

# Reading, Encoding, Annotating, and Pondering Technique As Learning Process In Pandemic Era to Improve Reading Comprehension Stability of Students

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## **Abstract.**

*The students' reading comprehension is very low at the pandemic era. They are difficult to understand the text, they don't have enough English vocabulary. Many teachers/lecturers used techniques that were less precise in teaching reading, and the students got reading comprehension scores below the minimum completion criteria (KKM). This research aims to determine whether using Reading, Encoding, Annotating, and Pondering technique as a learning process in the pandemic era to improve reading comprehension stability for students. This research is conducted by using a descriptive qualitative method, which describes students' problems at the pandemic era by zoom on the Internet. After that, the data which used percentage. The researcher also has done pre-assessment for supporting accurate data. The subjects of this research were 20 students, consisted of 11 females and 9 males. The subject instrument used in this research is reading comprehension test, researcher observation checklist and field notes, student observation checklist and field notes, interview and documentation by zoom on the Internet. According to the average results, the increasing for students' reading comprehension ability on the pre-assessment is the average student reaches, (55.14%), learning 1 (62.15%), learning 2 (70.14%), and learning 3 (75.65%) average students' score increase and got standardization of school. Based on the result in each level which there is indeed REAP technique could increase students' reading comprehension text.*

**Keywords :** Encoding, Annotating, and Pondering

## **I. INTRODUCTION**

Processing of the new life in the pandemic era is not easy to be applied for every one because we never imagine before it will happen the plague of corona which impacts on each side of our life. Most of the social interaction is done by virtual systems so that the pandemic has changed old habits into new habits. Welcome "new life" and whether you want it or not we must adapt with new ways, habits, and thoughts. The pandemic era and Corona Virus have pushed us for more care through cleanliness in our life. They also build new character how to learn, comprehend, read, and talk. This is fundamental momentum in order to be able to adapt especially for comprehending information. Of course we also should start thinking about a new life in new ways. We must start to make changes with creativity and persistence in order to make the ways that are done relevant to the changes occurred. Reading, Reading, Encoding, Annotating, and Pondering techniques as learning processes relevant in the pandemic era to improve reading comprehension for students. English reading is referred to as an international reading and also as a second language from many countries in the world. Therefore, people realized that the importance of comprehending articles in the pandemic era. When someone wants to interact and communicate with people from some countries in the world, without any confusion by expressing their feelings and thoughts. The position of English is also increasingly used, which is not only in the world of education but in all fields such as science, technology, economics, politics, trade, banking, culture, art and others<sup>1</sup>. For this reason, why English can be said to be one of the largest languages that used in the whole world and based on explanations above we need suitable learning frameworks, one of them is reading technique applied Reading, Encoding, Annotating, and Pondering (REAP) techniques for increasing students' ability for reading comprehension. There are four skills for learning in English, namely speaking, reading, writing, and speaking skills. Reading is one of the four skills that must be mastered by students because it has an important role in human life<sup>1</sup>. They are important to master, but the most valuable thing to master is reading skills, because reading is one of the most important skills. This is also the main pillar where the teaching and learning process. Reading is one of the factors that influence students to succeed in the learning and teaching process. In order for the reading process to succeed, an individual must process basic intellectual abilities or background knowledge and experience related to the topic of reading, and apply reading techniques that are usually understood as a solitary activity for reading skill in which the reader interacts with the text separately. These means that students need to improve their reading skills by applying Reading, Encoding, Annotating, and Pondering (REAP) techniques. Comprehension in reading is very important that must be

processed by students in order to understand the text. Reading is also a public place for teacher education that tends to be taught by the teacher with the method used by the teacher who teaches them. Reading is one of the skills students must learn. Because reading is an important skill, when readers read, they also learn and have a goal to gain knowledge, they use thinking, skills or techniques to deduce what they mean. Another definition of reading comprehension technique is as cognitive or behavioral action that is applied under certain context. Teaching reading is not easy because teachers don't just have to make students read the text but they also have to think about how students can understand all aspects of English in it<sup>2</sup>. To make students interested in learning English, teachers must have various techniques in teaching English. There are many reading comprehension strategies, such as: PQ4R strategies, S3QR strategies, Critical Reading Techniques, and REAP Techniques. Many students got reading comprehension scores below the minimum completion criteria (KKM) of 75. And researchers also found, the teachers used a technique that is not quite right in teaching reading. Thus, students get bored easily and cause them difficulty in understanding a text and students also find it difficult to understand the meaning of words in the text. Although it is clear that students' self-efficacy seems to have a lot of influence on their reading skills.<sup>3</sup> Firstly, many students got reading comprehension scores below the minimum completion criteria (KKM). Secondly, students are less efficient in reading because they lack independent reading. In other words, if the students read rarely, they might have problem in acquiring vocabulary. Thirdly, students are unable to use context clues to guess the word meaning. If the students come across with the difficult words, they tend to ignore the words and it makes them discouraged and stop reading. Fourth, students have difficulty understanding the text. Difficulties are caused by several factors, such as incomprehensible text, vocabulary difficulties, and length of texts, so some of them have scores in KKM. Fifth, the students lack English vocabulary, which is why students find it difficult to understand texts and students also find it difficult to get text messages and they cannot read and construct sentences correctly. Sixth, the teacher uses a technique that is not quite right in teaching reading. So in this case, students feel bored and do not understand how to read texts and students are also lazy to practice reading. Finally, the students read the text is monotonous. There is no innovative way for students to read the text comprehensively. Students cannot learn effectively without teacher guidance. When teachers use appropriate techniques that can overcome the problems identified, students can be more active and interested in reading activities. Therefore, techniques are needed to solve the problem.

Based on the problem above, researcher was help students how to get information and understand the text. To help students understand the text, there are several learning techniques in teaching that can be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP) techniques. This technique is hoped that able to help readers read and understand texts and the purpose of the REAP technique is to develop reading skill so that students are better understand the role of the writer in writing and to improve their reading comprehension. The REAP technique was help students to connect text and their words to enable them to communicate their understanding of the text by using these techniques of Read, Encode, Annotate, and Ponder (REAP). Students are expected to be able to improve their reading comprehension. Therefore, researchers conducted this study entitled: **"READING, ENCODING, ANNOTATING, AND PONDERING TECHNIQUE AS LEARNING PROCESS IN PANDEMIC ERA TO IMPROVE READING COMPREHENSION STABILITY FOR STUDENTS."**

## II. Methods

This research used descriptive qualitative method because it describes the recent phenomenon, how to use an effective reading techniques at pandemic era, qualitative research is the research that focuses on specific situation or people, and it emphasizes on words rather than number and this research got sentence data such as oral and written from people or subject.<sup>4</sup> This researcher would involved English Departement of IAIN Bengkulu in academic year 2019/2020. As the subject of this research because of based on observation by zoom, those students had problems in reading comprehension at pandemic era. They could not able to comprehend the text that had been gave by the lecturer easily. Based on the problem the researcher tried to find their solution for the students so they could to comprehend the text using the REAP technique. The object of this researcher was the student of English Department of IAIN Bengkulu, which were consist of 20 students in the Daring classroom. There were 9 males and 11 females. The Researcher chosen this class because some of the students in this Daring class usually had low scores in English subjects or below Minimum Completion criteria (KKM), especially in reading text comprehension. Data Collection technique are interview by zoom, observation by zoom, documentation and tests. Interview, data collection were by asking students verbally via zoom to have direct information

about learning process. This means that researcher was conduct interviews after applying zoom classroom. That is to find out a general description of the learning process of reading comprehension, the situation of students in reading activities by zoom program, Observation in this research was conducted by researchers that get the implementation of learning data. This data is obtained from the results of research and teacher observation taken in zoom program. Test is a process to measure students' abilities and knowledge about the material provided, competencies, intelligence, and talents that can belong to individual. Tests can be constructed primarily to assess student performance in language. Reading comprehension tests are used to measure their ability to read reading materials given by the researcher, using multiple choice tests, which consist of 30 questions about narrative text. Research Instrument, there were some instruments. Observation checklist and field Notes by Zoom Program in the Internet, this research was used an observation sheet to measure participants in learning process. Then for observation, There are two types of observation lists in this research. Researcher's observation checklists. The list of student's observations is used to collect data about student attitudes in the learning process

**Tabel 2.1 Student's Observation checklist field notes**

No	Student's preparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need learning activity			
<b>2.</b>	<b>Students' interest toward using REAP technique and the material give</b>			
	- Student paid attention to the explanation about narrative text			
	- Student pay attention the explanation about the steps of using REAP technique.			
	- Student show their interest toward using REAP technique and the material is given.			
	- The students give comments or ideas toward the material is gave.			
<b>3.</b>	<b>Students attitude toward using REAP technique</b>			
	- Students give participation during read a narrative text.			
	- Student get enthusiastic ideas in reading a narrative text by using REAP technique.			
	- Student active in teaching learning process and gave maximal answer, opinion or ideas in answer step.			

Interview this research was conducted interviews by asking researcher and students to get direct information about the teaching and learning process. To find out a general description of the learning process of reading comprehension, the situation of students in reading activities, and reading techniques that are usually applied by English Departement Students of IAIN Bengkulu.

**Tabel. 2.2 Interview list with students**

No	Question
1	do you think you would rather learn to use the REAP technique or previous techniques?
2	What are the obstacles you faced while learning to use this technique?
3	What is the difference after learning to understand reading narrative texts using the REAP technique using the previous technique?
4	What do you think about reading, encoding, annotating, and pondering (reaping)? Are you interested or not?
5	Can this REAP technique help you in understanding and answering questions about narrative texts?
6	Do you agree that REAP is useful when you read and analyze narrative texts? If you agree or not, explain
7	Do you get into trouble when you read narrative texts using REAP techniques? What is that? Give explain?
8	What is the reason you like the REAP technique?

Reading comprehension test, Tests are a number of questions, exercises and so on that are carried out to measure competencies, intelligence, abilities, and talents that individuals or groups can have. The test was be used to measure students' abilities in the text both before the implementation of the actions and after the implementation of the action. The test uses guidelines for reading narrative text. The text used is narrative text because the material was tested. Here the item chosen is multiple choice, the chosen to be a measure of students' reading comprehension through reading comprehension tests.

**Tabel 2.3 Blueprint Reading Comprehension Test**

No	Basic competencies	Material of the subject	Question indicator	Test form	Question Number
1	3.8 Distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simply, in accordance with the context of their use.	<ul style="list-style-type: none"> <li>• Social Functions</li> <li>The pupose of narrative text is to amuse or to entertain the reader with a story.</li> <li>• GenericStructure</li> <li>Can include:               <ul style="list-style-type: none"> <li>- orientation</li> <li>- Complications</li> <li>- Resolution</li> <li>- Re orientation</li> </ul> </li> <li>• Language feature               <ul style="list-style-type: none"> <li>- Sentences in simple past tense, past continuous, and others that are relevant.</li> <li>- Adverb of time (once upon a time, one day, etc)</li> <li>- Specefic character. The character of the story is specefic, not general.</li> <li>- Action adverb. A verb that shows an action. (killed,dug, walked, etc)</li> <li>- Direct speech. It is make the story lively.</li> </ul> </li> </ul>	Given the narrative text students can:	PG	25
			1. Determine the function / purpose of narrative text		
			2. Determine the general idea/topic paragraph/conersation/text	PG	11,14,17
			3. Determine the main idea of the paragraph	PG	15
			4. Determine the detailed information contained in the text and moral values	PG	1,2,3,4,5,6,7,8,9,12,13,16,18,19,20,21,22,23,24,26,27,28,29,30
5. Determine the reference words	PG	10			

Analysis Technique of Quantitative Data, is a process of finding knowledge that uses numerical data as a tool to analyze information about what researchers want to know. Therefore in quantitative research a test was given to student so that we can know whether or not an objective is being achieved in this research. The test used is multiple choice.

**Table 2.4 Criteria of scoring reading skill**

Variabel	Sub-Variabel	Indicator
Reading comprehension	Main Idea	They student can identify the main idea of the reading passage well
	Understanding text organization	The students can understand well about the organization or the order of the text
	Inferences	The students can understand where the text is refers to. So, they can understand even the vocabulary of the text were changed in its pronouns, etc.
	Predicating	The students can encourage themselves to look at the subject of the passage, and to think about the possible content. It doesn't matter if the learner do not predict correctly. The activity still helps prepare them for reading.
	Vocabulary	The students can try and guess the general sense of difficult word, and there are a number of activities

		which help the reader deal with unfamiliar vocabulary without using dictionary or asking the teacher to explain and translate.
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**Table 2.5 Table of Students' score Interval**

INTERVAL	QUALIFICATION
86-100	Very good
71-85	Good
56-70	Fair
≤ 55	Poor

The researcher took a result of students' achievement in the reading comprehension test. The students passed the test, if they reached the very good category or got score  $\geq 75$  (based on the indicator of success). Qualitative data were analyzed according to Huberman and Miles' data analysis procedure such as: <sup>5</sup>Data reduction. The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As has been found, the researcher observed via zoom, the more data were more complex, and complicated. For this reason, it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns. Thus the reduced data were provided a clearer picture, and make it easier for researchers to conduct further data collection. Data display, after the data have been reduced, the next step is to display the data. If qualitative research can be done in various forms such as tables and graphs. More than that, the presentation of data are carried out in the form of brief descriptions, charts, relationships between categories, and flowcharts. Miles and Huberman state "the most frequent form of display data qualitative research data in the past has been narrative text". The most frequently used to present data in qualitative research is the narrative text. Conclusions/verification, is the last step in the data analysis process. In this section the researcher expresses conclusions from the data that have been obtained. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. But if the conclusions put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

### III. RESULT AND DISCUSSION

The results of this research showed that use REAP technique to improve reading comprehension English Department Students of IAIN Kota Bengkulu in the academic year 2019/2020. This can be seen from the results of the pre-assessment conducted by researchers on September 25<sup>th</sup>, 2019, because researchers tried to improve students' reading comprehension using REAP techniques. The results of students' reading comprehension were analyzed and compared through the percentage of each step in this research. Pre-Assessment, researchers provided initial assessment to determine students' reading comprehension. In conducting an initial assessment to determine students' reading comprehension, researcher does not use REAP techniques and researchers test students as the teaching normally do. Students were given an initial assessment to determine students' abilities in reading comprehension. Researchers provided texts to students read and understand about narrative texts individually. Materials were taken from the internet that was done to get an understanding of the reading score before giving action or taking class action. Pre-Assessment is given on September 25<sup>th</sup>, 2019. The test consists of 30 questions. Text is multiple choices in the form of narrative text. The test was given to 20 English Department Students of IAIN Kota Bengkulu.

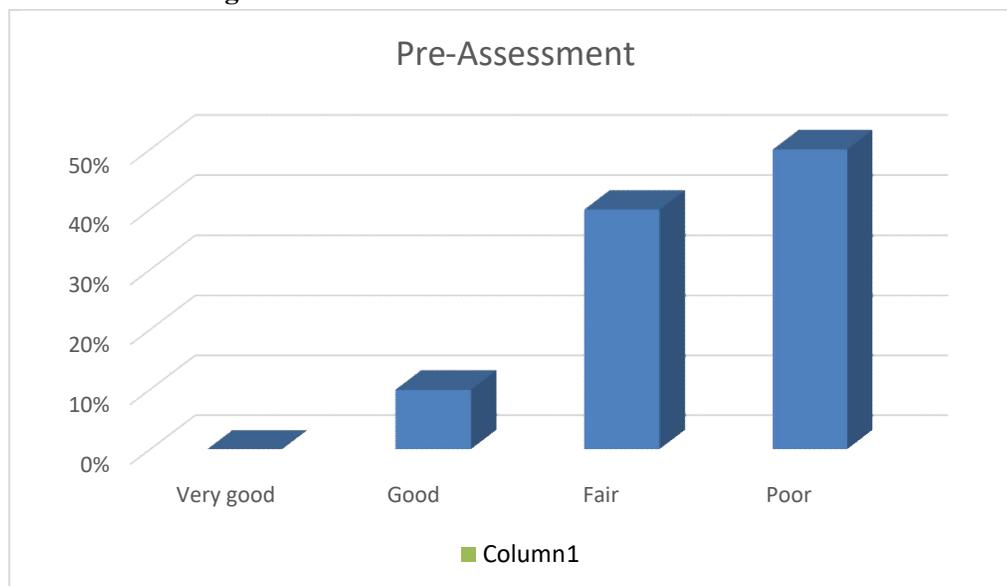
**Table 4.1 The Result of Reading Comprehension Test Pre Assessment**

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	2	10%

3	56-70	Fair	8	40%
4	≤ 55	Poor	10	50%

Based on the table above, it shows that there are no students who get a very good category. There are only 2 or (10%) students who get good categories, and there are 8 or (40%) students get fair categories, and there are also those who get poor categories, there are 10 or (50%) students. Student scores in pre-assessment averaged 51.65. After the researcher knows the students' ability to read comprehension has a bad category that the researcher will apply the REAP technique to improve students' reading comprehension. To get even more clear information about understanding reading percentage of students, we can see the following chart:

**Fig 4.1.** The Result of Pre-Assessment



From the chart above, this research collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table. The data above showed that the scores obtained by students in class. None of the students got very good grades, 2 students got good categories, 8 students got fair categories and 10 students got poor categories. By knowing the percentage in the Pre-assessment, this study concludes that there are several factors that cause students' reading comprehension to be categorized poor, because students have some problems such as difficulty finding the main ideas in the text, lack of motivation, even students think that reading is not interesting. and they are difficult and easily bored. So, by knowing the student's problem, the researcher feels that a learning technique or model is needed, namely the REAP technique, which is appropriate for improving students' reading comprehension. After seeing the results of students' reading comprehension in pre-assessment, choosing materials based on syllabi for teaching and learning through REAP techniques. The reading materials are narrative text which taken from many sources such as in the internet. In addition, researchers prepared observation checklist, interviews and also reading comprehension tests for students in a multiple choice consisting of 30 items. Researchers prepare materials and methods for solving students' problems while in the learning process.

Activities in planning are:

- a. The teacher makes a schedule by Zoom
- b. The teacher prepares lesson plans
- c. The teacher prepares learning material,
- d. The teacher prepares reading comprehension material for students who are students of narrative text type
- e. Prepare a list of interviews, check student and teacher observations
- f. Create groups of students, each group consisting of 4-5 students
- g. Explain the REAP technique to students

After preparing the English teaching instruments and materials that will be used in this cycle, the researcher carries out the implementation which consists of three steps, namely pre-teaching activities, while teaching activities, and post teaching activities., researchers apply the REAP technique. Pre-Teaching Activities by zoom Program in the Internet

1. The teacher greeting
2. The teacher checks the presence of students psychologically and physically to follow the learning process by zoom
3. The teacher gives students motivation to learn contextually according to the benefits and application of teaching material in daily life by zoom

4. The teacher asks questions about the relationship between prior knowledge and the material to be learned.
5. The teacher explains about the learning objectives or basic competencies that will be achieved.
6. The teacher invites students to prepare textbooks and stationery.
7. Before entering into the subject matter, the teacher provides brain storming to students.
  - a. While teaching activities
    1. The teacher explains definition of narrative text, generic structure text and language feature
    2. The teacher explains what the REAP technique is and how it works
    3. The teacher explains the steps in REAP to understand the narrative text.
    4. The teacher gives narrative text material to students
    5. The teacher divides students into groups by zoom
    6. Students take the REAP steps individually, namely:
      - a. Reading: students read in general (guessing based on the picture, and title) of the narrative text given by the teacher's aim to get the main idea of the contents of the story.
      - b. The second activity is coded, in this phase the teacher directs students to explore their ideas about narrative texts into their own words, as well as some difficult vocabulary and discuss with their own groups.
      - c. Furthermore, annotated, in the annotation step, students must write their ideas about the content about the narrative text given previously. To make it easier for students to make a general structure of the narrative text that they have read. Such as orientation, complications, and story regulation. In this activity the students work alone.
      - d. The final step is to ponder in this stage student work based on groups. Considering the importance of the text, by thinking, discussing or speaking with group members later, makes one perfect summary of the narrative text given to them beforehand.
    7. The teacher monitors students to do their assignments.
    8. The teacher asks students to choose one group member to read a summary of their text in front of the class.
    9. The teacher gives a comment about their summary and then, to find out whether students understand or not about the explanation and techniques that have been used.
    10. The teacher will conduct training and give assignments to students is a multiple choice test conducted at the end of each cycle.
      - b. Post teaching activities
        1. Before closing the lesson, the teacher explains again or draws conclusions about today's material by zoom
        2. The teacher gives exercises or assignments at home about the lessons that have been delivered
        3. The teacher delivers the lesson plan for the next meeting
        4. The teacher closes the lesson via zoom by saying I Think enough for today, thank you for your attention
        5. See you next week by zoom program

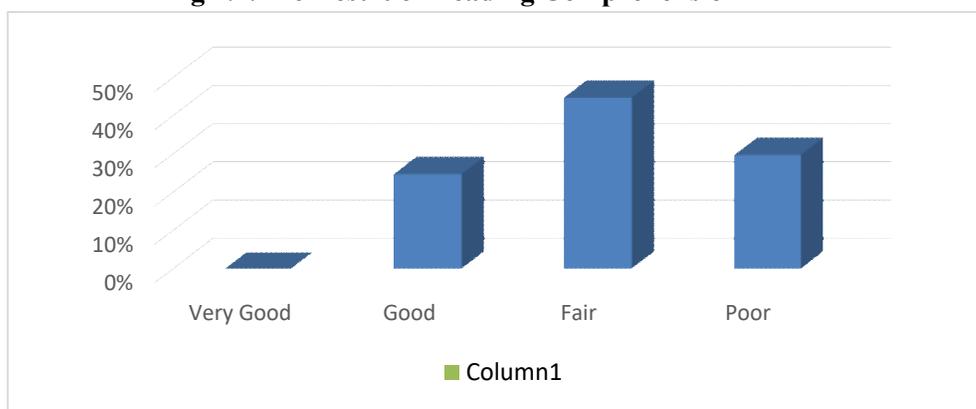
Observation, during learning 1 process carried out, in this observation, student responses in class activities and class situations. Through this observation, researchers and discover student progress in reading comprehension shown by students. However, researchers also still find some students who find it difficult to answer questions from the narrative text because students are not familiar with teaching methods.

**Table 4.2 The Result of Reading Comprehension**

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	5	25%
3	56-70	Fair	9	45%
4	≤ 55	Poor	6	30%

From the table above it can be seen above that the results of the students' reading comprehension test consisted of 0% of students who received a very good category, 5 or 25% of students who got a good category, 9 or 45% of students who got a fair category. and 6 or 30% of students who got the poor category. The mean score value is 62.15. Based on the above table it can be said there is an increase in the reading comprehension results. To get even clearer information about understanding reading percentage of students, we can see the following chart:

**Fig 4.2. The Result of Reading Comprehension**



From the chart above, the study collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table. The data above shows the scores obtained by students in class. none of the students got very good grades, 5 students got good categories, 9 students got enough categories and 6 students got poor categories. With this result, the researcher feels that the REAP technique is good for students, and must be applied in the teaching and learning process to get better results in the next learning. On the other hand, the condition of students, such as motivation, interest, and their confidence must be improved properly. Because researchers still find problems about aspects that occur in students as they find it difficult when they read text, low vocabulary, and are not accustomed to good reading techniques due to the difficulty of expressing their ideas. When they practice their reading in daring classroom by zoom. In addition, the standard of school achievement has not yet been reached.

**Table 4.3 The Result of Reading Comprehension**

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	11	55%
3	56-70	Fair	7	35%
4	≤ 55	Poor	2	10%

From the table above it can be seen above that the results of the students' reading comprehension test consisted of 0% of students who got a very good category, 11 or 55% of students who got a good category, 7 or 35% of students who got a fair category. and 2 or 10% of students who got the poor category. The mean score value is 68.31. Based on the above calculations it can be said there is an increase in the reading comprehension results. To get even clearer information about understanding reading percentage of students, we can see the following chart:

**Fig 4.3 The Result of Reading Comprehension**



From the chart above, the research collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table. The data above shows the scores obtained by students in class. none of the students got very good grades, 11 students got good categories, 7 students got enough categories and 2 students got poor categories. by knowing the researchers discuss the actions in daring classroom by zoom 2. the results are obtained as consideration., the researcher should improve the teaching material or instruments that will be used in the teaching and learning process. In addition, researchers should manage well the condition of class activity and motivate students to become better. This was carried out on Friday, October 18<sup>th</sup>, 2019, Tuesday, October 22<sup>th</sup>, 2019, Thursday, October 24<sup>th</sup>, 2019, Friday, October 25<sup>th</sup>, 2019., researchers prepared the REAP technique which was interested in the appropriate level for the students in reading comprehension.

R: Reading Title of the text	E: encoding Main idea Difficult vocabularies synonyms
A: Annotating Orientation Complication Resolutioin	P: Pondering Question to be discussion with group Summary, conclusion, and moral value.

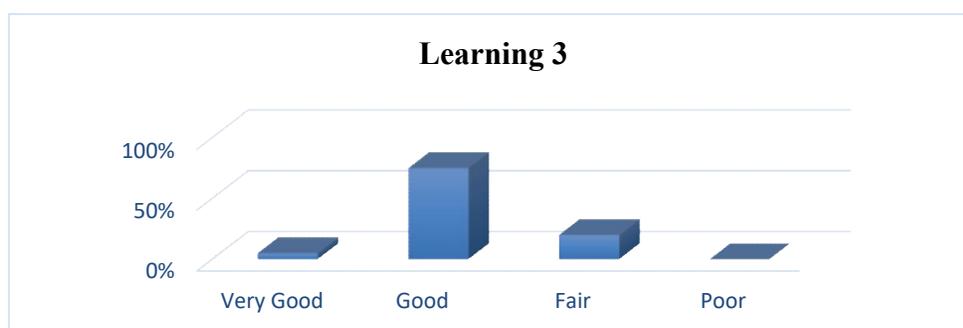
1. The teacher monitors students to do their assignments by zoom program in the Internet
2. The teacher asks students to choose one group member to read a summary of their text in front of the daring class by zoom
3. The teacher gives a comment about their summary and then, to find out whether students understand or not about the explanation and techniques that have been used.
4. The teacher will conduct training and give assignments to students is a multiple choice test conducted at the end of daring learning by

**Table 4.4The Result of Reading Comprehension Test**

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	1	5%
2	71-85	Good	15	75%
3	56-70	Fair	4	20%
4	≤ 5 5	Poor	-	-

Through the results of the table above, we can see that students' reading comprehension is greatly improved effectively, compared to actions in the previous cycle where there are still students who get poor categories in improving reading comprehension. But the results above show that the percentage of students no longer gets poor categories. The results above indicate that the percentage of students in reading comprehension got a fair category of 20% or 4 students, and there are 75% or 15 students who got a good students category in improving their reading comprehension comprehension, and 5% or 1 student got a very good category in reading comprehension activities , the mean score is 75.65. it happens because students can minimize and reduce their problems in reading activities properly through the use of REAP techniques. This means that most students are active in this cycle. To get clear information about the percentage of students for their reading comprehension skills in reading activities, we can look at the following chart:

**Fig 4.4.The Result of Reading Comprehension**



The results showed that there is an increase in students' reading ability. in other words, students' reading comprehension in the pre-assessment, the most students still have some problems that make them difficult to read , low motivation, do not have enough vocabulary, feel ashamed when they are told to read, and are still confused when they answer their questions, are not accustomed to good techniques to answer read texts easily. In addition, teaching techniques applied previously are not interesting, and motivate students to learn activities and are effective. Conversely, The Data Showed that the most students can minimize the problems they face in the pre-assessment. Based on the explanation above, it can be concluded that the REAP technique is quite effective in increasing students 'reading comprehension, especially in English Department Students of IAINKota Bengkulu which can minimize

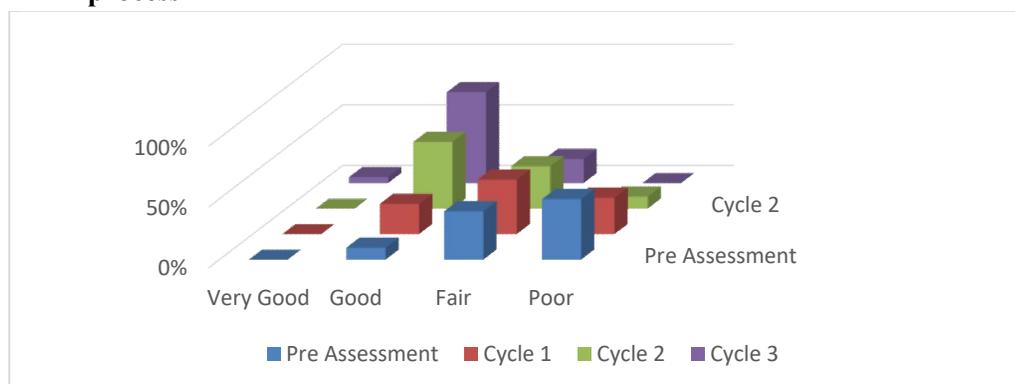
students' problems in increasing their reading comprehension and this learning process successfully achieves indicators of success.

**Tabel 4.5** The result of reading comprehension test Pre Assessment, and All each learning

The qualification of students reading comprehension				
learning	Very Good	Good	Fair	Poor
Pre assessment	0%	10%	40%	50%
learning I	0%	25%	45%	30%
learning II	0%	55%	35%	10%
learning III	5%	75%	20%	0%

Based on the table above, we can see that the percentage of students' reading comprehension increases in each learning. The results of students' reading comprehension occur from assessment to learning III it shows that the REAP technique is effective for improving students' reading comprehension in English Department Students of IAIN Bengkulu .

**Fig 4.5** The charts were compared to Results for Pre Assessment, and All Each learning process



Based on the chart above, we know that the average value of students increases in each learning. can be seen pre-assessment assessment with an mean score of **55.14**, the mean score of students from learning 1 is **62.15**, learning 2 is **70.14** and the mean score value of learning III is **75.65**, it explains that, if seen of students' reading comprehension increased by using the REAP technique. because, in Learning III the mean score is **75.65**. It has reached the success indicator which is **75**. And the researcher can conclude that the REAP technique is effectively used to improve students' reading comprehension and also make students interested, motivation, and enjoy in the teaching and learning process.

## Discussion

Based on the analysis of the data above, the pre-assessment test results show that students' reading ability is very low. Of the 20 students, most of them scored poor in that there were no students who got very good categories. There are only 2 or 10% of students who got good categories, and there are 8 or 40% of students who got fair categories, and there are also those who got poor categories, there are 10 or 50% of students. The results of learning I there is an increase in the achievement of students' reading comprehension from pre-assessment and Learning I is still low. No score of students in Learning I who got a very good category, 5 or 25% of students who got a good category, 9 or 45% of students who got fair categories, and 6 or 30% of students who got a poor category. it has not yet reached the indicator of success. So, according to the results of the score of students in learning 2 is no one got a category of reading comprehension that is very good, 11 or 55% of students who got a good category, 7 or 35% of students who got fair categories. and 2 or 10% of students who got the poor category. Also in this Learning, students are still out of focus. It seems like they need a little time to get used to using this technique. In the other hand, the observations for researchers during the teaching and learning process in learning I was quite good from the pre assessment. Furthermore, the score of students in Learning 3 is good. It has also achieved indicators of success, which is 75. None or 0% students who a got a poor category, 4 or (20%) students who got a fair categories, 15 or 75% students got a Good category, and 1 or 5% students who got a very good category. Based on the observation checklist, the researcher found that most of the students were active and interested in the learning process in class. Besides their motivation also looks better than the previous learning, it happened because students can minimize and reduce their problems in reading activities properly through the use of REAP techniques. Furthermore, the REAP technique used by researchers is a good technique in teaching and learning of students' reading comprehension, especially in narrative texts. reading technique increase reading comprehension not only to succeed in comprehension, but for continuous reading problems and finally they can become better and

understood readers. The students show their interest and enthusiasm while studying. They learn actively and are highly motivated to continue to learn reading comprehension. It can be seen from the gradual increase in their percentage results. Finally, from the above explanation, the researcher concludes that using REAP techniques is effective in improving students' reading comprehension and also facilitating students to be creative and motivated in the teaching and learning process. And very helpful for understanding narrative text.

#### IV. CONCLUSIONS

Reading is the reader's process of getting information by learning about words and then understanding the meaning of those words. Reading comprehension is the process of obtaining information by combining the reader's background knowledge with new information from the text to understand the text. So reading not only about the words in the text but also understanding about the meaning of the text. So in teaching reading comprehension, the teacher must use good techniques to make students easily understand the text. Based on the analysis in the previous chapter, the researcher can conclude that the REAP technique is effective in increasing students' reading comprehension. This technique makes students interested in learning English, especially for reading material, and students are more interested in learning English. They more easily understand the text. It can be seen from the pre-assessment, learning I, Learning II and Learning III. This is evidenced by (55.14), the mean score of students' understanding in Learning I is (62.15), in Learning II is (70.14) and the mean score of reading comprehension in Learning III increased to (75.65) in Learning III. It means that this technique can be applied to students very well in reading comprehension at pandemic era and can be applied by zoom when teaching in classroom English Department Students of IAIN kota Bengkulu.

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