TEACHING READING USING THE REAP (READING, ENCODE, ANNOTATE AND PONDER) STRATEGY IN READING COMPREHENSION

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Abstract: *This article aims to explain the use of the REAP strategy in teaching reading. There are so many teaching reading strategies that the teacher has applied for different reading purposes. Meanwhile, it helps the readers achieve their purposes in reading. Utilizing the Read, Encode, Annotate and Ponder (REAP) strategy. It was supposed that Read, Encode, Annotate, Ponder (REAP) was appropriate for overcoming the problem. The method used in this research is the students should have also it should be support by their comprehension moreover, reading without comprehension is really difficult to understand about something that has been appear in the magazines, newspapers, books or other the printed materials eventhogh it was fiction or non fiction*

INTRODUCTION

Reading is one of the four important competencies, and it is the most important if no one of the readers can comprehend the main point of what they have read. Reading involves the use of words, fluency in reading a text, and comprehension of the printed word. Furthermore, it is a way of extracting information from written language words and a means of interacting with the text and the reader. The reader can gain benefits from reading, including obtaining a lot of information, improving their knowledge, solving problems, and gaining new ideas by comprehending a reading passage. In other words, reading is not only a precision for uttering words or phrases, but also identifying and understanding the intent of the author in a reading passage.

Reading should be taught well by the teacher to ensure students master the important skill of reading. It includes how teachers develop the right strategies in the reading activity and how students feel comfortable receiving and understanding the topic. stated that reading is crucial, as it is one of the skills that are required, and correction is necessary, whereas in the modern era, information comes from different sources and to obtain the information, people need to know how to read. Reading is a means to gain knowledge from various fields, allowing you to see knowledge from different fields in a more accessible way. It will be able to increase their knowledge. This will help them to improve their knowledge.

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. Grabe, et al (2011:17) stated that reading is the ability to extract meaning from printed material and interpret it appropriately. This means that reading is an activity conducted to obtain information and also in reading is not only reading but also meaning entry.

Furthermore, reading and comprehension are not separate, as they are interconnected. comprehension is the basis of reading as stated by Kruidenier (2002:77), who stated that comprehension is the reason. when reading a text, they must comprehend its content. Reading and comprehension are related because the outcome of the reading activity is to understand what was read. While reading, the reader constructs the significance of the written text.

Reading is all about comprehending the content, and this requires understanding the material and this is the key to effective reading. The meaning of reading is understood through reading through various processes that involve reading words, knowledge, and fluency, as stated by Klinger, et al. (2007:2). It can be said that understanding reading is an understanding by reading words, the more the reader reads, the more knowledge or information he gains, and fluidity in reading each word of the text.

There are so many strategies that has been applied by the teacher one of them is Read, Encode, Annotate, and Ponder (REAP) Strategy. It was helping students to understand the text. Based on Allen (2004), this strategy encourages the students to review the text during stages of the REAP process. Students also learn to represent main ideas and author's message in their own words. Then their move on to the Ponder stage. Eanet and Manzo (1976) have been established the REAP Strategy to promote writing as a tool for enhancing thinking and reading. The REAP Strategy helps students relate text to their own words to enable them to communicate their understanding of the text. The Read, Encode, Annotate, Ponder (REAP) Strategy was supposed to result in the students can enhance their reading comprehension.

This strategy has been supported by some researchers; they are Amalia, et al (2018), they conducted research about the significant differences in reading comprehension achievement between Junior High School students who were taught using the REAP Strategy and those who were not. Next, Dawit Tibebu Tiruneh (2014) showed that REAP Strategy gave significant result for those students who taught by using this strategy rather than taught by other strategy. Then, Sulistiyo Windarsih (2012) has proved that REAP Strategy increase the student's comprehension in reading recount text in SMPN 1 Kalinyamatan Jepara. Therefore, those researchers finding proved that REAP Strategy is highly effective to help the English teacher in teaching learning process especially in reading comprehension.

LITERATURE REVIEW
Reading

Reading is a language skill that requires students as readers to interact with the text to gain information from the texts. Some experts share their definitions of what is meant by reading. Patel, et al. (2018) said that reading is an important activity in life with which one can update his or her knowledge. Similarly, (Smith, 2014) said that reading is a complex process in which readers must interpret information in the text and it constantly involves guessing, predicting, checking, and asking oneself questions. From these definitions, it can be concluded reading is one way to develop someone's knowledge and make it progress for his/her self-related to language activities including new vocabulary also it involves the reader's thinking, and the readers must guess what the writer's to convey.

Nunan (2003: 68)stated that reading is the fluent process of readers, combining information from a text and their background knowledge to build meaning. Similarly,

(Grimes, 2006) stated that reading is an active process of constructing meaning. From this definition, it can be concluded that reading is a process of thinking where the readers relate the information from the text and their background knowledge of the text to build their understanding of the meaning of the text.

According to Peregoy & Boyle in (Suryanto, 2007) stated that reading is a set of skills that involves making sense and deriving meaning from printed words. It means that, the students must cultivate their minds to gain comprehension. Then, the goal of the students is to be able to analyze information in their minds to find meaning. In addition, students must also be able to find the necessary information in the text.

In additional (Grellet, 2006) stated that there are two main reasons for reading. The first is reading ability that people do get information and pleasure. It means that we can understand reading to increase our knowledge because we can obtain a great deal of information such as developments in all regions of the world, the progress of business and education. Second, reading can amuse the reader because many kinds of text can give satisfaction to the reader.

Furthermore, (Moreillon, 2007) said that reading is making meaning from printed and visual information. From the above definition, reading is an active process in which students can come up with an idea of what they have read. Then, for getting information students do a set activity. The activities start with rapid eye movement to follow the composition, then send it to the brain and the reader will analyze the information in the brain Lastly the reader gets the meaning from the text. Besides, the statement above also indicates that reading is not a simple task, as it necessitates a great deal of effort to derive meaning or information from the text. In this case, readers are expected to have a capability or strategy that may help them understand the content of the text.

Based on the opinion above, it can be concluded that reading is a process in that engages prior knowledge with current knowledge and interprets how the readers watch things in the world. Through what has been read, there will be a new thought to achieve what readers previously knew.

Reading Comprehension

In reading comprehension becomes an important factor. This idea is supported by (Ostrov, 2003)who stated that in reading "comprehension is one of the important factors that indicate how well people read." He then explains when we read a text extremely quickly but we cannot understand what we have read, it means that we do not read it comprehensively. Thus, comprehension is an indispensable part of reading activity.

Based on (Khand, 2004) stated that reading comprehension is the activity of getting the content of the writer wants to explain. It is making meaning from the text. Furthermore, the readers can comprehend the text through a reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary and seeing the relationship between words and concepts.

Similarly, (King & Stanley, 1999) explained that "reading comprehension has five aspects contained in reading text. They are; finding information, finding the main idea, finding the meaning of vocabulary in content, identifying reference, and making inference."

It means that factual information requires readers to scan specific details, and recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and content of reading text when the students find the meaning of vocabulary in the content, it can develop his/her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference, the words or phrases, the students can identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students can read between the lines. It divides into main attention, drawing logical inferences, and making accurate predictions.

So, based on the experts above, the writer concludes that reading comprehension is one's ability in comprehending the message of the English materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process of identifying the text elements such as; finding the main idea, details, the meaning of vocabulary in context, identifying references, and making inferences.

Read, Encode, Annotate, Ponder (REAP) Strategy

The REAP (Read, Encode, Annotate. Ponder) includes cognitive strategies. This strategy enables the students to predict, recall, summarize, infer, and draw conclusions from the text. Those steps of REAP can assist students in comprehending the text by relating it to their understanding. Eanest and Manzo (1976) has been established the REAP Strategy to promote writing as a tool for enhancing thinking and reading. The REAP Strategy helps students relate text to their own words to enable them to communicate their understanding of the text.

Strode (1993) describe the REAP strategy, which uses annotation to improve reading comprehension and writing skills. Annotating is a writing-to-learn strategy that involves reading and rereading a text. Furthermore, the annotating strategy entails marking or annotating a book to emphasize important information and record the reader's ideas. In line with Manzo, et al. (1990), the REAP strategy is a comprehension strategy that requires students to follow the four steps to get more meaningful and thorough understanding of texts when reading

This is the simple study strategy which could be used by a student for first learning to use. According to (Horning, 2011) said that REAP is one of strategies that helps students to read and comprehend or understand the content of a passage then REAP is stand for Read, Encode, Annotate, and Ponder.

1. Read, in this phase students are focused on reading the reading text carefully
2. Encode, determine the main idea or keywords of reading using their language which aims to make it easier for students to get information from the text.
3. Annotate, students should comment on what they have read by making tiny remarks in their language.
4. Ponder, students can discuss the outcomes of their annotations with group friends to ensure their annotations are following the content of the reading text.

The Procedure of Read, Encode, Annotate, Ponder (REAP) Strategy

There are several steps in implementing this strategy. Based on (Allen, 2004) said that procedures that we can use to teach the REAP strategy are as follows:

1. Read
   The students will be asked to read selection by the teacher then they have to read carefully
2. Encode
   The students try to encode by putting the gist of what they read in their own words.
3. Annotate
   The students will be asked to annotate the text by writing down the main idea (notes, important words, and quotes) and writers' message.
4. Ponder
   The students ponder what they have read by thinking and talking with others in order to make personal connection, develop the questions and connect their reading with others reading.

While, the teacher's activities in teaching using PARS can be seen from the steps below:

1. The teacher give a text to the students and ask them to read carefully.
2. Then, the students determine main idea or keyword of reading using their language to make it easy for students to obtain information from the text.
3. Therefore, the students should make brief comments in their own language on what they have read.
4. After make brief comments, the students discuss the result of their annotations related to the content of reading text.

CONCLUSION

Based on the experts' above has been explained that reading is one of the important skills that the students should have also it should be support by their comprehension moreover, reading without comprehension is really difficult to understand about something that has been appear in the magazines, newspapers, books or other the printed materials eventhogh it was fiction or non fiction.

There is one of way to understand or comprehend the text by using REAP (Read, Encode, Annotate, and Ponder) Strategy. This strategy was presented by Eanest and Manzo in 1976. Actually, this strategy to promote writing as tool for enhancing thinking and reading. In other words, REAP strategy was help students relate to their own words to enable them to communicate their understanding of the text.

Here is the steps of REAP strategy; the first, Read, the students should be focus on their reading text. Then, Encode, the students should be determine main idea or keywords using their language. Next, Annotate, this part students should give their comment after their reading by making small remarks in their language. The last, Ponder, the students do discussion by thinking and talking with others related about content of reading text

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