

## Improving Students' Reading Comprehension by Using Reap Strategy at the Tenth Grade of SMA Negeri 1 Gunungsitoli in 2022/2023

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### Article Info

#### Article history:

Received: 1 July 2024

Publish: 14 July 2024

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### Keywords:

Reading Comprehension

REAP Strategy

Classroom Action Research

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### Abstract

Reading comprehension is the important element that learned in English. Reading comprehension is the process of reading to get meaning and build an understanding of the text. In the reality, the students at the tenth grade of SMA Negeri 1 Gunungsitoli had a problem in reading comprehension. There were problems faced by the students: the students were not able to comprehend the text correctly. Based on the Problem, this research aimed to overcome the problem faced by the students and improved students' reading comprehension used the REAP strategy. This research used Classroom Action Research (CAR) that consists of Planning, Action, Observation, and Reflection. The research conducted in two cycles that consist of two meetings of each cycle. The result of the research in cycle I showed there were 12 students did not pass the MCC of 21 students and the average of students' mark was 69,44. The lowest score was 50 and the highest was 85. In the cycle II, all the students passed the MCC with the average of students' mark was 85,55 with the lowest score was 75 and the highest score was 100. Based on the result of the research, the researcher concluded that the used of REAP strategy improved students' reading comprehension and overcome the students' problem in this research.

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## 1. INTRODUCTION

Reading is one of the four skills in English learning ability because reading is a way to acquire new knowledge and increase information which involves thinking processes carried out by the reader to get the message the writer wants to convey through the medium of words or written language. According to Howel & Nolet (2000) in Dewi & Salmiah (2019) that reading skill is an interactive process that uses code, context analysis, prior knowledge, language, and strategies for executive control in understanding texts. Understanding and knowing what the text contains is called reading comprehension. Astiantih (2022) states that the main goal of reading is to understand the text. It can be said that reading is an act of building meaning when transacting with text. Therefore, Somadoyo (2011) in Rombot et al. (2020) say something reading comprehension is a complex intellectual process that includes two abilities, mastery of word meanings and the ability to think about verbal concepts. So, reading comprehension is the ability to understand written text and get information from the contents of the text. Furthermore, Tarchi (2017) in Rombot et al. (2020) states that reading comprehension is a reading process to build understanding. In the 2013 curriculum syllabus for SMA Negeri 1Gunungsitoli, especially for class X syllabus competencies, students are expected to be able to understand analysis, especially in reading skills related to social functions and text structures in the material being taught. In other words, students are competent in conveying ideas, opinions, and feelings after understanding the context of the reading. To achieve the target in the syllabus, the school has set MCC for X-grade English subjects with a standard score of 75. The MCC that has been set is expected for students to be able to achieve an MCC score of 75 to succeed in English lessons.

However, what the researchers saw in the field was beyond expectations. The students were unable to achieve the MCC 75 in reading skills. One of the reasons is that students are unable to understand the text correctly. Some of the factors that influenced the students' problems were the students were not able to identify the main idea of each paragraph, the students were not able to identify the topic of the recount text, the students were unable to identify the social function of the recount text, the students were unable to identify the generic structure of the recount text, and the students were not able to identify the language features of the recount text.

One of the solutions to solve the problem was using the REAP strategy, especially to understand the text. REAP strategy is a strategy that can help students understand what they read. Learning using the REAP strategy consists of four stages, including reading (reading the text), encoding (determining the main idea), annotating (rewriting in your language), and pondering (discussing the text). Requires the students to find the ideas and important things in the reading, thus enabling students to understand the contents of the reading in depth and thoroughly. Therefore, Renette (2016) in Riandi & Triana (2019) says that this strategy can help the readers to read and understand a text. In other words, this reading strategy is useful to help the students actively interact with texts and help the students to find meaning when reading texts.

Therefore, the researcher implemented the REAP strategy through Classroom Action Research (CAR). This research conduct to correct the weaknesses in the teaching and learning process and improve learning outcomes better than before. In line with that, Soesatyo (2018) in Doyan et al. (2019) CAR is a field research activity carried out with the teacher's efforts to solve problems in class during learning. In simple terms, classroom action research is research in the form of reflective research.

**2. METHOD**

This research uses a Classroom Action Research design to test REAP strategies that improve students' reading comprehension. Classroom Action Research Design uses data collection techniques using observation sheets, field notes, and student worksheets. In research, two variables could be found. The first variable is REAP strategy as the independent variable (variable X) and the second variable is students' reading comprehension as the dependent variable (variable Y). These two variables were used by the researcher to determine whether there was a significant improvement in the REAP strategy on reading comprehension of class X students of SMA Negeri 1 Gunungsitoli. By using pre-tests and past-tests, this research aims to compare performance at each meeting. The researcher developed the procedures for implementing actions in the form of cycles. There are four steps in action research: planning, action, observation, and reflection. In 1 cycle there are 2 meetings, so the researcher used 2 cycles.

**3. FINDINGS AND DISCUSSION**

**3.1. Findings**

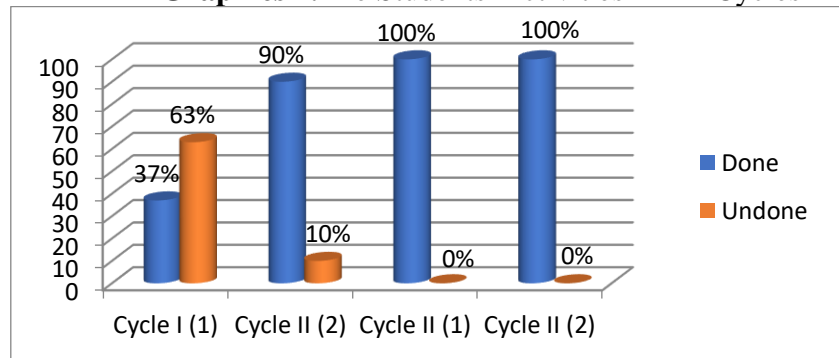
From the data analysis it showed that each meeting and each cycle there was improvement of the researchers' activities in teaching-learning process and it influenced the students' ability in reading comprehension. The result of the students' activities in all cycles can be described as follows:

**Table 2. The Students' Activities in All Cycles**

Num.	Cycle	Meetings	Criterion	Frequency	Presentation (%)
1	I	1	Done	5	37%

			Undone	13	63%
		2	Done	8	90%
			Undone	1	10%
2	II	1	Done	18	100%
			Undone	-	-
		2	Done	9	100%
			Undone	-	-

**Graphics 1.** The Students' Activities in All Cycles



**3.2. Discussion**

After the researcher conducted the research, the researcher analyzed it. In cycle I, first meeting to apply the REAP strategy and second meeting the students did the test. 2 meetings had weaknesses and some students did not achieve the MCC 75. The researcher did improvements to improve the students' weaknesses. In cycle I, 242 activities were unfailed, 406 activities were failed by the students (meeting 1) and 288 activities were unfailed, 36 activities were failed by the students (meeting 2). The results of the students' test in cycle I, were 2 students (6%) got score among 41-54, 10 students (28%) got score among 55-69, 23 students (63%) got score among 70-84 , and 1 student (3%) got a score between 85-100. The average of students' mark in this cycle 1 was 69.44. For the researcher, 11 procedures were done, 7 activities were undone (meeting 1) and 8 procedures were done, 1 procedure was undone (meeting 2).

While in cycle II, the researcher again held the meeting. First meeting to apply the REAP strategy. All most of the students did the activities by the researcher instruction and second meeting the students did the test. All most the students achieved the MCC 75. From the analysis of 2 meetings, for students, 648 procedures were unfailed and the students did not have failed activities (meeting 1) and 360 activities carried out by the students (meeting 2). The results of the students' test in cycle II, were 14 students (39%) got a score between 70-84, and 22 students (61%) got a score between 85-100. The average of students' mark in this cycle 1 was 85.55. For the researcher, 18 procedures were done (meeting 1) and 10 procedures were done (meeting 2). Because the score of the students in cycle II were passed MCC 75, the researcher interpreted that all the students were able to get a score higher that MCC 75, which the students could implement the REAP strategy in reading comprehension. The researcher concluded that REAP strategy did improve the students' reading comprehension and passed the MCC 75.

#### 4. CONCLUSION

To conduct this research, the researcher used REAP strategy through CAR. REAP (Read, Encode, Annotate, and Ponder) strategy is one of reading comprehension strategies that can improve the students' reading comprehension. The purpose of REAP strategy is to develop independent reading comprehension by encouraging the reader to put in information. Classroom action research is meant research activities carried out in the classroom to solve problems and improve the quality of the teaching and learning process by using an action in one cycle. In the research, the researcher conducted the research in cycle I, all most the students did not understand the text, because all of the students did not do related to the researcher instruction by the researcher. The researcher analyzed and interpreted what the students' and researcher activities in observation sheet, and the researcher concluded to do the research in cycle II. After the researcher implemented the research in cycles I and II, it has a significant difference in results. In the first cycle, were 2 students (6%) got score among 41-54, 10 students (28%) got score among 55-69, 23 students (63%) got score among 70-84, and 1 student (3 %) got score between 85-100. whereas in cycle II, there were 14 students (39%) got a score between 70-84, and 22 students (61%) got a score between 85-100. In cycle II, all the activities are done by the researcher and the students have done. All the students achieved the MCC 75. So, the researcher stopped to do the research, because the students' problem was improved

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