of these backgrounds, the study on the use of REAP technique in teaching reading analytical exposition text for the eleventh grade at SMAN 17 Medan in academic year 2019/2020 is needed to be conducted.

REVIEW OF LITERATURE

1. Reading

Reading is one of the four language skills. Nuttal (in Dwi, 2015: 8) assumes 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 writers' message on the text. To understand the writer's message, readers have to do word recognition first before doing comprehension. Pang (2003: 6) also emphasizes that reading is defined as understanding written texts.

It can be concluded that reading is a process where the readers constructing meaning from the word. Those, the readers can get ideas, and additional information from the text, based on their ways of thinking. Then, reading can help the students to get information and increase their vocabulary.

2. Teaching Reading

Teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequeira, 2012). Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels.

Teaching of reading has been an essential part of learning a language ever since foreign language began to be taught (Kelly, 1969). The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand any written texts. In teaching reading, the teacher is expected to concern the teaching or reading comprehension to achieve the goals of the teaching and learning processes.

3. Genre

Richards and Schmidt (2002: 224) state that the genre is a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of recognizable and structure, and that has particular and distinctive communicative functions.

The term “genre” is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in term of its social purpose; also the level of context dealing with social purpose. (Hartono, 2005: 4).

4. Analytical Exposition

Analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case. This statement is supported by Purwati and Yuliani (2006: 114, in Cenrikawaty, 2008: 13) who confirm that analytical exposition is designed to persuade the readers or listeners that something in the case. Moreover, Wahidi (2009: 10) also ads that analytical exposition is a text that elaborates the writer’s idea about the phenomenon surrounding us to convince the reader that something is the case.

5. Technique

Edward Anthony (1963), in his notion, technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. So, it can say that the technique is the execution from our assumptions and plans.

In conclusion, Brown (2001: 15) defines the terms in a new definition, in other words, he makes reformulation. He defines technique is any exercise, activities, and tasks in the classroom to meet the objectives or goals of learning.

6. REAP Technique

Eanet and Manzo (1976) in Marantika&Fitrawati (2013) state that REAP is an acronym for Read, Encode, Annotate and Ponder. The students can follow the models of REAP which consist of reading on their own, encoding the text by putting the gist of what they read in their own words, annotating the text by writing down the main ideas and the author’s message, and pondering what they read by thinking and talking with others in order to make personal connections developing questions about the topic, and or/ connect this reading to other reading.

Furthermore, Allen (2004: 34) states that REAP is a strategy for helping readers read and understand a text. Each stage asks students to analyse the text at a higher level to increase and deepen comprehension.

RESEARCH METHODOLOGY

This study is using descriptive qualitative approach. Creswell (2014: 234) states that qualitative researcher tend to collect data in the field at the site where participants experience the issue or problem under study. He also explains the qualitative researchers do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete. This up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In natural setting, the researchers have face-to-face interaction, often over time.

Based on the explanation above, this research uses qualitative data approach because the data result from research problems are in the form of text or statements, it is also less of the numeral measuring of the data collected and data analysis. Next, descriptive research is chosen because based on the research problem, the objective of this research is to describe the use of REAP (Reading, Encode, Annotate and Ponder) technique in teaching reading analytical exposition text and investigate its reasons.

The data of the study are words uttered or written by teacher and students when they read and comprehend analytical exposition text. The source of data was taken from English teacher of SMAN 17 Medan. She is ND (47 years old) who got bachelor of education from State University of Medan.

The technique of collecting data were Interviewing, Observing, and Recording. The type of interview that researcher used in this study was face to face. This interview involved unstructured and generally open-ended questions that were few in number and intended to elicit views and opinions from the teachers. The information of teachers were recorded and then transcribed for

analysis. In this research, the researcher used contribution observation which means the researcher presented at the view of action but did not act together or participate. When the researcher did the observation in the class, the researcher just did the observation without doing any teaching. Video recording is needed to help capturing the teaching and learning process. This study used a video-recording and an audio-recording to get the data. Then, the audio-recording was used to record the reasons of using translation by the teachers.

In conducting this research, the data has been analyzed by using the data analysis from Creswell (2008: 179). There were observing to collect all the data from observation in the classroom. Recording the observation, and transcribed it from video-recorder. Last, the researcher presented the finding and concluded the research findings which related to the objectives.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. From data analysis the researcher found that the teacher used REAP technique in reading analytical exposition text adapted from Allen (2004). The teacher applied this technique with a good performance, because based on the list of observation for teacher she did every steps of REAP technique. First in Reading step, teacher asked students to read whole text to catch the main idea, then in Encode step students wrote down what they got after read the text once and found new or difficult vocabulary. After that, in Annotate step students explored their idea about the content of the text and wrote down it individually. After that, students worked in group to share and discussion their writing to their friends to make one perfect summarize and moral value.
2. From data analysis the researcher found that the teacher used this technique to apply a fresh way to think critically on the issues discussed. Not only encouraged reading skill, but also developed students' writing skill and increased their

vocabularies. The teacher also stated that students were welcome to follow learning process by this technique.

3. From data analysis the researcher found that the students' reading and answering analytical exposition text by using REAP technique is good. The students were interested and followed every steps in REAP technique, they got high score in all step of REAP technique and it categorized good.

4. From data analysis the researcher found that the average of students' reading and result from answering question about the text by using REAP technique is good. Students' score is categorized as a good according to criteria of assessment by Nurgiyantoro (2013).

Discussion

In learning reading analytical exposition text and answering the questions about the text, the teacher used REAP technique. REAP technique is considered as one of the technique that very needed to apply in learning process in order to make students' reading and answering question better especially in analytical exposition text. REAP is a process by which a teacher provides students with a temporary framework of steps of REAP technique for learning based on the curriculum of 2013. When REAP is done correctly, students are encouraged to reading more English text especially analytical exposition text, explore their ideas and wrote down it on paper, and answering questions about the text well. Then, this technique gradually handover to the students.

The researcher gathered the data through observation sheet and interview with the teacher and students about the use of REAP technique in reading analytical exposition text for the eleventh grade student of SMAN 17 Medan. As supported data, the researcher collected students' work, that is their understanding of the analytical exposition text using the step of REAP technique, and also answer of the questions concerned with the text being read.

It can be seen from the research findings that the researcher observed the use of REAP technique in learning process which taught by the teacher and did

an interview with the teacher and also the students to see their opinion about the use of REAP technique on students' reading and answer of questions of the text.

The findings of this study revealed that the teacher applied the REAP technique adapted from Allen (2004). She taught this technique with a good performance, because based on the list of observation she did every steps of REAP technique to meet the goals.

There were four steps of REAP technique, there were reading, encode, annotate and ponder. In reading step, first the teacher provided an analytical exposition text to read by the students and ask students about what is the text to stimulate another questions from the students. Activity in encode step is students explore their idea about contain of the text and find unfamiliar or new vocabularies to be discussed with others. Then, develop their idea about the whole text, it could be by creating a generic structure of analytical exposition text first. Last, teacher led students to ponder what they have written from reading the text. Students give questions to be discussed in group, make one perfect summarize and moral value. In addition, teacher asked students to answer question about the text.

It is similar with the previous study by Zasrianita (2016) identified the use of REAP technique for reading English text. The findings was revealed that applied REAP technique can develop the students' reading comprehension. She said this technique can be used as alternative in teaching reading. This technique made students more easy in understand a text.

Based on the result of observation the researcher found REAP technique help students in reading analytical exposition text and answering the question about the text. It can be seen from the observation's result that the students' work in understanding the text by following the steps of REAP and answer of questions is good. The students were interested and followed every steps in REAP technique, start from reading they paid attention to the materials that given by teacher, read the text and catch the main idea. In encode all the students interested to write their ideas about the content of the text by their own words and also find new or difficult vocabularies. In annotate they very interested in explore

their ideas individually without reread the text, and also in ponder they very interested to share and discussion what they got in previous step to their group. Students also knew the conclusion and got moral value of the text.

In addition, the result of interview with the teacher and students shown that REAP technique is appropriate technique which is used in learning reading. It also was good and effective technique especially in reading analytical exposition text. Students more motivated in reading English text especially analytical exposition text, because there are steps of REAP technique, so the students followed the steps well. They were also helped because they worked in group. Besides, students' writing skill increased, because they wrote down their ideas on paper. Students also knew unfamiliar or new vocabularies, so their vocabulary increased too. They began attracted in reading an English text especially analytical exposition text.

It was proven in Mutia (2016), that investigated the effect of REAP technique on students' reading, writing and vocabularies. Based on the data collected they conclude that the use of REAP technique of students' reading can significantly improve the students writing and vocabularies achievement. It can be said that REAP technique affects in other skills.

The findings above give contributions on the study of English as a foreign language. It can be proved that REAP technique is helpful for students in reading analytical exposition text. Thus, it can be said an appropriate technique that used in learning reading of any genre text, especially analytical exposition text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. The teacher implemented four steps of REAP technique in teaching reading analytical exposition text. The teacher did every step of REAP technique with a good performance. This technique caused the students interested and followed every steps in REAP technique. Start from reading the teacher asked students to

read whole text, they were very interested and paid attention to the materials to catch the main idea. In encode teacher lead all of the students to wrote down their idea when read the text once and find out unfamiliar or new vocabulary. Teacher also guided the students to explore their ideas about the content of the text individually in group. Last, teacher asked students to share and discuss their writing to their friends. The teacher gave feedback to each group that presented their group's summarize, and also moral values. REAP technique contributed to the study of foreign language teaching especially teaching reading skill.

2. The reasons of using REAP technique were a fresh way to think to understand a text easily, encouraged students to think critically on the issues discussed, developed reading and writing skill, and vocabulary. When the teacher used REAP technique in teaching reading, students are easily invited to issue ideas which is one of reading comprehension.

Suggestions

1. The teachers

The teacher should keep teaching and explaining reading analytical exposition text by using appropriate technique like REAP technique, because by using this technique the students more interested to reading English text.

2. Students

Students should be able to reading English text and understand the content of the text, because reading is one of language skill which have to be mastered by the students.

3. Other researcher

This research is not complete yet and needs additional explanation. It still need elaboration from other researchers who are interested on studying learning technique in reading skill because reading is one of the four language skill.

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