



Teaching Reading Through Reading, Encode, Annotate, and Ponder (REAP) Technique to Improve Reading Comprehension in Junior High School

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ABSTRACT

The objective of this research is to determine the effect of REAP technique on students' reading comprehension. The method used in this research was quantitative method and the research design was pre experimental. The samples of this study were 30 students of the eight grade of MTs Negeri 1 Pulau Morotai in the Academic year 2024/2025. Based on the findings of the study the researcher concluded that REAP technique can be use to improve students' reading comprehension. It can be see the data results showed that in the pretest Mean score was 38.47 after being given treatment using the REAP technique, in the posttest the Mean score increased significantly, namely 80.77. It can be proven from the result of hypothesis testing which shows that sig. (2-tailed) was lower than the level of significance ($0.000 < 0.05$). it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So it is proven that using the REAP technique can iomprove students' reading comprehension.

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ABSTRACT

Tujuan dari penelitian ini adalah untuk menentukan efek tdari teknik REAP pada pemahaman membaca siswa. Metode yang digunakan dalama penelitian ini adalah metode kuantitatif dan desain penelitiannya yaitu pra eksperimen. Sampel penelitian ini adalah 30 siswa dari kelas delapan MTs Negeri 1 Pulau Morotai di tahun kademik 2024/2025. Berdasarkan penemuan penelitian, peneliti menyimpulkan bahwa teknik REAP dapat digunakan untuk meningkatkan kemampuan membaca siswa. Dapat dilihat hasil data menunjukan bahwa dalam skor rata-rata petest adalah 38,47 setelah diberikan pemberlakuan menggunakan teknik REAP pada hasil posttest skor rata-rata meningkat secara signifikan yaitu 80,77. Ini dapat dibuktikan dari hasil pengujian hipotesis yang menunjukan bahwa sig (2-tailed) lebih rendah dari tingkat signifikansi ($0.000 < 0.05$). dapat disimpulkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Jadi terbukti bahwa menggunakan teknik REAP dapat meningkatkan pemahaman membaca siswa.

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Fatmawati Buton

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In this chapter the researcher will describe about the background of the research, the formulation of the problem, the objective of the study, the scope of the research, and the last is the significance of the research.

A. Background of The Research

Reading is the activity of looking at reading material and the process of understanding the content of the text aloud or silently. Reading involves the use of words, fluency in reading a text, and comprehension of the printed word. According to Ricky (2019:88) reading is a process of understanding the meaning of a word or text and can tell about what has been read and provide information to others. According to Nelvia (2024:2) reading is an important process for getting information from a text, where readers must link the information in the text, they read into one unit.

While Wike (2021:54) conclude that reading is very important skill to be taught in a foreign language because most scientific book and magazines are written in English. So it can be defined simply that reading is an aspect of seeing and understanding the meaning of writing contained in a text, where we do not just carry out the reading process but there is a cognitive aspect to it. Therefore, reading comprehension is very important to apply in reading because it is easier for students to understand and interpret each point of their reading results. According to Agus (2020:92) reading comprehension is a level of understanding the text. This understanding comes from readers' interaction between the text and how they use their knowledge outside in the text.

To gain reading comprehension, various techniques must be needed in the learning process, and one of the reading techniques that researcher offer is the REAP (Reading, Encoding, Annotating, and Pondering). REAP is a method that ensures meaningful reading, encourages concise writing, and thinking. REAP is also a technique for imprinting information in long-term memory. According to Agus (2020:92) REAP strategy is the good strategy where the students can think critically where they use their own language to retell the main idea of the text. As an acronym states, there are four steps in this technique: R: Reading to gather ideas writer; E: Encode the author's ideas into his own language; A: Annotate the ideas in writing for someone or to share with someone else; P: Pondering on the importance of annotations.

The researcher conducted research in MTs Negeri 1 Pulau Morotai. The researcher conducted research at this school because there are several problems in learning to read, like understand the point, vocabulary, and the spelling, that it has an impact on students' reading comprehension. so the researcher tried use the REAP technique as a solution to these problems and made a research entitled Teaching Reading Through Reading, Encode, Annotate, And Ponder (REAP) Technique To Improve Reading Comprehension In Junior High School. In this research, students will be directed to more easily understand the content



of a reading and can explain important parts of the text according to their own understanding. So that it is easier for students to understand reading students' interest in reading will increase.

B. Formulation of the Problem

After explaining the background above, the researcher formulated a problem formulation, namely: Is there any increasing in students' reading comprehension after implementing the REAP technique?

C. Objective of the Research

The objective of this research is to determine the effect of the REAP technique on students reading comprehension.

D. Sope of the Research

This research focused on improving students' reading comprehension trough the REAP technique by using descriptive text as teaching material.

E. Significances of the Research

1. Teacher

The importance of this research is because it discusses techniques for learning to read which can be used as references by teachers to be applied in learning to read. This research can provide alternative techniques in learning to read in descriptive text, so that students are more interested in reading.

2. Students

This research can provide motivation for students to be more active in learning to read so that they can improve the quality of reading comprehension, students can also understand the material provided more easily so that students can also answer questions more easily.

3. Future Research

The research can be used as an additional references when conducting research in teaching english process, especially in improving students reading.

LITERATURE REVIEW

In this chapter the researcher will explain about the data from erlier studies. Literature review is the second step after getting ideas or points of interest. As a reference or basis for research, the researcher will use previous research or literature review. This literature review contains reviews, summaries and the author's thoughts regarding various references related to the topic being discussed.

A. Some Previous Research Finding

The first previous research by Meliana Tantri (2023) with the entitled The Influence Of Read, Encode, Annotate, Ponder Strategy on Students Reading Comprehension of The Eleventh Grade At MA Al-Ishlah Sukadamai Natar South Lampung. The objective of this study was to determine know the influence of Read, Encode, Annotate, Ponder strategy whether there is a positive and significant of using Read, Encode, Annotate, Ponder strategy



on the reading comprehension of class eleventh students at MA AL-Ishlah Sukadamai. Students have difficulty in read english properly. This study observes the influenceiveness of use Read, Encode, Annotate, Ponder strategy in students' reading comprehension. The results of this study indicate that the results of the independent sample test showing that sig. 2-tailed is 0.04 it means sig. The 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y. Therefore, it can be said that there is a positive and significant influence of Read, Encode, Annotate, And Ponder on reading comprehension. besides that, the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. It shows that the t-observed is greater than the t-value in the table. Therefore, it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, and Ponder comprehension. The similarities of this research are the writer and the researcher use the same learning strategies for the student's reading comprehension which is the REAP technique in students' reading comprehension. The difference of this research is the writer uses a quantitative method and quasi-experimental design in teaching reading comprehension while the researcher uses a quantitative method in teaching reading comprehension of descriptive text.

The second, previous research finding from Wike Idola Erya (2021) with entitled Students' Perception Towards The Use Of Webtoon To Improve Reading Comprehension Skill This research discussed about student's perception on the use of Webtoon to improve reading comprehension skill. Webtoon is a new platform that can be used to improve reading skill by its words used and interesting pictures. The purpose of this study is to explain whether or not Webtoon can increase students' interest in reading comprehension skill. The respondents of the study are the students of English Education students at Universitas Teknokrat Indonesia. The result of the study indicates that the students are more interested and get the motivation to improve their reading comprehension skill by using Webtoon. The different between the researcher and this researcher is the researcher using quantitative method and using descriptive text as the material which this study using qualitative method and using webtoon as the material research. The similarity is the researcher and the writer using the same technique namely REAP technique.

The third, previous research finding by Yelni Erniyati (2024) with entitled Reading, Encoding, Annotating, And Pondering (REAP): The Strategy To Improve Students' Comprehension In Reading. This study aims to describe the process of teaching and learning reading comprehension and improve students' reading comprehension ability by applying the REAP strategy. The researcher used classroom action research at the class A of the fourth semester students of English department of IAIN Kerinci. The class consisted of 22 students. The researcher conducted this study in two cycles and three meetings per cycle. Observation and test were employed in obtaining the data. For the test, the researcher used a reading comprehension test. The results showed that the process of teaching reading using the REAP strategy is very interesting. Students showed their participation during class. The results also showed an improvement in students' reading comprehension. the result of the improvement from mean score from pre- test (56.59) to the post test cycle 1 (64.09) and the second post test (72.50) This can be considered from the student's scores. the result shows the improvement from mean score from pre- test (56.59) to the first post test (64.09) and the



second post test (72.50). It can be summarized that the REAP strategy could be used as a strategy for teaching reading comprehension. The similarities of this research are the writer and the researcher use the same learning strategies for the student's reading comprehension which is the REAP technique. The difference of this research is the writer uses a classroom action while the researcher uses a quantitative method in teaching reading comprehension of descriptive text as the teaching material.

From the explanation of previous research findings above, it turns out that the use of the REAP technique is very important as a learning method, in this case reading learning, because this technique can improve students' reading comprehension and can increase students' interest in reading. In this research, the researcher also use the REAP technique as a students learning method using descriptive text as teaching material. The researcher choose to use descriptive text because the level of researcher carry out in junior high school where students had to be taught to describe an object from the results of their reading using their own language so that the cognitive aspect is achieve.

B. Research Theories

1. Definition of Reading

Reading is an activity to understand strings of words in a reading passage. The primary goal of reading is to ascertain one's understanding of the text by the extrapolating its meaning. Therefore, in this situation, the students must possess strong reading abilities in order to fully understand the text and deduce its explicit or implicit meaning. If the students can achieve the goal of reading, they can become good readers (Yelni Erniyati, 2024:1).

The goals of reading can be achieved through better comprehension of reading text, otherwise knowledge and students cannot gather information after reading (Indrayadi, et.al, 2020). Through reading students get a lot of information not only to retrieve information but also to learn grammar, vocabulary, and pronunciation. Every student must master reading skills so that they can easily understand and interpret the meaning of reading (Miskiyah, Amaliyah, 2022).

2. Kinds of reading

There are three kinds of reading according to Nuttal Christine (1982:17) as follow:

a. Loudly reading

Reading aloud is important and the students should be thought to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading is unison is done with whole group reading aloud together. The purpose of reading individually is to check pronunciation. Reading individually stimulates the students' ability to read, moreover, reading individually helps the teacher to find out who among the students has difficulty in reading.



b. Silent reading

Silently reading reinforces the readers to find out the meaning of the words. This kind of reading leads the reader to have better comprehension. Silent reading is a skill to criticize what is written to discuss something means to draw inferences and conclusion as well as to express new ideas on the basis of what is read. To develop the students' understanding in the silent reading, we give them short reading passage at the beginning and ask questions after the word.

c. Speed-reading

Speed reading is used to improve speed comprehension in reading; this must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

3. Reading comprehension

Reading comprehension refers to the ability to understand the information presented in the written form. According to Agus Sholeh (2020:2-4) Reading comprehension is the level of understanding the text. This understanding comes from readers' interaction between the text and how they use their knowledge outside in the text. Klinger and Yuliana (2018:14) say that reading comprehension is a multi-component, highly complex process that involves much interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the researcher become one mind, and the concepts are translated from one person to another. Reading comprehension is an essential factor to be developed, because the students cannot catch the idea of the writer through reading material if the students do not understand what they have read. Reading comprehension is a complex set of different skills and types of knowledge that are activated in a nearly simultaneous process.

Based on the theoretical description above, the researcher concludes that reading comprehension is an ability of capacity for comprehending and understanding reading material to get information from them. Reading comprehension is the ability to understand a written passage of text, comprehension is the bridge from passive reading to active reading.

4. The Concept of REAP (Read, Encode, Annotate, and Ponder) Technique

a. Definition of REAP

REAP is an acronym for read, encode, annotate, and ponder (Eanet & Manzo, 1976), was among the earliest strategies developed to stress the use of writing as a means of improving thinking and reading. REAP does so by teaching students a number of ways to annotate, or write short critiques of, what they have read. The various annotations serve as alternative perspectives from which to consider and evaluate information and ideas.

REAP is a technique that develops independent reading skill by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. REAP technique is an annotation technique to increase reading and writing skill. Annotating has several benefits. Besides making text more meaningful,



annotating improves student attention while reading and makes reading a more active process (Supriyanti:2015).

REAP is primarily a cognitive-enrichment approach that teaches students to think more precisely and deeply about they read. By following the four steps strategy symbolized by is title:

R (Read) : The first step is read to get the writer's basic message

E (Encode) : The second step is encoding the message by translating it into your own language.

A (Annotate) : the third step is annotating your analysis of the message by writing responses from several perspectives.

P (Ponder) : the last step is ponder what you have read and written-first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others. (Supriyantini:2015 p.97)

b. Purpose of REAP

The purpose of the Read, Encode, Annotate, Ponder (REAP) strategy (Eanet and Manzo 1976) is to develop in students a greater understanding of the author's role in writing and to improve their reading comprehension. REAP helps students build a bridge between the science text and theirs own words to enable them to communicate their understanding of the text.

The purpose of REAP is to give students a fresh way to think while reading to get message and guided practice will help the students in increasing reading comprehension. In short, REAP technique helps students to understand the reading materials since they read it.

The REAP technique (Eanet and Manzo 1976) is designed to: (1) improve the comprehension abilities of readers by helping them synthesize an author's ideas into own words and (2) develop students' writing ability as an aid for future study and recall of ideas they acquire through reading.

c. Description of the procedure

According to Andi Hapsa Mulinda (2020:18) The REAP technique consist of four stages:

R – Reading to discover the author's ideas

E – Encoding the author's ideas into ones own language

A – Annotating those ideas in writing for oneself or for sharing with others

P – Pondering the significance of the annotation.

d. How to Use REAP

According to Supriyantini (2022:98). Using Read, Encode, Annotate, and Ponder (REAP) technique is able to elaborate by the following explanations:

a) Read and understand the authors ideas. The students are provided a text and they have to read it, after they have read the text, have them discuss the concept of the text with the partners, small groups, or in a whole class discussion.

b) Encode the author's words into their own words. The students must put their own words what the passage says. They should be able to do this without having



materials as they having to read the materials as the talk about it. They should become familiar enough with the text to discuss in comfortably.

c) Annotate what they are reading. The students must prompt with these questions:

- 1) What is the authors opinion on the subject? How can you tell?
- 2) What is the problem being presented in the text? What are some possible solutions?
- 3) What is author's purpose or intension?

d) Pondering means that the students must think about what they have written. They are able to give conclusion by discussing and answering the questions.

e. The benefit of REAP strategy

Many benefits in using REAP strategy, REAP technique is an annotation technique to increase reading and writing skills. Annotating has several benefits. Beside making text more meaningful, annotating improves students attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turns improves registration of information of memory. There is less information to remember when it has been summarized in an annotations are written in students' own words. It makes the students esier to understand the materials, especially the reading material. Simply, the students could understand the reading material while they are reading it. (supriyantini:2017).

C. Hypothesis

Based on the theories and the frame of thinking above, the researcher formulates the hypothesis as follow:

H0: there is no effect of the REAP technique againts increasing understanding of students reding.

Ha: there is the effect of the REAP technique agints increasing understanding of students' reading

RESEARCH METHOD

In this chapter the researcher explain the several points related to the research methods carry out, namely research design, population and sample, instrument of the research, procedure of data collection, and data analysis.

A. Research Design

1. Research Design

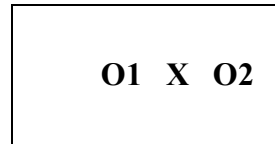
In this study the researcher used quantitative research approach. According to Creswell (2012), a quantitative approach examines the relationship between factor in scientific model. Furthmore the researcher apply a pre experimental design. It is said to be pre experimental design, because this design is not yet a real experiment. Why? Because there are still outside variables that influence the formation of the dependent variable. So the experimental results which are the dependent variabl are not solely influenced by the independent variable. This can happen, because there are no control variabls, and the sample is not randomly selected, (Sugitono 2011:112).



In this research there is only an experimental class that will be given a pretest to find out the students' abilities before being given REAP technique treatment and then giving a posttest to find out the effect of the REAP technique.

This research uses the one-group pretest-posttest design. While the design as follow:

Table 1. One-Group Pretest-Posttest Design



Note:

O1 : Pretest

X : Treatment

O2 : Posttest

2. Variable

This research use two variables, namely the independent variable and the dependent variable which has a large influence on other variables. Who independent variable is REAP technique (x) and the dependent variabel is students' reading comprehension (y).

B. Population and Sample

1. Population

According to Arikunto (2010:173) population is the whole subject study. In this research the popultion involves all students of class VIII MTs Negeri 1 Pulau Morotai in academic year 2024/2025 totaling 120 students.

2. Sample

Samples are part of the number and characteristics of a population. According to Arikunto (2010:174) sample is a part or representation population studied. Sampling technique used in this research is non probability sampling. Non probability sampling is a technique sampling that does not provide equal opportunities for everyobe elements or members of the population to be selescted as samples (Sugiyono, 2010:122). From the population above, the researcher took part of the population be used as a sample, namely in class VIII-B with a totaling of 30 students.

C. Instrument of the Research

1. Pre-test

Pretest is a test carried out before treatment is given, in this case the application of the REAP technique to students to determine the students' initial score.

2. Treatments

In this session the researcher provided learning treatment to students using the REAP technique in six meetings with different topics at each meeting.

3. Post-test

Posttest is a test is carried out after giving treatment to students, to determine students' abilities after implementing the REAP technique.



D. Procedure of Data Collection

1. Pre-test

In this stage the researche will give the test to the students in the experimental class with 50 questions in the form of 30 multiple choice question, 10 true or false statement, and 10 essay then research give 50 minute for students to work on the test.

2. Treatment

In this part the researcher give treatments for six meetings with different topics at each meeting.

1) First meeting

The researcher explain about REAP technique and give them topic descriptive text with entitle Lake Tolire

2) Second meeting

In the second meeting the researcher giving material about the descriptive text with entitle Lamington National Park and then students are grouped into 4 group and presentation the text.

3) Third meeting

At the third meeting the researcher will devide into four group and give them text descriptive with entitle Taj Mahal India

4) Fourth meeting

In this meeting the researcher will divide into four group and give material about descriptive text with title Museum Satria Mandala

5) Fifth meeting

In this meeting the resercher giving a topic about City of Rome and students are groupred into 4 groups and discucuss the text using the REAP technique.

6) Sixth meeting

This meeting the researcher will give descriptive text with entitle The Sea Eagle.

3. Post-test

In this stage the researche will give the test to the students in the experimental class with 50 questions in the form of 30 multiple choice question, 10 true or false statement, and 10 essay then research give 50 minute for students to work on the test.

E. Data Analysis Technique

In analysing data, this research use quantitative methods. So for the analysing the data of quantitative using SPSS 22 for windows. Analysis of the data use in this research is as follows:

1. Descriptive statistics

Descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected without intending to make general conclusions or generalizations (Sugiyono, 2019:206).

2. Test of Normality

Normality test is a test carried out to knoe the data normally distributed or not. In this test will use the Shapiro Wilk test with a significance level of 0.05.

3. Independent sample t-test



The independent sample t test is used to determine whether there is a difference in the means of two unpaired samples. The main requirement in the independent test is that the data is normally distributed.

RESULT AND DISCUSSION

In this chapter the researcher will explain the results and discussion of the research that has been conducted. It was intended to answer the problem of the research. In the discussion the researcher described the process of calculating and presenting the result of the data and the researcher has analyzed the finding.

A. Research Finding

The Researcher conducted research and obtained complete data from all research instrument which include treatment and test, namely pre-test and post-test. This research conducted at MTs Negeri 1 Pulau Morotai, the Data is analyzed to draw conclusions about the research study objective. The researcher discuss the answer to the problem formulation, namely whether there is an increase in students' reading comprehension or not.

1. Descriptive statistic test

Descriptive statistic test is a method used to describe, summarize and present data in a form that is more easily understood. The goal is not to make general conclusions about the population, but to provide an overview of the characteristics of the data being studied.

Table 2. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	30	20	76	38.47	11.542
Post Test	30	65	96	80.77	6.678
Valid N (listwise)	30				

From the result of the descriptive statistical test, it can be explained that in the pretest there are 30 samples with a minimum score of 20 and maximum score of 76 so that the mean value is 38.47 with a standard deviation is 11.542. In the post test the minimum score is 65 and maximum score is 96 and the mean is 80.77 and then the standard deviation is 6.678. for example there is a student A who has a pretest score of 49 after applying REAP technique the posttest score is 85. There is also a student B before applying this technique the pretest score is 37 and after applying RAP technique the posttest score is 75. And there is student C who has a pretest score of 32.5 and after the REAP technique is 77.5.

2. Test of Normality

The normality test is a test used to determine whether the distribution of data is normally distributed or not. The level of significance used in the normality test is 0.05. if the significance value is greater than 0.05, then the data is considered normally distributed.

Table 3. Test of Normality



	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students' Result	Pre test	.088	30	.200*	.930	30	.048
	Post test	.106	30	.200*	.974	30	.665

*. This is a lower bound of the true significance.

Based on the table above, the results of normality test are normally distributed. At Shapiro Wilk, students result in the pretest had a significant value of 0.48, which meets the requirements of the normally test, namely more than 0.05. And the posttest was also declared normal because the significance value was more than 0.05, namely 0.665.

3. Paired Samples Statistics

Because the data is normally distributed, the researcher will test paired samples. In the paired sample statistics, data is collected from the same subject but in two different conditions namely before and after treatment. The aim is to see whether there is a significant difference between the two measurements, which is often used to evaluate the effectiveness of an intervention or treatment.

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	38.47	30	11.542	2.107
	Post Test	80.77	30	6.678	1.219

In the pretest and posttest results, it can be seen that the 30 samples that took the pretest and posttest had different mean scores on the posttest was higher than pretest. It can be concluded that the application of the REAP method improves students' reading comprehension skills more than not applying the method.

4. Paired sample test

Paired sample t-test is a parametric test that can be used in two paired data. The purpose of this test is to see whether there are differences between two samples that are paired or related.

Table 5. Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-42.300	10.879	1.986	-46.362	-38.238	-21.296	29	.000

This section is the last test in pre-experimental quantitative research. It turns out that after testing the paired sample, the significance of two-tailed is 0.00 which is smaller



than 0.05. so it can be concluded that H_0 is rejected and H_a is accepted. So it is proven that using the REAP method can improve students' reading comprehension.

There are several reasons why the REAP method can improve students' reading outcome because this method has a focus on the development of comprehensive reading understanding by involving four different stage. The main focus of REAP is encouraging readers to read actively, coding important information, providing annotation, and then the contemplating the meaning and implications of the text being read.

B. Discussion

This research was conducted in MTs Negeri 1 Pulau Morotai of the eight class where in the school there are several problems in the ability to understand students' reading in English subject namely stammering in reading and spelling letters and pronunciation is still wrong which results in lack of understanding the context of the reading and after the study provides treatment six times with the applying of this REAP technique it turns out that the ability to read students is very sufficient because the posttest scores are much higher than the pretest scores.

These results were also found similar study by Meliana Tantri (2023). The results of this study indicate that the results of the independent sample test showing that sig. 2-tailed is 0.04 it means sig. The 2-tailed is less than 0.05. if the 2-tailed sig is less than 0.05, it means that there is a positive and significant influence of variable X on variable Y. Therefore, it can be said that there is a positive and significant influence of Read, Encode, Annotate, And Ponder on reading comprehension. besides that, the t-observed value is 2.119, while the t-value from the significance table at 5% is 1.671 and 1% is 2.000. It shows that the t-observed is greater than the t-value in the table. Therefore, it can be concluded that there is a positive and significant influence on Read, Encode, Annotate, and Ponder comprehension.

In line with Wike Idola Erya (2021). The result of the study indicates that the students are more interested and get the motivation to improve their reading comprehension skill by using Webtoon. The different between the researcher and this researcher is the researcher using quantitative method and using descriptive text as the material which this study using qualitative method and using webtoon as the material research.

In Yelni Erniyanti (2024:1) The results showed that the process of teaching reading using the REAP strategy is very interesting. Students showed their participation during class. The results also showed an improvement in students' reading comprehension. the result of the improvement from mean score from pre- test (56.59) to the post test cycle 1 (64.09) and the second post test (72.50) This can be considered from the student's scores. the result shows the improvement from mean score from pre- test (56.59) to the first post test (64.09) and the second post test (72.50). It can be summarized that the REAP strategy could be used as a strategy for teaching reading comprehension.

Same like the result study by Supriyanti (2017:95) the data was gained from the first test that were given to the students. The study found that the mean score for the class taught without REAP technique was 78.16 and the mean score for the class taught with using REAP technique was 92.05. The students' score that was taught by using REAP technique was better than students' score that taught without REAP technique. There was any significant



difference between experimental group and control group because the computation t-test was 7.5. so that t value is higher than t table because $7.5 > 2.00$. it means that H_a is acceptable and H_0 is rejected. Based on the study, it can be concluded that using REAP technique to increase reading comprehension has positive influence to the students. So, english teacher have to use REAP technique to increase the students' reading comprehension.

It similar with the previous study by Sarah Azryani Hasibuan (2020:10) that 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 reason 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 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.

From the findings carried out by researchers coupled with previous research whose findings are similar we can see that the application of REAP techniques from before and after having significant differences, namely the ability to read students better when using REAP technique than not using these technique.

CONCLUSION

In this chapter, the researcher discusses the conclusions and suggestions, which in the conclusion section will briefly explain the results of the research that the researcher carried out.

A. Conclusion

From the overall discussion, the first conclusion can be draw related to importance of reading that by reading we can get a variety of news information and also enrich the insight itself so we have readability in reading aspect. The researcher found several obstacles in MTs Negeri 1 Pulau Morotai like indentifying information in the text, main idea, and topic. So this research is aimed to describe the process of teaching and learning to improve the students' reading comprehension by using REAP technique. Based on the findings of the study the researcher concluded that REAP technique can be use to improve students' reading comprehension. It can be see the data results showed that in the pretest Mean score was 38.47 after being given treatment using the REAP technique, in the posttest the Mean score increased significantly, namely 80.77. It can be proven from the result of hypothesis testing which shows that sig. (2-tailed) was lower than the level of significance ($0.000 < 0.05$). it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So it is proven that using the REAP method can improve students' reading comprehension.

B. Suggestion

From the conclusion above, the researcher can provide several suggestions to the following parties.



1. Students

The researcher hopes that this research can help students with reading difficulties such as understanding the meaning and points in the text. The researcher also hopes that students will be able to improve their reading comprehension.

2. Teachers

Research suggests that researchers choose the REAP technique as a learning method because this method is easier and very good and interesting so that students can understand the material presented and enjoy it throughout the learning process

3. Future Researchers

The hope is for researchers to be able to use this research as a guide for future researchers who are similar to using the REAP technique.

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