

REAP (READ, ENCODE, ANNOTATE AND PONDER) STRATEGY COMBINED WITH MIND MAPPING TO FACILITATE STUDENTS' READING COMPREHENSION

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ABSTRACT

REAP (Read, Encode, Annotate, Ponder) strategy is a well-designed learning strategy for teaching students to comprehend a reading text. The aim of this study is not only to present how the REAP strategy is implemented in reading, especially in narrative texts but also it describes how the mind mapping emerged in the REAP strategy to boost students' interest and makes the reading activity more enjoyable. This study was carried out in the eleventh grade at one of Sidoarjo's private senior high schools which were consisting of thirteen students. Furthermore, the interpretive descriptive qualitative research design through observation and document analysis was used as the base of this study. This study also showed that there are several stages in the implementation of REAP strategy combined with mind mapping for facilitating students' reading comprehension such as preparing the classroom environment, brainstorming, making group discussion, reading the story, encoding the difficult vocabulary, annotating the important point, pondering the moral value, and presenting students' mind mapping. The results discovered that in the teaching and learning process, the students were able to comprehend the narrative text successfully. It also made reading activity more alive, activates background knowledge among students, and encourages them to think creatively.

Keywords: REAP strategy, mind mapping, reading comprehension, narrative text

A. INTRODUCTION

Reading is one of the four language skills that students must acquire in order to learn English besides listening, speaking, and writing (Roehling et al., 20s17). Most of the students are required to read various kinds of books and texts written in English. Weaver (2009) claims that reading has positive impacts on students' vocabulary knowledge, spelling and writing skills. By reading, students can develop their abilities through text in learning some vocabularies because the more text that the students read, the more vocabulary they will get. Moreover, it needs comprehension to catch the idea and information in reading the text. According to Grabe & Stoller (2012), Reading is also a decision-making process that involves the reader's brain and beliefs in reading. In other words, the reader's way of comprehending the printed words is called reading so that reading is not only seeing or reading what is written but also comprehending the content of the text.

However, Students learning English as a foreign language still find it difficult to read reading comprehensively while understanding the indicators of reading comprehension. There are lots of students who are still less interested in reading activity because they meet some obstacles in reading. López & Pintó (2017) shows that Most of the students have limited vocabulary and have difficulty relating the text to their prior knowledge. Another factor contributing to students' reading difficulties is the teacher's monotonous reading activity, which reduces students' interest and motivation to read the text with the same strategy. According to Manalu (2014), there are some teachers barely implementing any special strategy for teaching reading. Those statements demonstrate that students require learning strategies in order to comprehend the text more easily.

In line with the problems explained previously, the teacher requires a great strategy to help students comprehend and enjoy what they read during the teaching and learning process. The teacher should apply a variety of approaches, methods, techniques, and strategies when teaching English in the classroom, such as jigsaw, think pair share, note-taking, storytelling, REAP, and so on. However, according to Powell et al., (2012), one of the best strategies that can be implemented in teaching reading is called REAP strategy. The REAP stands for Read (R), Encode (E), Annotate (A), and Ponder (P) in which it focuses on students' useful organization of information. The REAP strategy was firstly designed by Eanet and Manzo to emphasize the use of writing as a technique for enhancing thinking and reading in early 1976 (Ya'acob et al., 2020). Four stages need to be taken to do this strategy. The first stage is to Read as well as allows students to read through the passage by finding the author's theme or the title of the text. After that, allows students to comprehend the text on their own words in the Encode stage by finding the main idea and difficult words that they found. Then, the students are asked to write down the important point or main events of the text in each paragraph (orientation, evaluation, complication, resolution, and coda) using their own words in the Annotate stage. Finally, the last stage of teaching and learning activities is Ponder. The pondering activities can be implemented by talking and discussing with the group members to identify the story's message. Then, the students present to another group about what they just made by using their own words. Therefore, it can be concluded that the benefits of applying REAP strategy cannot be achieved completely unless the teacher apply its stages in order.

In addition, related to this present study, there are number of research for investigating REAP strategy and reading comprehension. Amalia et al., (2018) conducted a research about the significant differences in reading comprehension achievement between junior high school students who were taught using the REAP strategy and those who were not. Pratiwi & Ardian, (2021) did similar research with the previous study which was about the REAP strategy which was successfully implemented in reading comprehension for senior high school students. However, based on several investigations which are done by some researchers about implementing REAP strategy, most of them did not choose innovative methods to be applied so that the strategies which they used seem less challenging and interesting for the students because they only follow the theory of Wegmann et al., (1990) about reading indicators such as identify general information, the meaning of words, and language features. Thereby, teachers are also required to be able to innovate and be creative in choosing learning methods for implementing REAP strategy so that the students can readily comprehend the material. One of them is by using the mind mapping method in order to create a pleasant learning atmosphere.

Hence, this research does not only aim to present how the REAP strategy is implemented in reading, especially in narrative texts but also it shows how the mind mapping method emerged in the REAP strategy to boost students' interest and makes reading activity more enjoyable (Siriphanich et al., 2010). Moreover, Buzan, (2006) defines that mind mapping is a fun and an easy way of taking notes by bringing out new information and ideas in the brain. He also states that there are several steps to create mind mapping which allows students to generate a visual representation to help them learn more easily. The first step is to begin by putting the title or picture at the center of the paper so that it may be used horizontally. Second, linking the primary idea with the central title or picture by creating curved lines like branches. After that, using color and symbols to give the mind map more alive and encourages students to think creatively. The last step is using only a keyword in every single line. It means that in this method, the students can apply it in the REAP strategy at the each stage. Thereby, this study will use mind mapping method in order to assist students for taking their notes in REAP strategy.

According to the 2013 curriculum of English literature at senior high school, narrative text and hortatory exposition text are among the types of text taught in the eleventh. In this study, the researcher focuses mainly on narrative text in several aspects of social function, generic structure, and language features that senior high school eleventh graders are expected to understand. There are several research that the researcher found that most of the students got difficulties in understanding and interpreting the English narrative text due to some reasons such as lack of vocabulary mastery, and uninteresting techniques used by teacher in teaching reading (Anderson, 2003; Barkhuizen, 2015). Thus, the researcher chose this text based on the preliminary study in order to assist students in comprehending what they read using a great strategy that can be applied by the teacher.

Regarding the fact that the researcher gets, this study intends to use REAP strategy combined with mind mapping in order to not only assist students to promote their reading comprehension but also to hone their skills and creativity. Therefore, it can prompt the researcher to investigate the implementation of REAP strategy combined with mind mapping to improve students' reading comprehension of narrative texts in senior high school. It shows that future research will be different from the previous ones. As a result, this study also attempted to investigate the implementation of REAP strategy combined with mind mapping to help students in comprehending narrative reading text.

B. METHOD

This study was carried out using an interpretive qualitative research method because the researcher needed to describe the study's findings in the form of words and descriptions. The data was acquired through observation and document analysis. The researchers noted that read, encode, annotate, and ponder (REAP) strategy combined with mind mapping was implemented by the teacher for teaching reading narrative text in three meetings over two weeks, on Wednesday March 9th 2022, Friday March 11th 2022, and Wednesday March 16th 2022. In those three meetings, the teacher acted as a teacher and the researcher acted as an observer. Starting at the beginning until the end of the class, the researcher observed the teacher and students' verbal and nonverbal activities, interactions, expressions, and statements. Thus, the researcher did not take part in the teaching and learning process. The researcher only sat in the back row of the classroom and observed the classroom activities while teaching narrative text using the REAP strategy combined with mind mapping.

Furthermore, while implementing the REAP strategy combined with mind mapping, field notes were employed to collect information about the class's teaching and learning process. Moreover, the data was acquired from the students' presenting mind maps to determine their reading comprehension.

This study was carried out in the eleventh grade at one of Sidoarjo's private senior high schools. There were consisting of thirteen students which were three males and ten females. Following the data collection, the researcher examined the data using the method from Ary et.al (2010). There are three stages for analyzing the data in qualitative research. The first stage is familiarizing and organizing through rereading notes or transcribing audio to get familiar with the data and then organizing them by naming the files into one folder. The second stage is coding and reducing by putting some codes to indicate the essential points of each data. Finally, the researcher will represent the data in the form of tables, diagrams, and graphics but it must be followed by a detailed description which is in the interpreting and representing stage. Therefore, the three stages were used to find out the answers to the research questions.

C. FINDINGS AND DISCUSSION

The class was eleventh graders in one of the private senior high schools in Sidoarjo. There were consisting of thirteen students which were three males and ten females. The class was on the second floor and it was only one whiteboard, two air conditioners, two windows, LCD projector, speakers, as well as some desks and chairs.

Pre-Activities

The first observation was conducted on Wednesday 9th, 2022. In the first observation of teaching and learning activities, the teacher began the lesson by greeting the students and asking the students' conditions on that day. Moreover, after asking conditions, the teacher explored the students' background knowledge by asking several questions about narrative text. These can see from the verbal interaction between the teacher and students during the teaching and learning process.

- | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T | : Alright guys, I want to ask something. Do any of you like to read fairy tales, legends, or fables? |
| S | : Yes, Sir. |
| T | : Good, what stories of legends, fables, and fairy tales do you know? Can you give me some examples? |
| S2 | : Sangkuriang, Beauty and the Beast. |
| S8 | : Cinderella, Snow White. |
| T | : Good answer! What else? How about fables? |
| S5 | : The Ant and the Grasshopper. |
| S7 | : The Mouse Deer and Crocodile, Sir. |
| T | : Ok, good job class. So do you still remember our topic in the second semester of the tenth grade? |
| S2 | : Is it narrative text, Sir? |
| T | : Excellent, Diva. Today, we're going to discuss about narrative text. As you mentioned before such as Cinderella, Sangkuriang, Beauty and the Beast are included in the narrative text. |

Then, in order to ensure that the students had sufficient knowledge of the material, the teacher also enhanced the students' understanding of narrative text by asking about the kind of narrative text they have read. This activity was also known as brainstorming before they further learn about the main topic.

- T : Alright, students. There are many types of narrative text that you should know such as fable, legend, fairy tale, history, and also personal experience. Mostly, narrative text is a kind of fictional event but it's not impossible if we say about the real experience in the narrative text.
- T : Ok, so let's try to find the example of narrative text based on the types. For example, the Crying stone, what kind of narrative text is that?
- S : Legend.

- T : Yes, that's the legend of West Kalimantan. Number two, what about Three Little Pigs?
- S4 : Fable.
- T : Good. Next, Little red riding hood?
- S12 : Fairy tale, Sir.
- T : Great. What about the Greedy monkey?
- S5 : Fable
- T : Good. Next, Hansel and gretel? What kind is it?
- S : Fairy tale.
- T : Yes, that's true. So, because in the tenth grade you have learned about legend in narrative text, now in English literature at the eleventh grade, we will just learn the kind of short stories such as fairy tales and fables. Do you get the point?
- S : Yes, Sir.

In the pre-activities, the teacher spent around twenty minutes. From the researcher's observation, it can be seen that most of the students participated in this brainstorming activity. The students were also able to answer some questions about narrative text delivered by the teacher. For instance, the students could guess the name of several legends, fairy tales, and fables correctly. It is in line with the theory from López & Pintó, (2017) who said that giving brainstorming before starting the class can provide opportunities for students to make connections between the topic they have already known and what they are currently learning. Therefore, it can be said that the students' background knowledge in this eleventh grade English Language Art classroom was terribly good.

Whilst-Activities

After the teacher explored the students' background knowledge, then he opened her laptop and showed the definition, social function, generic structure, and language features of narrative text through a LCD projector. The teacher explained again those important points in order to strengthen the students' understanding about narrative text. Thus, this section described how the teacher implemented the REAP strategy in the teaching and learning process, particularly while teaching narrative reading text. It will provide an answer to the first research question of this study. Furthermore, there were four stages that the teacher implemented to read, encode, annotate, and ponder. Here is the result of each stage.

The Extent of Read Stage of Helping Students in Comprehending Narrative Reading Text

After explaining the stages of the REAP Strategy combined with mind mapping on the first observation, the teacher continued to the first stage, which is read stage on the same day. In the form of observation according to the researcher, the teacher applied the read stage to write the author's theme and title of the narrative text in mind mapping. It indicates that throughout the read stage, students should obtain a general understanding of the author's point of view. It can be identified by the teacher's verbal during the teaching and learning process.

The activity began. The teacher started this read stage by telling the students to form groups of four, with each group including three to four students. Then, the teacher provided some papers about the short story as the teaching tools. He gave them different titles of short stories to get them interested in learning narrative text and to help them understand the material better. There were one student who volunteer to help the teacher in distributing the text. After all of the groups have got their text, then the teacher instructed the students to read the text immediately and write down the author's theme which they found on their mind map. The teacher required the students to read the text by applying a top-down strategy which focuses on their prior knowledge.

- T : Now please read your text carefully and try to find the theme of your story. Read the text according to your understanding and if you have found the theme, then you can write it in your mind map. Do you understand what I mean?
S : Yes, Sir.
T : Ok, don't forget to prepare your paper and your color markers.
S : Finish, Sir.
T : Good, I'll give you 10 minutes to read.

From the observation, it can be seen that all of the students worked with their groups. Since the students were paying close attention to the text they were holding, the atmosphere in the classroom became more serious. Then, the students tried to find the author's theme after reading the whole text by discussing with their groups. Furthermore, they also write it down the title and the theme of their each story which they got on the piece of paper in order to create a mind mapping. In other words, they were trying to find the ideas and information what they want to get from the reading stage. It is in line with the theory that comes from Grabe & Stoller (2012) who said that to get the point in the reading activity, students should extract the meaning of the text. Thus, the students can read the material one or two times, up to three times depending on their capacity to grasp the idea from the text (Mukhroji 2011).

The Extent of Encode Stage of Helping Students in Comprehending Narrative Reading Text

For the second stage is still on the same day, which is encode stage. The teacher continued to the second stage by spending less than twenty minutes. In the form of the next stage which the researcher found, the teacher implemented encode stage in order to find the main idea and difficult or new vocabularies in the text by writing it on the mind map. After 10 minutes the students read the text, the teacher immediately started this stage by asking students' difficulties regarding the new vocabulary about the text they have read.

- T : Ok well, after you have finished to read, do you get the point about the story? Or have you ever read it?
- S5 : Not yet Sir, this is the first time I read it.
- T : Alright, so do you find any unfamiliar words or new vocabulary in your story?
- S3 : Yes, Sir. I think quite a lot.
- T : Really? But I think that's very simple short story.
- T : Ok, now please find the main idea of the text and highlight the difficult vocabularies that you have found, then, find the meaning of them. Don't forget to write them down on your mind map. Do you get the point?

Based on the observation, it is clear that most of the students seemed enthusiastic looking for the main idea and difficult words of the text during this encode stage while highlighting the words. For finding the main idea of the text, the students discussed it with their own group. Every reader may have interpreted the text in a different way and in a different language. It is in line with the theory from Tiruneh (2014) who said that it is demanded the critical thinking of the reader in order to conceptualize the text's idea into their own understanding. For finding the unfamiliar words, this activity is carried out by asking each member's student to write down the difficult vocabulary on the mind map. After that, the students discussed the meaning or the synonym of it. If it is necessary the students also checked the unfamiliar words in the dictionary and internet.

The Extent of Annotate Stage of Helping Students in Comprehending Narrative Reading Text

The second observation was conducted on Friday 11th, 2022. In the form of the second observation which the researcher found, the teacher implemented the annotate stage to find the detailed information collected from the reading text. It can be identified by the teacher's verbal during the teaching and learning process. This stage began with the teacher asking the students to take notes on their ideas about the important point or main events of the text in each paragraph. This is the key process of REAP strategy because students should write their notes in mind mapping using their own words. In this activity, the students were also required to write notes based on the character, setting, problem, and solution of the narrative text. Here, the students were given 50 minutes to finish their annotate task.

- T : Now, we move to the next stage of REAP strategy that is annotate stage. Here, I want you to take notes about the important point of the story on your mind map. Do you know what the important points are?
- S8 : Character and the problem of the story, Sir.
- T : Great! But actually, it must consist of 4 important points that are character, setting, problem, and solution.
- S5 : How many paragraphs of each point, Sir?
- T : It is up to you, but it will be better if you write it in one short paragraph using your own words. Don't forget to put the language features too.
- S : Yes, Sir.
- T : After that you can decorate your mind map as creatively as possible with the colored markers and colored pencils that you have prepared. Do you get it, students?
- S : Alright, Sir.
- T : Ok, you can start now.

From the observation, the students were directed by the teacher well by walking around the class from one group to another group to make sure that the students do their work. However, there was one group in the class who was still confused about the instruction, therefore the teacher immediately approached them and he explained again in detail about the task.

In short, the students felt relaxed and enjoyed during the discussion in annotate stage. They also seemed enthusiastic during the teaching and learning process. It can be seen from the creativity of each group when decorating their mind maps. It is in line with the theory from Siriphanich et al., (2010) who said that by mind mapping, one can develop their ability in memorizing, brainstorming, learning, as well as creativity. Moreover, it means that the teacher was successful while applying this stage. It is in line with the theory from Powell et al., (2012), who said that during annotate stage, students not only take notes but also comprehend the information of the text by taking important points using their own words. This will require students to recall information from the reading text in great detail.

The Extent of Ponder Stage of Helping Students in Comprehending Narrative Reading Text

The third observation was conducted on Wednesday, March 16th 2022. In the form of the third observation which the researcher found, the teacher implemented the ponder stage to determine the students' comprehension of the short story they had read. It is clear from how they use mind mapping to present the information collected from the reading text in detail. It can be identified by the teacher's verbal during the teaching and learning process.

The teacher then asked the students to find the moral value by talking and discussing it with the group members. The teacher gave the students 10 minutes to find the moral value of their story by writing it on the mind map. Then, they should present to another group about what they just made in mind mapping using their own words alternately. Each group of three to four members had the option of presenting one generic structure. For instance, Group One consisted of students' numbers one, two, three, and four. The orientation was presented by student number one, the complication by student number two, and so on. However, while another group presented their mind map, all of the students had to pay attention since the teacher would ask the students several questions.

The result of observation shows that the teacher helped the students by providing clear instructions and ensuring their comfort when discussing with their friends and presenting their mind maps. In discussing the moral of the story, the students seemed serious for finding the message of their narrative text. They give their opinion to each other about what they get from the story. Besides that, when presenting their mind map, the students appeared to be excited and enthusiastic. Most of them use their own words instead of relying on the note while presenting their mind map. It seems that mind mapping can help students in presenting the story well during this ponder stage. In line with the statement of Buzan (2006) that the use of mind mapping makes it simple for the students to organize, plan, discuss, and express their ideas quickly when they want to collaborate with others.

Indeed, the students were able to recall information from the reading text in detail during the ponder stage by presenting their mind map using their own words. Tiruneh (2014) stated that in ponder stage, the students can encourage the sharing of knowledge, information, and personal experiences with each other. It means the strategy gives students the ability to think about the purpose of the text, what the text meant to them, and how they can relate their

personal experiences and previous reading to it with the group members. Therefore, based on this observation, students' comprehension of the narrative text is pretty excellent, as seen by their ability to explain the story from the text that they have read.

Post-Activities

After implementing the REAP strategy combined with mind mapping in the teaching and learning process, the teacher conducted post-teaching activities on the same day at the third observation to confirm that the students understood the material. Since the final result of this study is presenting students' mind mapping, the researcher used Narrative Story Presenting Rubric adapted from Douglas Fisher, Nancy Frey, and John Hattie in 2017 to analyze the students' reading task. Furthermore, character, setting, problem, solution, and moral value were the components which are analyzed by the researcher. Each component has three categories; proficient as excellent category, adequate as fair category, and needs attention as very poor category. Here, the students' presenting performance by group one, which consists of S13, S2, S7, and S5, was chosen as the representation by the researcher.

S13: Once upon a time, there was an eagle that landed on the front door of an old woman's house. Because the old woman never seen an eagle, she thought that the eagle was a pigeon. The old woman showed her stubbornness and Mrs. Know-it-All by convincing the eagle that he was a pigeon. It makes the eagle not confident with himself so he was easy to believe that he was not an eagle but a pigeon.

S2: After that, the old woman decided to change everything that already settled. First of all, she trimmed the eagle's claws until they were quite short. Then, she pulled his beak until it was perfectly straight. And she brushed the beautiful tuft of feathers on top of his head until it was completely flat. She changed everything until it suited her own mind of what a bird should look like. This makes the eagle sad because he doesn't know who he really is.

S7: When the sad eagle flies away to a nearby tree, he meets a new eagle that helps him with explaining something that is true. The new eagle said, "There are a lot of silly people in the world who think that pigeons are eagles or the opposite so we should stay away from people like that". Finally, the eagle already understands that not everyone can accept and respect others.

S5: From the story with the theme of imperfection, we can learn that we don't have to change ourselves to be what someone expects to make us acceptable. So, don't change what people have and what they should have. Try to accept the new things in our lives as they should be. Because in this life, we should be more tolerant and respectful of the differences that other people have. Thank you.

Firstly, related to the explaining characters and settings of the story by S13, the narrative story presentation result above was included in the proficient category since characters and settings develop from the description, speech, and actions. It is in line with the theory from Fisher et al., (2017) who said that students can be categorized as proficient if the main and supporting characters and their characteristics of the story are identified. They also stated that the setting is identified and described in detail using clear vocabulary. It means S13 can meet the proficient category in presenting his mind map. Moreover, he was also can develop his ideas concerning the orientation of The Old Woman and the Eagle story in detail although he still looked at the notes in the mind map which he presented several times. It can be seen when he explained the character of the old woman and the eagle, as well as the place where they meet each other.

Secondly, the complication of the story that was explained by S2 was proficient since the story's main problem was identified, and she stated all of the problems that the main characters did one by one in the story. Fisher et al., (2017) stated that students can be categorized as proficient if the main problem of the story is identified in the correct order. It means that S2 can meet the proficient category in presenting her mind map. It can be seen from S2's presentation that "First of all, she trimmed the eagle's claws until they were quite short. Then, she pulled on his beak until it was quite straight. And she brushed down the lovely tuft of feathers on top of his head until it was quite flat". She explained that the central problem was when the old woman start to change everything that has already settled on the eagle. Moreover, she explained the story in her own words briefly, clearly, and rarely looked at the note in the mind map.

Then, since it included the last part of the story, the resolution of the story that was explained by S7 was categorized as proficient. She can explain the solution of the problem in the story so that the story became connected to each other. It is in line with the theory from Fisher et al., (2017) who said that students can be categorized as proficient if the motivations of the characters, as well as potential solutions of the story, are included. It means that S7 can meet the proficient category since she can present how the problems in the story are solved. It can be seen from her explanation when she said, "The new eagle said that there are a lot of silly people in the world who think that pigeons are eagles or the opposite so we should stay away from people like that". She also explained how the eagle met the new eagle that helped him restore his original appearance by making him aware of one thing. Furthermore, S2 explained the story using her own words, however, she often looked at the note so that it made like reading instead of presenting the mind map.

Finally, related to the coda, S5 was categorized as proficient since she correctly identified the coda and incorporated the moral and theme of the story. According to Fisher et al., (2017), students can be categorized as proficient if they can relate the content of the story to the message that the reader gathers into the story's moral or theme. It can be seen when she said that the moral value of the story is we should be more tolerant and respectful of the differences that other people have. She also stated that the theme of this story is imperfection. It means that S5 can meet the proficient category since she can deliver the author's purpose in the story. Moreover, rather than depending on the note, she explained the story fluently using her own words when presenting the mind map.

Furthermore, both the teacher and students also reviewed the material before the teaching and learning activities ended. The teacher began by asking several questions regarding the material in order to determine the students' comprehension. The teacher also inquired about the difficulties which they faced during the teaching and learning activities earlier, and they said that they still have difficulties in understanding the story because there were still some unfamiliar words. Then, the teacher gave some suggestions and motivation to them. The teacher also gave students assignments based on their short stories with open-ended questions. Lastly, the teacher greeted them and asked them to pray together.

During this activity, most of the students were very enthusiastic in delivering their understanding of the learning activities. They were able to share their ideas correctly. Every time the students answered the teacher's question, the teacher also often appreciated them

with plus score so that the students feel motivated and learned how to be more engaged in the teaching and learning process.

In sum, from the observation results, it can be concluded that the implementation of the REAP strategy combined with mind mapping was successful in the teaching narrative reading text. Moreover, the classroom environment also helps the teaching and learning process by implementing this strategy. According to Powell et al., (2012) REAP strategy could help students understand, concentrate, and retain information more effectively. It can be seen from the students' ability to memorize the text using a visual representation until they were able to write it down on the mind mapping and present it in their own words. It also made reading activity more alive, activates background knowledge among students, and encourages them to think creatively.

D. CONCLUSION

Based on the results and discussion that have been presented in the previous section, it can be concluded that the implementation of the REAP strategy combined with mind mapping to promote students in comprehending narrative reading was successful. The teacher followed the stages of REAP strategy sequentially. The stages were Read (R), Encode (E), Annotate (A), and Ponder (P). The teacher implemented this strategy in order to make a product at the end of teaching and make them the learning center of the study. Therefore, when the teacher implemented REAP strategy combined with mind mapping, he let the students develop their thinking ability using mind mapping by reading text in read stage, finding the difficult words in encode stage, taking the important point in annotate stage, discussing the moral of the story in ponder stage, and presenting the mind map.

Moreover, looking at the results of the students' mind mapping, the researcher can conclude that the implementation of REAP strategy combined with mind mapping was really meaningful. Here, the students did not only take important point notes in the mind map, but they also developed ideas during presenting their mind maps using their own words. It can be observed in the findings of the researcher's analysis of the students' presenting performance using the Narrative Presenting Rubric that REAP strategy combined with mind mapping can help students in understanding the narrative reading text.

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