
Unlocking Students' Comprehension in Intensive Reading with REAP

Dr. Effrina Yuricki, S.S., M.Pd.¹, Prof. Dr. Hj. Surastina, S.Pd., M. Hum²

¹UIN Syarif Hidayatullah Jakarta

²STKIP PGRI Bandar Lampung

ABSTRACT: This Research Was A Classroom Action Research. The Object Of This Research Was To Explain And Help The Extent To Which The Using REAP Strategy Can Improve Students' Reading Comprehension And Factors Improved The Students' Reading Comprehension At The Second Year Students Of XI IPS3 Class Of SMA ADIGUNA Bandar Lampung. The Subjects Of This Research Were 19 Students, Consisted Thirteen (13) Males And Six (6) Females. The Instruments Of This Research Were Reading Comprehension Test, Students' And Teacher' Observation Sheet. The Research Was Conducted In Two Cycles Which Included Plan, Action, Observe, And Reflect. The Improvement Of Students' Reading Comprehension Can Be Seen From The Improvement Of The Mean Score Of Pre-Test, First Test And Second Test. The Evaluation Test Was Given At The End Of Each Cycle. The Result Of This Research Shows That Using REAP Strategy Successfully Improved Students' Reading Comprehension. There Were Some Students Reached The Very Good Category Or Got The Score ≥ 77 . The Improvement Was Influenced By The Used Of Interesting Materials Chosen, The REAP Strategy, And The Teacher Attitudes Toward The Students.

KEYWORDS: Reading Comprehension, REAP Strategy, Classroom Action Research

INTRODUCTION

Reading Is Universally Acknowledged As One Of The Most Essential Skills In Language Learning Because It Provides Access To Knowledge, Technology, And Global Communication. Effective Reading Ability Not Only Supports The Achievement Of Curricular Objectives But Also Enhances Learners' Opportunities To Engage In Meaningful Interaction And Academic Success. Reading Skills Serves As A Foundation For Learning Various Other Subjects (Aisyah, 2025: 2). In English As A Foreign Language (EFL) Contexts, Reading Comprehension Is Particularly Crucial Because It Enables Students To Interpret Written Messages And Use Them As A Foundation For Developing Other Language Skills Such As Listening, Speaking, And Writing.

Despite Its Recognized Importance, Reading Comprehension Remains A Major Challenge For Many Indonesian Students. Learners Often Struggle With Vocabulary Mastery, Identifying Main Ideas, And Making Inferences, Which Slow Their Comprehension And Reduce Motivation To Read. Teachers Also Note That Reading Classes Are Often Perceived As Monotonous And Less Engaging Than Other Subjects, Leading Students To View Reading As A Burden Rather Than As An Opportunity For Growth. These Difficulties Not Only Hinder Classroom Performance But Also Limit Students' Ability To Apply Reading As A Lifelong Learning Skill.

National And International Assessments Confirm These Challenges. The Programme For International Student Assessment (PISA) 2022 Reported Indonesia's Average Reading Literacy Score At 359, A Decline From 371 In 2018, And Significantly Below The OECD Average Of 476. This Indicates That Many Indonesian Students Have Not Yet Mastered Higher-Order Comprehension Skills Such As Analyzing, Interpreting, And Evaluating Texts. Meanwhile, Although Indonesia's Adult Literacy Rate Is Relatively High At Around 96%, Surveys Show That Reading Interest Remains Moderate. The Reading Interest Index Rose From 63.90 In 2022 To 66.67 In 2023, But It Is Still Below The National Target. Similarly, The Education Report Card (Rapor Pendidikan) Shows Improvement In The Proportion Of Students Achieving Minimum Literacy Competency, From 59.49% In 2022 To 70.03% In 2024, Yet A Substantial Number Of Students Remain Below Expected Standards. Structural Issues Also Persist, As Indicated By The Community Literacy Development Index (2023), Which Revealed That Only One Book Was Available For Every 11 People Per Year—Far From International Recommendations. These Statistics Suggest That While Basic Literacy Has Been Achieved, Deeper Comprehension And Sustained Reading Engagement Remain Pressing Issues In Indonesia.

At The Classroom Level, These Challenges Are Also Evident. In Many Indonesian High Schools, Students Struggle To Comprehend Reading Texts Due To Limited Vocabulary, Lack Of Strategies To Interpret Meaning, And Difficulties Using Supporting Tools Such As Dictionaries. Preliminary Observations At SMA Adiguna Bandar Lampung Indicated That Eleventh-Grade Students Experienced Significant Difficulty In Grasping The Meaning Of Texts, Identifying Ideas, And Understanding Word And Sentence Structures. Furthermore, The Reliance On Traditional Teaching Techniques Made Reading Lessons Feel Monotonous, Reducing

Unlocking Students' Comprehension in Intensive Reading with REAP

Students' Motivation And Interest. Teachers, Therefore, Carry A Moral And Pedagogical Responsibility To Not Only Improve Comprehension But Also Create Learning Environments That Are Enjoyable And Engaging.

Given These Challenges, It Is Imperative To Apply Innovative Strategies That Strengthen Reading Comprehension While Simultaneously Increasing Students' Engagement And Motivation. One Such Approach Is The Read, Encode, Annotate, Ponder (REAP) Strategy, Which Encourages Learners To Interact Actively With Texts By Encoding Main Ideas, Annotating Key Points, And Reflecting Critically On The Content. This Structured Yet Engaging Process Has The Potential To Address Both Cognitive Difficulties And Affective Barriers In Reading. For This Reason, The Present Study Seeks To Examine The Effectiveness Of The REAP Strategy In Improving The Reading Comprehension Of Eleventh-Grade Students At SMA Adiguna Bandar Lampung During The 2024/2025 Academic Year.

THEORIES

Concept of Reading

In General Reading Is Ability Of Someone To Get Information Knowledge From The Text Printed Material. We Need Information To Develop Our Knowledge One Way To Get Information Is Reading. Harmer (2007: 99) Stated That Reading Is Useful For Language Acquisition Provide That The Students More Or Less Understand What They Read, The More The Read, The Better They Get At It. Reading Also Has A Positive Effect On Students' Vocabulary Knowledge, On Their Spelling And On Their Writing. It Means That If The Students Often Read, They Will Increase Their Knowledge And They Get Better In Reading. Reading Is An Interactive And Cognitive Process In Which Shapes Are Converted Into Sound And Meaning, And Which Requires An Intellectual Effort (Gedik, 2022: 69). Here's A Possible Supporting Response To That Statement. Those Statements Indeed Involves Both Cognitive And Interactive Processes, Since It Is Not A Passive Activity But One That Requires The Reader To Actively Decode Symbols, Connect Them To Sounds, And Construct Meaning. This Process Draws Upon Prior Knowledge, Context, And Critical Thinking, Making Reading Both A Mental Effort And A Meaning-Making Activity. In Other Words, Readers Do Not Simply Recognize Words; They Engage With Texts, Interpret Messages, And Negotiate Meaning, Which Confirms That Reading Is An Intellectually Demanding And Interactive Skill.

Cameron (2001:125) Argues That Reading Is Fundamentally An Act Of Understanding, Whereby Readers Construct Meaning As They Engage With A Text. This Perspective Underscores The Notion That Reading Involves A Complex Interplay Of Cognitive Processes, Including Awareness Of Written Language, Activation Of Prior Knowledge, And Interpretation Of Linguistic Structures. In A Similar Vein, Alhawsawi (2025:290) Conceptualizes Reading As The Process Of Decoding Written Symbols And Mentally Processing Them To Derive Meaning. Both Perspectives Converge On The View That Reading Is Not Merely The Recognition Of Words, But Rather An Intellectually Demanding And Meaning-Making Activity That Requires Active Cognitive Engagement.

Nunan (2003:69) Emphasizes That Reading Is An Essential Skill For Learners Of English As A Second Language, As It Serves As The Foundation For Success Not Only In Acquiring The Target Language But Also In Mastering Content Knowledge Delivered In English. Beyond This Linguistic And Academic Function, Reading Also Provides Broader Cognitive And Social Benefits, Including Language Development, Enhanced Communication, Stress Reduction, And The Fostering Of Empathy, Thereby Contributing To Both Intellectual And Personal Growth (Ar, 2024:1249). In Line With These Perspectives, Brown (2004:187–188) Categorizes Reading Into Micro-Skills And Macro-Skills, Which Can Serve As Practical Indicators In Designing Reading Tasks And Assessing Learners' Proficiency. Taken Together, These Views Highlight That Reading Is Not Only Fundamental To Academic Achievement But Also Multifaceted In Its Scope And Application.

Reading Is A Process Through Which Readers Receive Messages Intended By Authors, Mediated Through Written Language (Dashela, 2023:4231). As One Of The Fundamental Language Skills, Reading Must Be Learned And Mastered By Students In Order To Achieve Both Linguistic And Academic Success. In This Context, Teachers Have An Important Responsibility To Motivate Learners, Employ Suitable Instructional Techniques, And Provide Effective Reading Materials. The Appropriateness Of Such Materials Depends On Their Relevance To Students' Interests, Background Knowledge, And Specific Reading Purposes. Clarifying These Purposes Further Enables Students To Approach Texts Strategically And Develop Deeper Comprehension. Beyond Its Classroom Significance, The Skill Of Reading Has Been Among The Most Basic Needs Of Human Beings Since Their Existence, And Advancements In This Skill Have Consistently Demonstrated Positive Effects Across Different Aspects Of Individual And Social Life (Gedik, 2022:27). Therefore, Fostering Effective Reading Instruction In The EFL Classroom Not Only Supports Academic Achievement But Also Equips Learners With A Lifelong Competency That Benefits Their Intellectual And Personal Development.

Concept of Teaching and Learning Reading.

In Teaching Reading The Teacher Should Find The Appropriate And Good Material To Have Interesting, Readable, Suitable. Cameron (2001:125) "Reading Is Essentially About Understanding That Readers Will Understand Text They Read By Constructing A Meaning For Themselves, And That Writers Will Try To Ensure That The Readers Are Able To Understand What The Write".

Unlocking Students' Comprehension in Intensive Reading with REAP

It Means That By Reading The Writer Also Gives The Readers Time To Constructing The Readers Owns Meaning While Reads The Text.

Murcia, (2001:187) In Her Journal Said That Reading Is The Primary For Independent Learning, Whether The Goals Is Performing Better On Academic Task, Learning More About Subject Matter, Or Improving Language Abilities. As For Some Of The Purpose Of Reading As Follow:

- 1) To Teach For Information
- 2) For General Comprehension
- 3) To Learn Information
- 4) To Synthesize And Evaluate Information.

Harmer (2007:68) States That "There Are Many Reason Why The Teacher Should Teach Reading To Their Students:

- 1) Many Of Students Want To Read Text In English, Either For Their Career, For Study Purpose, Or Only For Pleasure.
- 2) Any Exposure To English (Provide They Understand It More Or Less) Is A Good Things For The Students.
- 3) Reading Text Also Provide Opportunities To Study Language, Vocabulary, Grammar, Punctuation, And The Way We Construct Paragraph And Text.
- 4) Reading Text Also Provides A Good Model For English Writing.
- 5) Good Reading Texts Can Include Introduce Interesting Topics, Stimulate Discussion.

As A Nunan Statement (2003:74) There Are Seven Points For Principles Of Teaching Reading As Follows:

- 1) Exploit Background Knowledge
Activating Learners' Prior Knowledge Through Goal Setting, Questioning, Prediction, Or Text Structure Awareness Helps Improve Comprehension, Especially With Unfamiliar Topics.

- 2) Build A Strong Vocabulary Base

A Wide Vocabulary Is Essential For Understanding Texts And Developing Overall Reading Proficiency.

- 3) Teach For Comprehension

Students Should Monitor Their Comprehension And Discuss Strategies With Peers And Teachers To Deepen Understanding.

- 4) Increase Reading Rate

The Goal Is To Develop Fluent Readers Who Balance Speed And Comprehension, Rather Than Speed Readers.

- 5) Teach Reading Strategies

Verbalizing Thought Processes And Sharing Strategies With Others Makes Learners More Aware Of How They Construct Meaning.

- 6) Transform Strategies Into Skills

With Practice, Conscious Strategies Become Automatic Skills, Allowing More Efficient And Effective Reading.

- 7) Integrate Assessment And Evaluation

Both Quantitative (Tests, Rate Data) And Qualitative (Journals, Surveys, Checklists) Assessments Are Needed To Track Growth.

Based On The Points Above, Effective Reading Instruction Requires A Comprehensive Approach That Combines Activating Learners' Prior Knowledge, Strengthening Vocabulary, Fostering Comprehension, And Developing Fluency. By Explicitly Teaching Strategies And Guiding Learners To Transform Them Into Automatic Skills, Teachers Can Equip Students With The Tools Needed For Independent Reading. Furthermore, Integrating Both Qualitative And Quantitative Assessment Ensures Continuous Monitoring Of Progress. Taken Together, These Principles Highlight That Successful Reading Instruction Is Not Limited To Text Decoding But Involves Cultivating Strategic, Fluent, And Reflective Readers.

Read, Encode, Annotate, And Ponder (REAP) Strategy

REAP Is A Strategy Encourage Students To Share The Ideas Encountered In Their Reading. REAP Develop Independent Reading Skill By Encouraging The Reader To Put The Main Idea Of The Passage Into Their Own Words, Both Orally And In Written Form. Reap Is An Effective Strategy For Students Of Fared Four Up To High School Level. Because It Is A Multisensory Approach To Learning Its Effectiveness Is Enhanced.

Eanet And Manzo (1976:1) States That REAP Is A Strategy Which Ensure Meaningful Reading And Encourage Concise Writing And Thinking. REAP Is Also Technique For Improving Information In Long Term Memory. Furthermore, Allen (2004:34), REAP Is A Strategy For Helping Readers Read And Understand A Text. Each Stage Asks Students To Analyze The Text At A Higher Level To Increase And Deepen Comprehension. Allen (2004:1) Mentions That REAP Strategy For Reading Comprehension Is Applied In Teaching And Learning Process After Giving Modeled And Provided Practice To Ask Students To:

- 1) Read The Text On Their Own By Joining Down The Title And The Author.
- 2) Encode The Text By Putting The Gist Of What They Read In Their Own Words Or In Other Word, It Can Be Said That The Reader Need The Main Idea In Their Own Words Or Language.
- 3) Annotate The Text By Writing A Statement That Summarizes The Important Points.

Unlocking Students' Comprehension in Intensive Reading with REAP

4) Ponder What They Read By Thinking And Talking With Other In Order To Make Personal Connection And Make A Summary Of The Text., Develop Question About The Topic, And/OR Connect This Reading To Other Reading They Have Done Or It Can Said That Readers Need To Ponder That The Text By Thinking And Talking About What The Author Wrote The Text.

Table 1: The Procedure Of REAP Strategy

R : Read The Whole Text To Catch The Main Idea
E : Encoding The Main Idea, Difficult Word Or Synonym, Or Generic Structure
A: Writing The Summarize Of Important Point
P : Question To Be Discussed With Group

(Sholeh 2021 :92)

From The Theory Above, The Writer Assumes That The Readers Do Not Need To Understand All Of The Meaning Of Every Word In The Text. In REAP Strategy The Students Can Use Their Own Language In Take The Content Of A Text. In Using REAP Strategy The Teacher Can Lead The Students To Comprehend The Text Easily.

METHOD

In Conducting The Research, The Writer Used Descriptive Quantitative Method. The Writer Reviewed There Is An Increased Use Of The Students After REAP Strategy. The Writer Used A Classroom Action Research (CAR). Classroom Action Research Is Research Occurs Through A Dynamic And Complementary Process, (Ona, 2025: 1677) The Research Implementation Followed A Two-Cycle Structure, With Each Cycle Consisting Of Four Distinct Phases: Planning, Action/Implementation, Observation, And Reflection.

Procedure of The Research

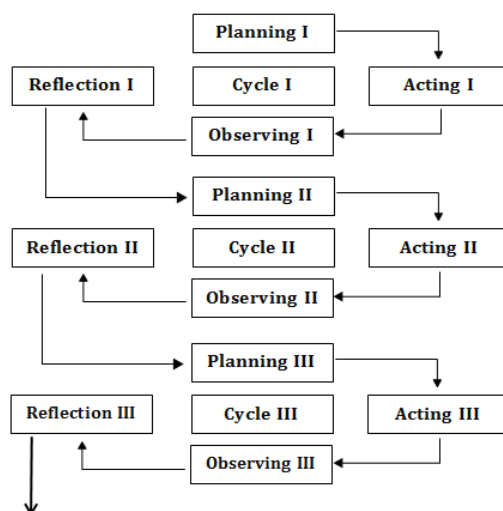


Image 1: CAR Design Model By Kemmis And Mc Taggart

In This Research, The Writer Was Used 2 Cycle Has Three Meetings. There Are Four Steps In The Classroom Action Research As Follows:

- 1) Planning, Before The Researcher Arrange The Research, The Researcher Should Be Arrange The Problem, Purpose, And Make A Step Plan, Included In The Research Is Instrument And Lesson Plan.
- 2) Action Includes Actions To Be Carried Out By The Researcher In An Effort To Build Understanding Of The Concept Of Students As Well As Watching The Result Or The Impact Of The Use REAP Strategy.
- 3) Observing, The Researcher Examined, Look And Consider The Outcome Or Impact Of The Action Taken Based On The Observation Sheet Field Out By Observers.
- 4) Reflection, In This Step, The Researcher Analyze The Collecting Data, Determines Whether The Action Is Successful Or Unsuccessful.

In This Research The Writer Used Two Kinds Of Test To Assess Students' Reading Comprehension. The Test Is Formative Test; It Is Used To Measure The Students' Achievement In Each Meeting Of Learning Process. The Second Is Summative Test; It Is Used To Assess The Students' Learning At The End Of Each Cycle. In Collecting The Data The Writer Use Non Test Which Includes Observation Sheet And Test.

Unlocking Students' Comprehension in Intensive Reading with REAP

Quantitative Data Analysis

1) Finding The Mean Score Of Students' Learning Activities. The Formula Was Used To Analyze The Data Is:

$$\bar{x} = \frac{\sum x}{n}$$

In Which:

$\bar{x}$ = Mean Of Score

n = Number Of Student

$\sum x$ = Sum Of Pre-Test Score

2) Finding Means Score Of Students' Reading Comprehension. The Formula Used To Analyze The Data Is:

$$\bar{x} = \frac{\sum x}{n}$$

In Which:

$\bar{x}$ = Mean Of The Test Score Of Students Reading Comprehension.

n = Total Number Of Students

$\sum x$ = Sum Of The Test Score Of All Students

3) Finding The Percentage Of Learning Completeness

To Know The Percentage Of The Classical Achievement, The Writer Used The Following Formula:

$$P = \frac{\sum P}{\sum N} \times 100\%$$

P = The Percentage Of The Students Who Have Passed

$\sum P$ = The Total Students Who Have Passed

$\sum N$ = The Total Of The Entire Students

Qualitative Data Analysis

A Descriptive Qualitative Method Was Employed In Analyzing The Data. According To Colorafi And Evans (2016: 16), The Descriptive Qualitative Approach Is Well Suited To Studies Aiming For Factual Description Of Phenomena Using Straightforward Language, And It Allows For Flexibility In Sampling, Data Collection, And Analysis. More Recently, Doyle Et Al. (2019: 443) Highlight The Utility Of The Qualitative Descriptive Design, Emphasizing Its Simplicity And Adaptability Across Diverse Contexts. This Method Foregrounds Both Processes And Outcomes, Facilitating Understanding Of How Behavior Relates To Results Without Requiring Highly Interpretive Abstraction.

FINDING AND DISCUSSION

RESULT

Table 2: Cycle 1 And Cycle 2 At The Eleventh Class Of SMA ADIGUNA

Cycle I	Cycle II	Improvement
Average Score		
3.01	3.93	0.92

Based On The Table Above, It Showed The Improvement Of The Students' Learning Activities From The First Cycle To The Second Cycle. In The First Cycle, The Average Score Of Students' Learning Activities Were 3.01 With Criteria Fair. While The Second Cycle There Was Improvement Of The Students' Learning Activities 3.93 With The Criteria Is Good.

Table 3: Students' Reading Comprehension

Pre - Cycle I	Cycle I	Cycle II
Mean		
68.68	68.42	76.31

From The Table Above, The Result Showed That Increasing Of The Students Reading Scores From The Pre-Cycle To The Reading Test Of Cycle 1 And Reading Test Of Cycle 2. In The Pre Cycle, The Mean Score Of The Students In Reading Test Before Applying

Unlocking Students' Comprehension in Intensive Reading with REAP

Classroom Action Research By Using REAP Strategy Was 68.68. Meanwhile, The Class Percentages Which Passed The Minimum Mastery Criterion Were 15.78%. It Means That Were 16 Students Failed Of The Target.

Furthermore, The Mean Score In The Reading Test Of Cycle 1 Was 68.42. It Means That There Was No Improvement From The Previous Test Was 15.78%. Meanwhile, The Class Percentages Which Passed The Minimum Mastery Criterion In Reading Test Of Cycle 1 Were 26.31%. It Showed There Were 14 Students Who Failed To Get The Minimum Mastery Criterion. However, It Was Still Needed More Improvement Because It Did Not Achieve The Criterion Of Success Classroom Action Research That Was 75% From The Class Percentage.

The Writer Continued To The Second Cycle. Next, The Mean Score In The Reading Test Of The Second Cycle Was 76.31. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Was 52.63%. It Meant That There Were 11 Students Whose Score Passed The Minimum Mastery Criterion And There Were 8 Students Who Failed To Get The Target Of Minimum Mastery Criterion.

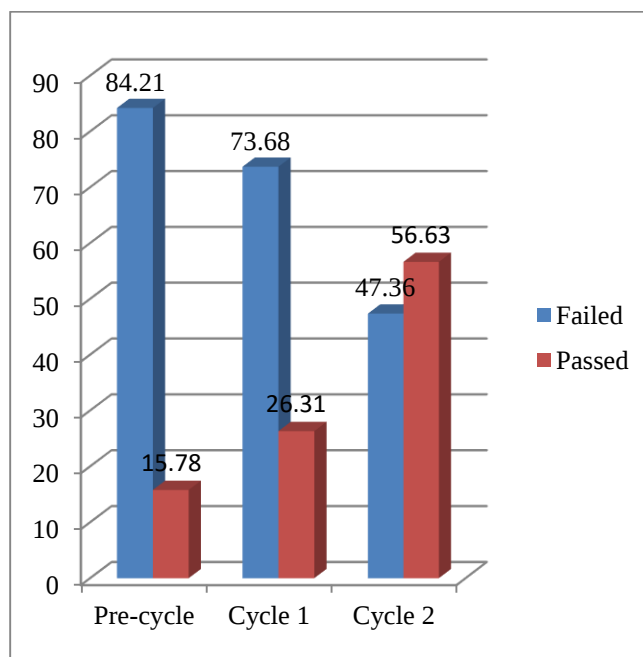


Diagram 1: Student Learning Completeness

DISCUSSION

From The Table Above, The Result Showed The Increasing Of The Students' Scores From The Pre-Cycle To The Reading Test Of Cycle 1, Reading Test Of Cycle 2. In The Pre-Cycle, The Mean Score Of The Students In Reading Test Before Applying Classroom Action Research By Using Read, Encode, Annotate, Ponder (REAP) Strategy Was 68.68. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Was 15.78 %. It Means That There Were Three Students Who Passed The Minimum Mastery Criterion And There Were 16 Students Failed Of The Target.

Furthermore, The Mean Score In The Reading Test Of Cycle 2 Was 68.42. It Meant That There Were Some Students' Score Improvement From The Previous Test Was 15.78 %. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion In Reading Test Of Cycle 1 Was 26.31 %. It Showed There Were 5 Students Who Passed The Minimum Mastery Criterion And There Were 14 Students Who Failed To Get The Minimum Mastery Criterion.

However, It Was Still Need More Improvement Because It Did Not Achieve The Criterion Of Success Classroom Action Research That Was From The Class Percentage. The Writer Continued To The Second Cycle. Next, The Mean Score In The Reading Test Of The Second Cycle Was 76.31. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Was 52.63 %. It Meant That There Were 9 Students Who Failed To Get The Target Of Minimum Mastery Criterion.

Based On The Result And Analyzing The Data, It Showed The Increasing Of The Students' Learning Activities. In The First Cycle, The Result Of Average Score Of The Students' Learning Activities Were 3.01 With The Criteria Was Fair And Increased To Be 3.93 With The Criteria Was Fair To Good. The Improvement Of The Students' Learning Activities Influencing The Students' Reading Comprehension, It Could Be Seen From The Result Of Cycle 1 Was 68.42 % And Increased To 76.31 % In The Second Cycle.

Unlocking Students' Comprehension in Intensive Reading with REAP

CONCLUSION

Based On The Result Of The Students' Learning Activities In The First Cycle To The Second Cycle. There Were Some Improvement Of The Students' Learning Activities, It Could Be Seen From The Average Score Of The Students' Learning Activities Of Cycle 1 Were 3.01 With Criteria Was Fair, While The Second Cycle Was 3.93 With The Criteria Fair To Good. So The Improvement Of The Students' Learning Activities During The First Cycle To The Second Got 0.92 Point.

Based On The Result Of The Students' Reading Test In The Pre-Cycle, First Cycle And Second Cycle. There Were Some Improvement Of The Students' Reading Comprehension, It Could Be Proved From The Mean Score Of Students In Reading Test Before Applying Classroom Action Research By Using Read, Encode, Annotate, Ponder (REAP) Strategy Was 68.68. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Was 15.78%. It Meant That There Were Only Three Students Who Passed The Minimum Mastery Criterion And Three Students Who Passed The Minimum Mastery Criterion And There Were 16 Students Failed Of The Target.

Furthermore, The Mean Score In The Reading Test Of Cycle 1 Was 68.42. Its Meant That Here Was Some Students Score Improvement From The Previous Test . Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Of Cycle 1 Was 26.31%. It Showed There Were 5 Students Who Passed The Minimum Mastery Criterion And There Were 14 Students Who Failed To Get Minimum Mastery Criterion. While The Mean Score In The Reading Test Of The Second Cycle Was 76.31. Meanwhile, The Class Percentage Which Passed The Minimum Mastery Criterion Was 56.63%. It Meant That There Were 10 Students Whose Score Passed The Minimum Mastery Criterion. The Reading Test Of Cycle 2 Had Fulfilled The Target Of Minimum Mastery Criterion By Using Read, Encode, Annotate, Ponder (REAP) Strategy, It Was Above 75% Of The Students Could Passed The Minimum Mastery Criterion.

Based On The Result Of The Data Above, It Could Be Said That The Classroom Action Research By Applying Read, Encode, Annotate, Ponder (REAP) Strategy Can Improve The Students' Learning Activities And The Students' Reading Comprehension.

REFERENCES

- 1) Aisyah, R. A., & Wibowo, S. E. (2025). Efforts To Improve Early Reading Skills And Learning Motivation Through Digital Flipbook Media. *Jurnal Prima Edukasia*, 13(2), 350-360.
- 2) Alhawsawi, S., Alhamad, M., Almehdar, K. S., & Ahmed, M. E. (2025). Readworks In Action Research To Enhance Reading Skills For University EFL Students. *Arab World English Journal (AWEJ) Special Issue On CALL*, (11).
- 3) Colorafi, K. J., & Evans, B. (2016). Qualitative Descriptive Methods In Health Science Research. *Health Environments Research & Design Journal*.
- 4) Doyle, L., McCabe, C., Keogh, B., Brady, A., & Mccann, M. (2019). An Overview Of The Qualitative Descriptive Design Within Nursing Research. *Journal Of Research In Nursing*.
- 5) Allen, Janet. (2004). *Tools For Teaching Content Literacy*. Portland, Maine: Stenhouse.
- 6) Ar, N. A. E., & Syam, A. T. (2024). Increasing Students' Reading Skills Using Reading Box In Junior High School. *IDEAS: Journal On English Language Teaching And Learning, Linguistics And Literature*, 12(2), 1249-1260.
- 7) Brown, H. Douglas. (2004). *Language Assessment: Principle And Classroom Practices*. New York: Pearson Education.
- 8) Cameroon, L. (2001). *Teaching Language To Young Learners*. Cambridge: Cambridge University Press.
- 9) Dashela, T., & Mustika, Y. (2023). The Use Of Quizziz To Improve Students' Reading Skill. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(6), 4231-4235.
- 10) Eanet, M.G And Manzo, A.V. (1976). *REAP- A Strategy For Improving Reading/Writing/Study Skills*. *Journal Of Reading*, 19,647. Available At: <http://Ejournal.iainbengkulu.Ac.Id/Index.Php/Linguists/Article/View/120>
- 11) Gedik, O., & Akyol, H. (2022). Reading Difficulty And Development Of Fluent Reading Skills: An Action Research. *International Journal Of Progressive Education*, 18(1), 22-41.
- 12) Harmer, Jeremy. (2007). *How To Teach English*. England: Pearson Education.
- 13) Kemmis, And Taggart. (1999:32). *Classroom Action Research*. Hopkins: Johns Hopkins University.
- 14) Murcia, Marianne G. (2001). *Teaching English As A Second Or Foreign Language*. Third Edition: Musschusettes. New Burry House Publisher. Inc Rowley.
- 15) Nunan, David. (2003). *Practical English Language Teaching*. New York. Mc Graw-Hill Publisher.
- 16) Ona, M. G. P., & Purwanta, E. (2025). Enhancing Early Reading Skills Through Problem-Based Learning: A Classroom Action Research With Students With Intellectual Disabilities. *Journal Of Innovation And Research In Primary Education*, 4(3), 1675-1686.
- 17) Sholeh, A., & Osu, M. F. (2021, April). Read, Encode, Annotate And Ponder (REAP) On Reading Comprehension. In 2nd Annual Conference On Social Science And Humanities (ANCOSH 2020) (Pp. 92-95). Atlantis Press.