

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students

Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan

Collaborative Writing Using *Google Docs*: A Learning Model to Help the Students in Being Better Writers

**Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial
(Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar)**

The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students

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Menumbuhkembangkan Perilaku Sosial Melalui Jalinan Komunikasi dengan Teman Sebaya

Penerapan Pembelajaran Melalui Metode *Practice Think-Share Resitasi* pada Mata Kuliah Analisa Vektor Pada Mahasiswa

The Effectiveness of Reading Guide Using Wattpad in Teaching Reading for Junior High School

Analisis Kemampuan Mahasiswa dalam Menyusun Pembuktian pada Materi Ring

Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School

**Tradisi Kleduk Kleneng
(Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng)**

The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School

CAKRAWALA PENDIDIKAN
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THE EFFECTIVENESS OF REAP (READ, ENCODE, ANNOTATE, AND PONDER) METHOD IN TEACHING READING FOR JUNIOR HIGH SCHOOL

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STKIP PGRI BLITAR

Abstrak: Membaca adalah salah satu materi yang harus dikuasai oleh siswa-siswi Indonesia dalam mata pelajaran Bahasa Inggris. Kebanyakan siswa SMP mendapatkan nilai rendah pada materi membaca. Permasalahannya adalah kurangnya penguasaan kosakata dan tata bahasa sehingga mereka tidak bisa menterjemahkan teks bahasa Inggris dengan baik. Masalah lain adalah metode pembelajaran guru yang kurang menarik dalam mempelajari materi membaca. Metode REAP menjadi sebuah alternative dalam mempelajari materi membaca. Dengan penelitian eksperimental semu, peneliti meneliti keefektifan REAP didalam materi membaca. Hasil menunjukkan bahwa REAP memberikan hasil yang lebih baik daripada metode lain didalam pembelajaran membaca untuk siswa SMP.

Kata Kunci : REAP, membaca, siswa SMP

Abstract: Reading is material that must be mastered by Indonesian students in English subject. The most of students in Junior high school got low score in reading. The problem were mastering less vocabulary, mastering less grammatical knowledge so that they could not translate English text in their own language well. The other problem was the method of teacher which less interested in teaching reading. REAP method became an alternative in teaching reading for junior high school students. Using quasi experimental research design, the researcher observed the effectiveness of REAP method in teaching reading. The result showed that REAP gives better improvement than other method in teaching reading for junior high school students.

Key Words : REAP, reading, junior high school students

INTRODUCTION

Reading is one of the materials in English subject. There are many books used in high school

up to college consists of reading text. The text provides fiction and non-fiction topics. Reading text is

presented in various genres. The type of texts applied varieties of vocabulary, varieties of grammatical features.

The first factor of causations in students' reading skill is low vocabulary mastery. The students are poor in vocabulary mastery. Students will get difficulties in translating text when they cannot understand words in the text. This statement is also reinforced by Grabe's statement which was quoted by Rezai et. al. (2012:983) that argues "Some knowledge areas that have bearing on the efficiency of reading process are structural and vocabulary knowledge." The reasons mentioned can be factor that causes low score in reading achievement. The fact that students cannot translate the reading text well during teaching reading was conducted. This is common problem that the researcher found in many schools. The second factor that can make students get low score in reading is that the students cannot translate well because of they cannot understand grammatical rule. Students' low grammatical knowledge can be a factor that can cause difficulties in translation for EFL. The fact is that difference of culture between English and Indonesia has shown that grammatically both of language is not same. Indonesian does not use many forms of verbs and many kinds of variation in tense form. English has sixteen tense forms in which some of them use different verb and auxiliaries. Based on the some

Indonesian students' statement, the teacher seldom teaches language feature of the text before reading. The students are just asked to work reading assignment by translating. Teacher must be aware the technique of teaching English for the students so that they can understand the text well to avoid their students' weakness in translation of reading text. The other problem is that some of students of Indonesia do not have prior knowledge about what they read. There are too many text types in curriculum. Some of the text types are presented by different theme such as fiction and nonfiction. In fact that there are many reading texts presented by new topic they do not know. In science there are new topic presented that students does not know before. Based on experience on teaching, students usually could not understand without teacher related the new material given.

In teaching reading, it is important for teacher to make students become active learner. The teacher often used conventional method in teaching. It was usually not interesting for them. Students centered approach can be solution to solve students' case in reading. Students centered approach is based on constructivist approach which enables students to get knowledge by their selves. In teaching reading skill students can use REAP (read, encoding, annotating, and pondering) method to solve low score of reading skill. This method involves students' activity in reading text, encoding

text, annotating text, and pondering text. Based on research in the second grade of SMP N 4 Cirebon, reading, encoding, annotating, pondering (REAP) can improve the students reading comprehension of students.

Based on the mentioned reason, in this chance, researcher wants to know deeply about the effectiveness REAP usage in teaching reading for junior high school students. In this chance researcher conduct research with topic “The Effectiveness of REAP (Reading, Encoding, Annotating, Pondering) Method in teaching reading for junior high school students”

THEORETICAL REFERENCES

Reading

Reading is activity in accepting information from written language. Reading involves some English sub skills such as vocabulary and grammar. Linguistic knowledge has important role in reading. Clarke and Sibersta in Brown (2000:299) state:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between

linguistic knowledge and knowledge in the world.

In reading, EFL usually translate their text from English in their language. There are several type of reading, those are:

1. Perceptive Reading

Perceptive reading is reading that is applied by involving component of the larger stretches of discourse, letter, word, and other graphemic symbols. In this model, bottom-up processing is implied.

2. Selective Reading

Selective reading is reading that has purpose to check students ‘understanding on grammatical and lexical aspect, or discourse feature of language within a short stretch of language.

3. Interactive Reading

Interactive reading is reading test that involves students’ activity in interaction with a text. Reading test can be applied by using kind of text such as narrative text, anecdote, or recount text.

4. Extensive Reading

Extensive reading is kind of reading test that can be designed by using long article or discourse, short story, essay, article or other.

Strategy in Teaching Reading

Wawric-Epp (2004:35) states the crucial thing is such as “1) strategies for reading comprehension, 2) strategies for building meaning using the cues and conventions of language (including phonological awareness, phonemic awareness, phonics, vocabulary development, awareness of sentence

structures, awareness of text structures and organizational patterns, and the pragmatics of text), and 3) reading fluency.

Brown (2002) states ten steps that can be applied by students in learning reading. Those are as following strategies:

1. Identify the purpose of reading
2. Use graphemic rules and pattern to aid in bottom-up decoding
3. Use efficient silent reading reading technique for relatively rapid comprehension.
4. Skim the text for the main idea.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when readers aren't certain.
8. Analyze vocabulary.
9. Distinguished between literal and implied meaning.
10. Capitalize on discourse maker to process relationship.

Reading Assessment

In assessing reading, the teacher can use multiple choices test. Some paragraphs or text can be used to test students ability in comprehending text. The teacher can used some text genre and make some questions. The question of some test can be designed based on some model. Those are as following explanation:

1) Asking content of text

Asking content is to test how far students can understand text after they read. In this model, the test maker can put some question about

main idea and other content of the text.

2) Synonym

Synonym is some words or phrases which have same meaning. Synonym can be part of speech as long it is word from same part of speech. Yule (2010:117) states Two or more words with very closely related meanings are called synonyms.

3) Antonym

Antonym is some words or phrases that become opposite of other words. Yule (2010:117) states

Antonyms are usually divided into two main types, "gradable" (opposites along a scale) and "non-gradable"(direct opposites). Gradable antonyms, such as the pair big/ small, can be used in comparative constructions like I'm bigger than you and A pony is smaller than a horse. Also, the negative of one member of a gradable pair does not necessarily imply the other. For example, the sentence My car isn't old, doesn't necessarily mean My car is new.

REAP

REAP is teaching strategy for reading. It is one of the constructivism theories. Reap involves students on reading, encoding, annotating, and pondering. Eanet and Manzo (1993:472) states "REAP uses writing as a means of improving thinking and reading." The phase of REAP is as following explanation.

1) Reading

In reading, students can see the text. They can try to understand what the content of the text. Students also can use their previous knowledge in the purpose to make easy in comprehending text. Here vocabulary mastery is needed to get reading comprehension.

2) Encoding

The students can encode the reading text by translating the text in their own language. Here the reader also allowed to make paraphrase or to make short note about text.

3) Annotating

Annotating is the step of students in comprehending text using additional note in every paragraph. The students can write the main idea or key point of every paragraph.

4) Pondering

Pondering is the step of reader in reviewing what they have learnt from the text. They can reflect what information that they get after trying to comprehend the text. The students can try to remember again what the text tells to them. They can remember what vocabulary they learn and what the text feature.

REAP has some significances. Those are as following explanation.

- 1) REAP makes students to be active reader.
- 2) REAP makes students to be good translator.
- 3) REAP activates students cognitive process.

Other having some significances, REAP also has disadvantages for some aspects.

- 1) Students need high vocabulary mastery.
- 2) The process of REAP is rather complex.
- 3) Students who have no enough grammar and vocabulary mastery will get difficulties in following this method.

METHOD

This study applied quasi experimental research design with non-randomized pre-test post-test control design to observe the effectiveness of REAP in teaching reading. The material of reading was about narrative text. It involved 54 students of MTs Syech Subakir divided into experimental group and control group. Experimental group was taught by REAP method and the control group was taught by KWL reading method. The researcher applied pre-test, treatment, and post-test to get data. The pre-test and post-test instrument in this study were 25 questions of reading text for each test. The data were observed using ANCOVA in IBM SPSS.20.

DISCUSSION

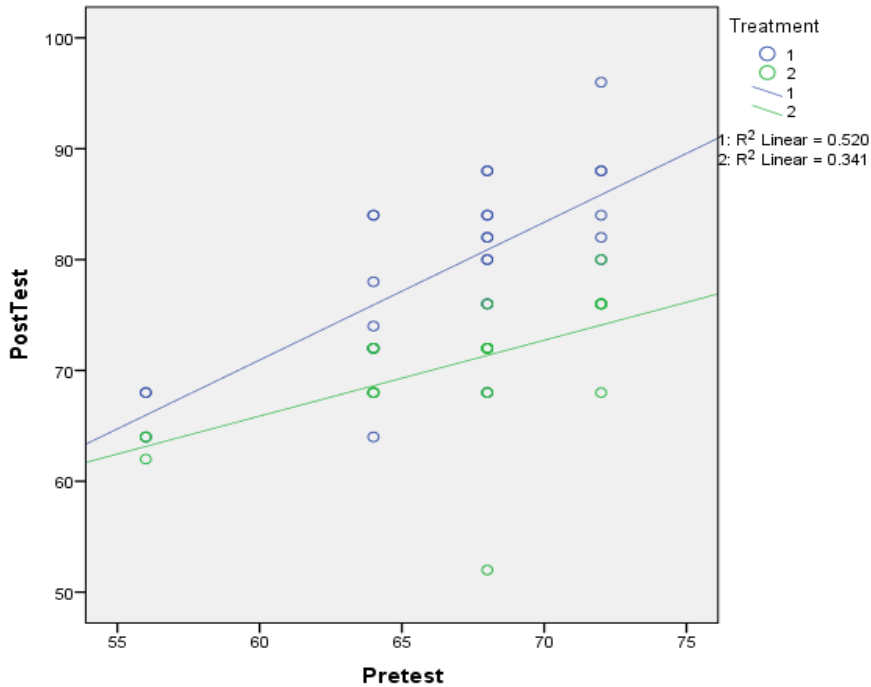
Checking Linearity

Before the researcher analyze covariance, the first step that must researcher do in experimental research is checking linearity of the group. The first assumption in checking the effect of covariate or pre-test toward reading score is by

analyzing linearity of the groups. Here the pre-test score were analyzed to get information how linear they

have correlation. The Figure 4.1 bellow explains how linear pre-test and post-test have relationship.

Figure 4.1 Linearity of Variable



Graphic 4.1 shows two lines which stretch from left bottom to the right up, it means that there are linearity between pre-test and post-test. The

blue line shows linearity of experimental group while the green line shows linearity of control group. R square shows how much

Table 4.1 Homogeneity Analysis

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2177.703 ^a	3	725.901	26.364	.000	.613
Intercept	30.037	1	30.037	1.091	.301	.021
X	53.882	1	53.882	1.957	.168	.038
Y1	1102.460	1	1102.460	40.041	.000	.445
X * Y1	92.529	1	92.529	3.361	.073	.063
Error	1376.668	50	27.533			
Total	305208.000	54				
Corrected Total	3554.370	53				

pre-test can explain post-test. R square of experimental group 0.520 shows that 52.2% of post-test in experimental group is explained by post-test. R square of control group 0.341 shows that 34.1% of post-test in control group is explained by post-test.

Checking Homogeneity Regression Slope

In checking homogeneity of regression slope, the researcher observed test between subject and effect table as the result of SPSS computation. The assumption of homogeneity regression slope is

when the test is greater than 0.050. The result is as following Table 4.1. Table 4.1 shows probability for X*Y1 0.063. It means that the homogeneity of the group is not violated because probability is more than 0.050.

Checking Equality of Variance

In checking equality of variance, the researcher used Levene’s test. The assumption of equality is when probability of F is greater than 0.050, the variance is equal. The result of equality analysis is as following Table 4.2.

Table 4.2 Levene's Test of Equality of Error Variances^a

F	df1	df2	Sig.
3.280	1	52	.076

In the Table 4.3, the value of F shows 3.280 with df1 1 and df2 52. The probability is 0.076 which is greater than 0.050. It means that variance is equal.

ANCOVA

ANCOVA or called analysis of variance is to check whether all covariance influence dependent variable significantly. It applies general linear model in SPSS to measure the effect of all variable in

experimental research. In this case is to check whether there is significant correlation between pretest toward post test and to check whether different methods (REAP method and KWL reading methods) significant difference toward post-test as the result of teaching reading using different method. The ANCOVA is shown by Table 4.3

Table 4.3 ANCOVA

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2085.173 ^a	2	1042.587	36.191	.000	.587
Intercept	32.391	1	32.391	1.124	.294	.022
Y1	1088.433	1	1088.433	37.783	.000	.426
X	1029.644	1	1029.644	35.742	.000	.412

Error	1469.197	51	28.808		
Total	305208.000	54			
Corrected					
Total	3554.370	53			

In the Table 4.3 above the dependent variable is post-test score while independent variables are pretest and treatment. Pretest (Y1) shows value 37.783 with probability (P) 0.000. It means that pre-test influences post-test score significantly because the probability is lower than 0.050. Partial eta squared for pre-test shows 0.426, it means that 42.6% of post-test score is influenced by pre-test score. X shows how significant treatment influences post-test. X as treatment shows value 35.742 with probability 0.000. It signs that treatment influences post-test significantly because the probability

is lower than 0.050. It indicates that there is significant difference between using REAP method and KWL reading method for teaching reading in junior high school level.

Checking The Effectiveness of Method

To check which effective method in teaching reading whether it is REAP or KWL reading method, the researcher can check estimated marginal means. It is means of every variable after effect of covariate is removed. The result of estimated marginal means is shown by Table 4.4.

Table 4.4 Estimated Marginal Mean

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	79.108^a	1.033	77.034	81.182
2	70.374^a	1.033	68.300	72.447

Table 4.4 shows mean of class using REAP and KWL reading method in teaching reading. Level of confidence in this analysis is 95%. Treatment 1 (REAP method usage in teaching reading for experimental class) shows the result of students average score 79.108 while treatment 2 (KWL reading method usage in teaching reading for control class) shows 70.374. There is difference

between students' score averages in teaching reading using REAP and KWL reading method. The mean of class which uses REAP as method in teaching reading is greater than class which uses KWL reading method in teaching reading. It means that REAP is more effective because it gives better improvement than KWL reading method in the level of confidence 95%.

Interpretation

Based on the analysis the mean of class which uses REAP as method in teaching reading is greater than class which uses KWL reading method in teaching reading. It means that REAP is more effective because it gives better improvement than KWL reading method in teaching reading for junior high school students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion previously, in this study the researcher conclude that there is significant difference the use of REAP method and KWL reading method in teaching reading. It is shown by probability of treatment in ANCOVA 0.000 in the level of confidence 95%. Treatment 1 (REAP method usage in teaching reading for experimental class) shows the result of students average score 79.108 while treatment 2 (KWL reading method usage in teaching reading for control class) shows 70.374.. The mean of class which uses REAP as method in teaching reading is greater than class which uses KWL reading method in teaching reading for junior high school students. It means that the use of REAP in teaching reading for junior high school students is more effective because it gives better improvement than KWL reading method.

Suggestion

Based on the result of study, the researcher has some suggestion for teacher and students of junior high school level. Those are as follow.

1. The teacher of junior high school level can uses REAP method in teaching reading for junior high school. It is because the result of study has shown that REAP can give better improvement than other method. Teacher can use this method as effective as possible by considering what their students need and how condition of their students.
2. The students can use their problem solving in learning reading. It is because REAP is effective method than other method such as KWL reading. The students can consider their problem in reading.

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