Applying REAP (Read, Encode, Annotate, Ponder) Learning Method to Improve the Students' Reading Literacy of Elementary School in Indonesian Language Learning

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Abstract

This research is a Classroom Action Research (CAR) conducted at SDN 104 Wiwitan which aims to improve students' reading literacy of class V in Indonesian learning through the REAP learning method. The sample of this research is 30 students in academic year 2021/2022. The instruments used to get the data are observation and test. Data analysis used quantitative and qualitative descriptive statistics. The result of this research showed that the average value of students in the first cycle was 51% with a classical learning percentage of 13%, and in the second cycle the average value obtained by students was 85% with a percentage of 93%. Judging from these data, it can be concluded that there is an enhancement in students' reading literacy in Indonesian learning after they being taught using REAP (Read, Encode, Annotae, Ponder) method, where from cycle I to cycle II it increased by 34%.

Keywords: REAP Learning Method; Reading Literacy

Introduction

Nowadays, learning is very different from learning in the past. Now, this era is the industrial revolution 4.0, an era where the pattern of human life cannot be separated from technology. The rapid advancement of technology has changed the way of life, both in work, communication, play and learning. To deal with it, reading literacy skills are needed.

Reading literacy is a person's ability to understand and use written information in their daily lives. Hanggi (2016) shows that reading literacy can be a means for the students which they can used to recognize, understand and apply the knowledge acquired from school. Good reading literacy skills can be used by students as capital to take part in community life. Ironically, the rapid development of technology is not in line with reading literacy in this country.

The results of a survey published by Progress in International Reading Literacy Research (PIRLS) in 2011 showed that Indonesian students' reading literacy skills were very low and far behind other countries in the world. Based on the results of the PIRLS survey, Indonesian student literacy is ranked 41st out of 45 countries that have participated in the reading literacy survey.

Based on the observation on 24 April 2022 showed that students' reading literacy skills at SDN 104 Wiwitan were still low, they were not too interested in reading diverse texts. This is evidenced by (1) students have difficulty in finding the main sentence of each paragraph, (2) students are confused in determining the main elements of the reading, (3) students have difficulty in identifying the relationship between one paragraph to another, (4) students have difficulty in connecting the contents of reading with their daily life, and (5) students have difficulty in making conclusion in their own language.

The low of reading literacy of students in Indonesian learning is because learning reading in school is not focused on problem solving. Educators only give assignments to students to read but do not teach how to read well so that they can achieve complete understanding. Because of this, learning to read in class became boring and students quickly felt tired of reading. Therefore, an appropriate and fun learning method is needed in learning to read at school.

Wena (2013) states that in fact the use of appropriate learning methods in learning activities is very necessary to facilitate students in learning, so that they can achieve maximum results. Read, Encode, Annotate, Ponder (REAP) is one of learning methods that can be used in teaching students' reading comprehension. Therefore, the researchers took this method as an effort to improve students' reading literacy.

Referring to the explanation above, it is clear enough for the researchers to choose this method in improving students' reading literacy of class V at SDN 104 Wiwitan. Another reason to choose the REAP method through some considerations, one of them was because the teachers at SDN 104 Wiwitan had never used this method for learning activities at school. Through this activity, the researchers want to provide additional references to teachers who are involved in teaching reading skills.

Method

This research is Classroom Action Research (CAR) where the research design of this CAR is made by Kemmis and Mc Taggart which has four stages including planning, action, observation, and reflection. The method used is descriptive with a

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quantitative approach. The subjects of this study were students of class Va at SDN 104 Wiwitan. The number of students is 30 students consisting of 15 male students and 15 female students. The researchers used purposive sampling technique to choose this subject. The reason in choosing this class as sample is because the students in this class are low in reading literacy. The instruments used are observation, test and documentation. In observation, there are two namely Learning Implementation Observation Sheet and Student Activity Observation Sheet that have been provided with the Yes/No model. They are used to find out how well the implementation of learning carried out by the researchers. Meanwhile, the test used in this study was essay. This test is used to measure the competence of students' knowledge and reading literacy. And documentation is used to support the data of this research. The data acquisition that has been carried out is analyzed using quantitative and qualitative descriptions. Data acquisition of students' reading literacy skills was obtained from the test results obtained at the end of the cycle where there were two cycles that had been done in this study to improve students' reading literacy of class V in Indonesian learning through the REAP learning method. The success indicator of the learning is 70% of 30 students of class V at SDN 104 Wiwitan have reached the Minimum Completeness Criteria (KKM) that has been determined by the school. The KKM at SDN 104 Wiwitan are as follows:

Table 1. Minimum Completeness Criteria (KKM)

Value	Criterion
≥ 70	Complete
< 70	Incomplete

Result and Discussion
Cycle I
Observation Sheet
Table 2. Observation Sheet of Cycle I

	Indicators to be Observed	Meeting		
		1	2	3
Pre- Activity				
1	Preparing reading text	✓	✓	✓
2	Introducing reading text	-	✓	✓
3	Making the students comprehend correctly the procedure for the activity to be carried out, understanding the task to be done and get good achievement in the result	-	✓	✓
Core Activities (Reading Stage)				

1	Directing the students to read silently	✓	✓	✓
2	Directing the students to read text repeatedly	✓	✓	✓
3	Helping the students who have difficulties in reading	✓	✓	✓
4	Directing the students to mark and write the quotes or reading keywords	✓	-	✓
5	Teaching how to write quotes	-	-	-
6	Fixing quote	-	-	-
Final Activity (Post-Reading Stage)				
1	Directing students to understand the contents of the reading	✓	✓	✓
2	Inviting the students to re-express the contents of the reading in their own language	✓	✓	✓
Total		7	8	9
Percentage of Completeness		63%	72%	81%
Average of Completeness			72%	
Category			Good	

The following is the data on the results of observing the implementation of learning with REAP method (Read, Encode, Annotate, Ponder):

Table 3. Result of Observation Sheet

No	Meeting	Achieved Indicators	Completeness (%)	Criterion
1	First	7	63%	Good
2	Second	8	72%	Good
3	Third	9	81%	Very Good
	Average	**8**	**72%**	**Good**

Based on the observation checklist, the implementation of learning using REAP method (Read, Encode, Annotate, Ponder) in the first meeting, there were 7 achieved indicators with a completeness percentage was 63% where categorized into good criteria. Then, in the second meeting the achieved indicators increased became 8 with a completeness percentage was 72% and categorized into good criteria. While, in the third meeting the implementation of learning increased to be very good criteria with 9 indicators had been achieved where the percentage of completeness was 81%. From the accumulated percentage of learning implementation using REAP method for three meetings in the first cycle, the results of completeness obtained 72% with good criteria.

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Table 4. Students' Activity of Cycle I

Observation Category		Meeting		
		1	2	3
Read				
1	Students read silently	✓	✓	✓
2	Students read repeatedly	-	-	-
3	Students are calm during the reading stage	-	-	✓
Encode				
4	Students find keywords	✓	✓	✓
5	Students mark keywords	✓	✓	✓
Annotate				
6	Students respond the reading text by writing down the keywords or main things of the text in their books	✓	✓	✓
Ponder				
7	Students make conclusions from the keywords that have been found	✓	✓	✓
8	Students are active in asking questions	-	-	✓
9	Students are active in answering questions	-	-	✓
10	Students' skill in giving opinion	-	✓	✓
Total		5	6	9
Percentage of Completeness		50%	60%	90%
Average of Completeness			67%	
Category			Active	

The following is the data from the observation of student activities:

Table 5. The Result of Students' Activity of Cycle I

No	Meeting	Achieved Indicators	Completeness (%)	Criterion
1	First	5	50%	Fairly Active
2	Second	6	60%	Fairly Active
3	Third	9	90%	Very Active
	Average	**7**	**67%**	**Active**

The results of observing the students' activities at the first meeting were 5 indicators achieved (50% of completeness) with fairly active criteria. At the second meeting, 6 indicators were achieved with a percentage of completeness was 60% which categorized into fairly active, too. And at the last meeting, the indicators achieved were 9 with a percentage of completeness was 90% where it was categorized into very active. The average gain from the accumulation of three meetings is 7 indicators achieved with a completeness percentage was 67% and categorized into active.

In this cycle I, there are some weaknesses hamper students' activity. One of them is some of students made noisy or disturbed other friends, in order they did not focused to the lesson, so they did not follow the instruction when they studied using the REAP method. Another weakness of this cycle is some students still were passive in asking and answering the questions. These weaknesses caused their skill in reading literacy was still low.

According to Vacca in Abidin (2017), there are some stages of reading literacy namely: pre-reading activity, reading activity and post-reading activity. Relates to the students' skills in reading literacy of cycle I, they had only did first and second stages. In the third stage, they still could not comprehend the text by answering the questions, because in this stage aims to examine the students, to what extent their reading skills and understanding to the text. So, the researchers tried to focus in this third stage for the second cycle.

Test

The following is a recapitulation of the results of students' Indonesian learning tests in cycle I using REAP (Read, Encode, Annotate, Ponder) learning method as follows:

Table 6. The Recapitulation of Students' Test Result in Cycle I

No	Test Results	Achievement
1	Total students	30
2	Average	51%
3	The Highest Score	84
4	The Lowest Score	40

The results of students' essay test scores conducted in cycle I by applying REAP method (Read, Encode, Annotate, Ponder) obtained the highest score was 84 while the lowest score was 40. The average student achievement score was 51% with the total number of students is 30 students.

Table 7. The Frequency Distribution of Students' results Score

Interval	Category	Cycle I	
		Frequency	Percentage (%)
82 - 100	Very Good	1	3%
71 - 81	Good	3	10%
60 - 70	Enough	4	14%
49 - 59	Poor	5	17%
<48	Very Poor	17	56%
Total		**30**	**100%**

The Minimum Completeness Criteria (KKM) in Indonesian learning that has been set at SDN 104 Wiwitan is 70%, so classically the students' test results in

Indonesian learning can be seen in the table below:

Table 8. The Percentage of Students Learning Completeness Classically in cycle I

Interval Score	Completeness Category	Frequency	Percentage (%)
Score < KKM	Incomplete	26	87%
Score ≥ KKM	Complete	4	13%
	Total	30	100%

From the table 8 above, it can be seen that there are still many students who do not complete the test in Indonesian learning. Students whose score are less than KKM are 26 students (87%). While students whose score are more than KKM are only 4 students (13%). It shows that most of the students' learning outcomes in Indonesian have not reached the good category. This cycle I can be said to be successful if 70% of the total number of students has achieved score of KKM or students' score ≥ 70. Based on this, it can be concluded that this cycle I was not success to improve students' reading literacy through REAP method.

Based on the reflection in cycle I, there are some factors hamper students' learning outcomes, and those should be improved in the next cycle, such as:
1. Students felt lazy to do assignments because they were busy playing with their classmates
2. There were still many students who disturbed each other and chatted
3. Students were afraid of being wrong in their opinion and still shy
4. The appreciation given was still less, so it did not make students enthusiastic in studying
5. The division of the group was not good, so it needs to be improved in the next cycle

Cycle II
Observation Sheet
Table 9. Observation Sheet of Cycle II

Indicators to be Observed		Meeting 1	2	3
Pre- Activity				
1	Preparing reading text	✓	✓	✓
2	Introducing reading text	-	✓	✓
3	Making the students comprehend correctly the procedure for the activity to be carried out, understanding the task to be done and get good achievement in the result	✓	✓	✓
Core Activities (Reading Stage)				

1	Directing the students to read silently	✓	✓	✓
2	Directing the students to read text repeatedly	✓	✓	✓
3	Helping the students who have difficulties in reading	✓	✓	✓
4	Directing the students to mark and write the quotes or reading keywords	✓	✓	✓
5	Teaching how to write quotes	✓	✓	✓
6	Fixing quote	✓	✓	✓

Final Activity (Post-Reading Stage)				
1	Directing students to understand the contents of the reading	✓	✓	✓
2	Inviting the students to re-express the contents of the reading in their own language	✓	✓	✓

Total		10	11	11
Percentage of Completeness		91%	100%	100%
Average of Completeness			97%	
Category			Very Good	

The following is the data on the results of observing the implementation of learning with REAP method (Read, Encode, Annotate, Ponder):

Table 10. Result of Observation Sheet

No	Meeting	Achieved Indicators	Completeness (%)	Criterion
1	First	10	91%	Good
2	Second	11	100%	Very Good
3	Third	11	100%	Very Good
	Average	**11**	**97%**	**Very Good**

Based on the observation checklist, he implementation of learning using REAP method (Read, Encode, Annotate, Ponder) in the first meeting, there were 10 achieved indicators with a completeness percentage was 91% where categorized into good criteria. Then, in the second and third meeting the achieved indicators increased became 11 with a completeness percentage was 100% and categorized into very good criteria. From the accumulated percentage of learning implementation using REAP method for three meetings in the first cycle, the results of completeness obtained 97% with very good criteria.

Table 11. Students' Activity of Cycle II

Observation Category		Meeting		
		1	2	3
Read				
1	Students read silently	✓	✓	✓
2	Students read repeatedly	-	✓	✓
3	Students are calm during the reading stage	-	✓	✓

Encode					
4	Students find keywords		✓	✓	✓
5	Students mark keywords		✓	✓	✓
Annotate					
6	Students respond the reading text by writing down the keywords or main things of the text in their books		✓	✓	✓
Ponder					
7	Students make conclusions from the keywords that have been found		✓	✓	✓
8	Students are active in asking questions		✓	✓	✓
9	Students are active in answering questions		✓	✓	✓
10	Students' skill in giving opinion		-	-	✓
Total			7	9	10
Percentage of Completeness			70%	90%	100%
Average of Completeness			87%		
Category			Very Active		

The following is the data from the observation of student activities:

Table 12. The Result of Students' Activity of Cycle II

No	Meeting	Achieved Indicators	Completeness (%)	Criterion
1	First	7	70%	Active
2	Second	9	90%	Very Active
3	Third	10	100%	Very Active
	Average	**9**	**87%**	**Very Active**

The results of observing the students' activities at the first meeting were 7 indicators achieved (70% of completeness) with active criteria. At the second meeting, 9 indicators were achieved with a percentage of completeness was 90% which categorized into very active. And at the last meeting, the indicators achieved were 10 with a percentage of completeness was 100% where it was categorized into very active. The average gain from the accumulation of three meetings is 9 indicators achieved with a completeness percentage was87% and categorized into very active.

Test

The following is a recapitulation of the results of students' Indonesian learning tests in cycle II using REAPS (Read, Encode, Annotate, Ponder) learning method as follows:

Table 13. The Recapitulation of Students' Test Result in Cycle II

No	Test Results	Achievement
1	Total students	30
2	Average	85%
3	The Highest Score	100
4	The Lowest Score	60

The results of students' essay test scores conducted in cycle II by applying REAP method (Read, Encode, Annotate, Ponder) obtained the highest score was 100 while the lowest score was 60. The average student achievement score was 85% with the total number of students is 30 students.

Table 14. The Frequency Distribution of Students' results Score

Interval	Category	Cycle II	
		Frequency	Percentage (%)
82 - 100	Very Good	20	67%
71 - 81	Good	8	27%
60 - 70	Enough	2	6%
49 - 59	Poor	0	0%
<48	Very Poor	0	0%
	Total	**30**	**100%**

The Minimum Completeness Criteria (KKM) in Indonesian learning that has been set at SDN 104 Wiwitan is 70%, so classically the students' test results in Indonesian learning can be seen in the table below:

Table 15. The Percentage of Students Learning Completeness Classically in cycle II

Interval Score	Completeness Category	Frequency	Percentage (%)
Score ≥ KKM	Complete	28	93%
Score ≤ KKM	Incomplete	2	7%
	Total	**30**	**100%**

From the table 15 above, it can be seen that the students whose score are less than KKM are 2 students (7%). While students whose score are more than KKM are 28 students (93%). It shows that most of the students' learning outcomes in Indonesian learning had been success to complete the test.

From the data obtained above, it can be seen that the learning in cycle II has been successful, so the research is stopped in cycle II. The results of the observations show that 93% of the 30 students have completed their studies, this has reached the provisions to be achieved, namely 70%. Based on this, it can be concluded that this cycle II was success to improve students' reading literacy through REAP method. Therefore, this activity was stopped in cycle II and there was no further cycle.

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The following is a comparison of learning mastery with the REAP (Read, Encode, Annotate, Ponder) method from cycle I to cycle II:

Table 16. The Comparison of Learning completeness with REAP Method

Achievement (%)		Improvement (%)
Cycle I	Cycle II	Cycle I to Cycle II
72%	97%	25%

Based on the data above, it shows an improvement is 25% from cycle I to cycle II. Based on the level of success, the implementation of learning is in the very good category.

Table 17. The Comparison of Students' Activity in Cycle I to Cycle II

Achievement (%)		Improvement (%)
Cycle I	Cycle II	Cycle I to Cycle II
67%	87%	20%

The ratio of the percentage of the students' activity from cycle I to cycle II is 20%. Based on the level of success, students' activities are in the very active category.

Table 18. The Comparison of Students' Score from Cycle I to Cycle II

Aspect	Cycle I	Cycle II	Comparison of Cycle I to Cycle II
Number of students who reach KKM	4	28	24
Percentage of completeness	13%	93%	80%
Average	**51%**	**85%**	**34%**

Students' test result from cycle I to cycle II showed an improvement was 80%. Students who had reached the KKM from cycle I to cycle II were 24 students. In the first cycle there were only 4 students (13%) who achieved the KKM, then in the second cycle there was a huge improvement. There were 28 students (93%) had reached the KKM. It means that the result of this research shows that REAP learning method has improved students' reading literacy of class V in Indonesian learning at SDN 104 Wiwitan because most of the students have been active in asking and answering the questions (see table 11). It means that they knew and understood the text well. The result of this study are in line with Abidin's theory (2012), that the REAP method (Read, Encode, Annotate, Ponder) is able to direct students to achieve understanding through reading activities by understanding the information contained in the reading text. Moreover, the students have completed all stages of reading literacy namely: pre-reading activity, reading activity and post-reading activity (Vacca in Abidin. 2017). They can identify the text by finding out and marking the keywords of text, make the conclusion and interpret the content of text.

Based on this result, it can be assumed that REAP learning method is a good and appropriate method to improve students' reading literacy. It is supported by Eanet & Manzo in Wulandari (2013) about the superiority of this method that it makes students rich in understanding the contents of the reading text, students are able to analyze the author's intentions and convey the contents of the reading text in their own style. So, the purpose of the REAP method namely to help students find understanding from a reading by synthesizing the author's ideas into their own language is achieved in this research.

Conclusion

The result of this research showed that the average value of students in the first cycle was 51% with a classical learning percentage of 13%, and in the second cycle the average value obtained by students was 85% with a percentage of 93%. Judging from these data, it can be concluded that there is an enhancement in students' reading literacy in Indonesian learning after they being taught using REAP (Read, Encode, Annotae, Ponder) method, where from cycle I to cycle II it increased by 34%.

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