

## ***The Efficacy of Reap (Read-Encode-Annotate-Ponder) Toward Teaching of Reading Viewed from Students' Self-Esteem***

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### **Abstract**

*This study aims at determining: (1) Read-Encode-Annotate-Ponder (REAP) is more effective than Direct Instruction in teaching reading; (2) students with high self-esteem have better reading skills than students with low self-esteem; (3) there is an interaction between teaching methods and self-esteem in teaching reading. This experimental research was carried out at MAN 1 Salatiga. The population was the tenth-grade students. The sample used cluster random sampling. Two classes were sampled: X.7 the experimental class was taught by REAP and X.9 the control class was taught by Direct Instruction. The research data used questionnaire and reading test. After testing for normality and homogeneity, the hypothesis is tested. Reading test results data were analyzed using 2 x 2 multifactor analysis of variance and Tukey's test. Based on data analysis, conclusions are drawn: (1) REAP is more effective than Direct Instruction for teaching reading; (2) Students with high self-esteem have better reading skills than students with low self-esteem; (3) There is an interaction between teaching methods and students' self-esteem to teach reading.*

**Keywords:** *read-encode-annotate-ponder; direct instruction; self-esteem.*

### **Abstrak**

Penelitian bertujuan untuk mengetahui: (1) *Read-Encode-Annotate-Ponder* (REAP) lebih efektif daripada *Direct Instruction* dalam pengajaran membaca; (2) siswa dengan harga diri tinggi memiliki keterampilan membaca lebih baik daripada siswa dengan harga diri rendah; (3) ada interaksi antara metode pengajaran dan harga diri dalam pengajaran membaca. Penelitian eksperimen ini dilaksanakan di MAN 1 Salatiga. Dengan populasi siswa kelas X. Sampel menggunakan cluster random sampling. Dua kelas dijadikan sampel: X.7 kelas eksperimen diajar dengan REAP dan X.9 kelas kontrol diajar dengan *Direct Instruction*. Data penelitian menggunakan angket dan tes membaca. Setelah dilakukan uji normalitas dan homogenitas, maka dilakukan uji hipotesis. Data hasil tes membaca dianalisis menggunakan analisis varians multifaktor 2x2 dan uji Tukey. Berdasarkan analisis data, ditarik simpulan: (1) REAP lebih efektif daripada *Direct Instruction* untuk pengajaran membaca; (2) Siswa dengan harga diri tinggi memiliki keterampilan membaca yang lebih baik daripada siswa dengan harga diri rendah; (3) Ada interaksi antara metode pengajaran dan harga diri siswa untuk mengajar membaca.

**Kata Kunci:** *read-encode-annotate-ponder; direct instruction; harga diri*

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## **Introduction**

In teaching English there are four skills which have to be mastered by the students: listening, speaking, reading, and writing. Reading is one of the skills that is taught in English classes. This is important because by reading the students are expected to understand the reading texts. In addition, reading can add insight and knowledge of students about new things through written language. According to Heath in Aebersold (1997) reading is a powerful activity that covers knowledge, insight, and perspective on readers. For the students, reading is important too. Harmer (1998) states that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. It means that students should have skills in reading to understand and get the ideas in the reading, especially in the academic necessity and information in academic environment, particularly the information submitted in English. In this case, teaching reading becomes an important skill that is to be taught at school, especially in Islamic Senior High School.

There are some factors that influence the success of teaching reading. The first is the technique/method of the teacher that is used in teaching reading. Teacher plays an important role in teaching and learning process. Class will run well and enjoyable if the teacher has a good technique or method in the classroom. Most of the teachers are still using Direct Instruction Method. In this Method, teaching and learning activity is teacher-centered. Students are only as followers, they have less chance or activities in the classroom, do not have role, and they tend to be passive. Usually, the teacher asks the students to read the text, interpret the difficult vocabularies, translate the reading text, and answer the questions.

Since the teachers have the important role in the classroom, the teacher should have some varieties and creativities in teaching and learning atmosphere so that the class is not monotonous and boring. There are various techniques or methods that can be used in teaching reading. One of them is REAP (Read-Encode-Annotate-Ponder). REAP is a method that can be used in teaching reading because it invites students to be more creative and involved directly in teaching and learning process.

### **Read - Encode - Annotate - Ponder (REAP)**

Stages in REAP mentioned by acronym of REAP. The first is R (Read), in this step the students read the texts. The second step is E (Encode), in this step the students find the main idea or the concept being presented by putting it into their own words. The third step is A (Annotate), in this step the students write the message for themselves or sharing it with other friends. The last step is P (Ponder), pondering the message through self-questioning and discussion with others. The purpose of the Read-Encode-Annotate-Ponder (REAP) strategy (Eanet and Manzo 1976) is to develop in students a greater understanding of the author's role in writing and to improve their reading comprehension. REAP helps students build a bridge between the scientific text and their own words to enable them to communicate their understanding of the text.

REAP is developed to improve writing, thinking, and reading and is also designed as a method to teach students ways of responding differently to a text (Eanet & Manzo). Students respond with simple summaries which may be very brief or may require complex critical creativeness. REAP can be also used as a way of observing students' thought development (Tasdemir, 2010).

REAP is an excellent activity for students to note important information and to talk with others about connections and questions, as well as to establish purposes for further reading. R.E.A.P. (Eanet and Manzo, 1976) is a more elaborated form of taking notes that helps students internalize and determine the importance of information in a reading assignment. REAP stands for:

R- read on your own

E- encode the text by putting the gist of what you read in your own words

A- annotate the text by writing down the main ideas (notes, significant words, quotes) and the author's message.

P- ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other readings you have done (Allen and Landaker, 2005)

The aim of REAP is to help readers synthesize the author's thoughts in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur (Tasdemir: 2010). The purpose of REAP is also to improve thinking for helping readers read and understand the text. REAP, with modeling and guided practice, will help students in increasing reading comprehension. The use of this will cause the students to revisit the text during each stage of the REAP process. In the Reading stage, the students read to figure out the writer's message while taking note of the title and author. As students move into Encoding, the students must take what they have read and place it into their own words.

This allows the students to internalize the content of the reading while thinking about representing the main ideas, message in the author's and their own words. In the Annotate stage, students look at the main

ideas and the author's message by writing a statement that summarizes the important points. Annotations are brief summaries of a text that explain and/or criticize the text. Annotations can be done by writing the message in notes or in a journal form. In this stage, the student should look at important words and quotation of the text. Once students move to the Ponder stage of this activity, they must connect with the text at a higher level through analysis and synthesis of the reading. REAP is an interactive model used to teach reading. This strategy allowed students to take control of their learning and independently monitor their own understanding (Garcia, 2011).

### **Direct Instruction**

In direct instruction the teacher becomes a centre in the class, teacher is a decision maker. The teacher will be engaged in many planning decisions. The students have lack opportunities in the classroom. The students just become the followers and depend on the teacher during the teaching and learning process and usually work individually. Student activity can be mainly passive and limited. According to Arends (2001) direct instruction is a teacher-centered model that has five steps: establishing set, explanation and/or demonstration, guided practice, feedback, and extended practice. A direct instruction lesson requires careful orchestration by the teacher and a learning environment that is businesslike and task-oriented.

The purpose of direct instruction (Cruickshank, Bainer and Metcalf 1999) is to help students learn basic academic content such as reading in the most efficient, straightforward way. One of the key elements of direct instruction is teacher centrality. It means that the teacher exerts strong instructional direction and control. The teacher decides what is to be learned and how, and visibly in charge. Arends (2001) defines that direct

instruction aims at accomplishing two major learner outcomes: mastery of well-structured academic content and acquisition of all kinds of skills.

According to Rosenshine (2008), the principles of direct instruction are as follows: (1) Begin a lesson with a short review of previous learning; (2) Begin a lesson with a short statement of goals; (3) Present new material in small steps, providing for student practice after each step; (5) Give clear and detailed instructions and explanations; (6) Provide a high level of active practice for all students; (7) Ask a large number of questions, check for student understanding, and obtain responses from all students; (8) Guide students during initial practice; (9) Provide systematic feedback and corrections; (10) Provide explicit instruction and practice for seatwork, exercises, and monitor students during seatwork.

## **Reading**

In the most general terms we may say that reading involves the reader, the text and the interaction between reader and text (Rumelhart, 1977 in Aebersold and Field, 1994). According to Aebersold and Field (1997: 15) reading is what happens when people look at a text and assign meaning to the written symbols in texts. The text and the reader are the two physical entities necessary for the reading process to begin.

Bacon in Patel and Jain (2008) states that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Bernhardt (1991) in Celce and Murcia (2001) views reading as an interactive, sociocognitive process, involving a text, a reader, and a social context with in which the activity of reading takes a place.

Goodman in Carrell (1988) defines that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. Meanwhile, Stauffer in Petty and Jensen (1980) defines that reading is a mental process requiring accurate word recognition, ability to call to mind particular meaning, and ability to shift or reassociate meanings until the constructs or concepts presented are clearly grasped, critically evaluated, accepted and applied or rejected.

According to Petty and Jensen (1980) reading is a process of deriving meaning from written language. It is not a process of deriving the exact meaning that an author intended since the meaning any reader obtains depends on language ability and the experience that he or she brings to the reading act. Of course if reading material is appropriate for the audience, the difference between intended meaning and meaning gained will be small, particularly if the audience has the skills to compensate for differences in language ability and experiences. Reading is not just mechanical process of word calling "or decoding": simply saying words or recognizing them in silent reading does not constitute reading. Rather, reading requires the use of all of an individual's capabilities in deriving meaning from print. It is the point of reading from the beginning.

From the definitions about reading above, it can be concluded that reading is an active, interactive, sociocognitive, psycholinguistic, and mental process between the reader, the text, and social context which is started with a linguistic surface representation encoded by a writer and

ended with meaning which is constructed by the reader depending on language ability and experience that the readers bring to the reading act.

### **Self-esteem**

In addition to the factors mentioned above, there are psychological factors that influence in teaching reading. One of them is students' self-esteem. Self-esteem is one's attitude i.e., evaluative orientation toward oneself (Eagly and Chaiken, 1993 in Owens, et al. 2001). In most studies, high self-esteem individuals score at the upper end of self-esteem scales and therefore have extreme self-evaluations; low self-esteem individuals, on the other hand, at least in college-student samples, typically score in the middle of the scale (Owens, et al, 2001). In this case, the students' self-esteem has the crucial influence in reading because self-esteem is the way how the students judge their ability.

Tracey (2003) defines self-esteem as the level to which you respect and value yourself as an important, worthwhile person. People with high self-esteem feel terrific about themselves and their lives. When you feel really good about yourself, you tend to be the very best person you can possibly be. Elliot, et al., (2000) state that self-esteem is a feeling of confidence and self-satisfaction with one's self. According to Branden (1992) self-esteem is the experience that we are appropriate to life and to the requirements of life. More specifically, self-esteem is (1) Confidence in our ability to think and to cope with the challenges of life; (2) Confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts.

From the explanations of self-esteem above, it can be concluded that self-esteem is the way of people in respecting themselves to be happy, worthy, and confident in their ability to think and to cope with the challenges of life which is expressed in the activity or behavior.



Based on the background of the study above, there are three problems that are formulated: (1) Is REAP more effective than Direct Instruction in teaching reading?; (2) Do students who have high self esteem have better reading skill than those who have low self-esteem?; (3) Is there any interaction effect between teaching methods and students' self-esteem on the students' reading skill?

Regarding to the statements of the problem, the objectives of the result are: (1) REAP is more effective than Direct Instruction to teach reading; (2) Students who have high self-esteem have better reading skill than those who have low self-esteem; (3) There is an interaction effect between teaching methods and students' self-esteem on the students' reading skill.

Regarding to the theoretical descriptions, the hypotheses are formulated as follows: (1) REAP is more effective than direct instruction to teach reading at the tenth grade students of MAN 1 Salatiga; (2) The students who have high self-esteem have better reading skill than the students who have low self-esteem at the tenth grade of MAN 1 salatiga; (3) There is an interaction effect between teaching methods and students' self-esteem on the students' reading skill of the tenth grade students in MAN 1 Salatiga.

## **Methodology**

This research was carried out at MAN 1 Salatiga. It is located in Jl. Wakhid Hasyim No. 12, Salatiga. The writer used experimental study in this research. According to Johnson and Christensen (2000) the purpose of experimental study is to determine cause and effect relationship. Through experimentations, cause and effect relationship can be identified. Because this ability is to identify caution, the experimental approach has come to represent the prototype of scientific method for solving problems.

This research used a simple factorial design. Factorial design is one in which two or more independent variables are simultaneously studied to determine their independent and interactive effects on the dependent variable (Johnson and Christensen, 2000). This design is possible to assess the effect or interaction (Tuckman, 1978). The factorial design is illustrated as follows:

**Table 1. Factorial Design 2 x 2**

Main Effect Simple Effect	A <sub>1</sub> (REAP)	A <sub>2</sub> (Direct Instruction)
	B <sub>1</sub> (high)	A <sub>2</sub> B <sub>1</sub>
	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

The population in this research was the tenth-grade students of MAN 1 Salatiga in the academic year of 2012/2013. The researcher took two classes as the sample: experimental class (X.7) and control class (X.9). Each class was divided into two groups (the students having high and low self-esteem).

The writer used cluster random sampling to get the sample. Wiersma (2000) states that cluster random sampling is a procedure of selection in which the unit of selection, called the cluster, contains two or more populations members.

In this research, the writer used a test and a questionnaire to get the data. Johnson and Christensen (2000) state that a questionnaire is a self-report data collection instrument that each research participant fills out as part of a reasearch study. The questionnaire is used to get the data of the students' self-esteem.

The students were given self-esteem questionnaire which is in the form of Likert scale. Likert scale is a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000). The questionnaire was in multiple choice form of four alternatives responses. The four responses consisted of strongly agree, agree, disagree and strongly disagree. For positive statement, the score is from 4 to 1 and for negative statement the score is from 1 to 4.

Test is a series of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups (Suharsimi, 2006). The test is used to know the students' reading skill. The reading test is in the form of objective test, multiple choices with four options.

Before the instruments were used, the writer tested the validity and reliability of the instruments before giving it to the students. The tryout of the instrument was conducted at the tenth grade of MAN 1 Salatiga that did not belong to the experiment and control class.

The technique of analyzing data in this research was descriptive and inferential analysis. The descriptive analysis is used to know the mean, median, mode, and standard deviation of students score of each group. Normality and homogeneity are measured before testing the hypothesis. Inferential statistics were used to test hypothesis. As a requirement for the data analyzing, firstly the data were tested using normality and homogeneity tests.

### **The Result of the Study and Discussion**

Hypothesis test is done after the results of normality and homogeneity test are fulfilled. The data analysis is done by using multifactor analysis of variance 2 x 2.  $H_0$  is rejected if  $F_o > F_t$ . It means that there is a significant difference and interaction. If  $H_0$  is rejected the

analysis is continued using Tukey test. The multifactor analysis of variance 2 x 2 and Tukey test are described below:

**Table 2. Mean Scores of Multifactor Analysis of Variance**

	(A <sub>1</sub> )	(A <sub>2</sub> )
(B <sub>1</sub> )	$\bar{X} = 86.75$	$\bar{X} = 77.75$
(B <sub>2</sub> )	$\bar{X} = 75.69$	$\bar{X} = 59.19$

**Table 3. 2x2 Multifactor Analysis of Variance**

source of variance	SS	Df	MS	F <sub>o</sub>	F <sub>t</sub> (.05)
<b>between columns</b>	2601	1	2601	88.98012	4.00
<b>between rows</b>	3510.56	1	3510.56	120.0962	
<b>column by rows (interaction)</b>	225	1	225	7.697242	
<b>between groups</b>	6336.56	3	2112.188		
<b>within groups</b>	1753.88	60	29.23125		
<b>Total</b>	8090.44	63	128.4196		

Based on the table above, it can be interpreted that: (a) Because F<sub>o</sub> between columns (88.980) is higher than F<sub>t</sub> at the level of significance  $\alpha = 0.05$  (4.00) and F<sub>t</sub> at the level of significance  $\alpha = 0.01$  (7.08), H<sub>o</sub> is rejected and the difference between columns is significant. It can be concluded that the models of reading differ significantly from one another in their effect

on the performance of the subject in the experiment. Because the mean of  $A_1$  (81.22) is higher than that of  $A_2$  (68.47), it can be concluded that Read-Encode-Annotate-Ponder (REAP) is more effective than Direct Instruction in teaching reading; (b) Because  $F_o$  between rows (120.096) is higher than  $F_{t(0.05)}$  (4.00),  $H_o$  is rejected and the difference between rows is significant. It can be concluded that the difference between the achievements of those subjects having high self-esteem and those having low self-esteem is significant. The students' mean score of  $B_1$  (82.25) is higher than that of  $B_2$  (67.44), it can be concluded that students who have high self-esteem have better reading skill than those who have low self-esteem; (c) Because  $F_o$  (7.697) is higher than  $F_t(0.05)$  (4.00),  $H_o$  is rejected and it can be concluded that there is an interaction effect between two variables, the teaching methods and the self-esteem on the students' reading skill.

**Table 4. Summary of Tukey Test**

<b>Pair</b>	<b>(<math>q_o</math>)</b>	<b>(<math>q_t</math>)</b>	<b>Status</b>
<b>A<sub>1</sub> - A<sub>2</sub></b>	13.34	2.89	Significant
<b>B<sub>1</sub> - B<sub>2</sub></b>	15.49	2.89	Significant
<b>A<sub>1</sub>B<sub>1</sub> - A<sub>2</sub>B<sub>1</sub></b>	6.65	3.00	Significant
<b>A<sub>1</sub>B<sub>2</sub> - A<sub>2</sub>B<sub>2</sub></b>	12.20	3.00	Significant

Based on the summary of Tukey test above, it can be concluded that: (a) Because  $q_o$  between columns (13.340) is higher than  $q_t$  (2.89), the difference between columns is significant. It can be concluded that teaching reading using REAP to the tenth grade students at MAN 1 Salatiga significantly differs from the one using Direct Instruction. The mean score

of students taught using REAP (81.22) is higher than the one of those taught using Direct Instruction (68.47). It means that teaching reading using REAP is more effective than the one using Direct Instruction; (b) Because  $q_0$  between rows (6.658) is higher than  $q_t$  (2.89), the difference between rows is significant. It can be concluded that the students who have high self-esteem are significantly different in their reading skill from students who have low self-esteem. The mean score of students having high self-esteem (82.25) is higher than those that of those who have low self-esteem (67.44), so the students who have high self-esteem have a better reading skill than the students who have low self-esteem; (c) Because  $q_0$  between columns (HSE) (6.658) is higher than  $q_t$  (3.00), the difference between columns is significant. It can be concluded that the students who have high self-esteem who are taught using REAP are significantly different in their reading skill from students who have high self-esteem who are taught using Direct Instruction. The mean score of students having high self-esteem who are taught using REAP (86.75) is higher than that of those who have high self-esteem who are taught using Direct Instruction (77.75), so REAP is more effective than Direct Instruction to teach reading for the students who have high self-esteem; (d) Because  $q_0$  between columns (LSE) (12.207) is higher than  $q_t$  (3.00), so the difference between columns is significant. It can be concluded that the students who have low self-esteem who are taught using Direct Instruction are significantly different in their reading skill from students who have low self-esteem who are taught using REAP. The mean score of students having low self-esteem who are taught using REAP (75.69) is higher than that of those who have low self-esteem who are taught using Direct Instruction (59.19), so teaching reading using REAP is more

effective than Direct Instruction to the tenth grade students having low self-esteem.

The discussion is described in the following section:

- a. REAP is more effective than Direct Instruction. Based on the finding of the study, the researcher draws a conclusion that the implementation of REAP is more effective than Direct Instruction to help the students in improving their reading skill. The students not only receive from the teacher explanation but they tend to be active in group discussion and they can improve their reading, writing, and thinking from REAP steps. REAP is also a teaching method that helps the students to improve writing, thinking, and reading and is also designed as a method to teach students ways of responding differently to a text. According to Allen and Landaker (2005) R.E.A.P. is an excellent activity for students to note important information and to talk with others about connections and questions, as well as to establish purposes for further reading. Students use the R.E.A.P. strategy for taking notes, analyzing and questioning what they have learned so far about the Great Depression. For the first time may be the steps of REAP a little bit difficult to be applied, but each step will help the students to understand the text, especially in improving students' reading skill.

On the contrary, Direct Instruction makes the students not creative, they become passive because the students depend on the teacher's explanation, the teacher holds the class in many plans decisions from the beginning until the class ends. Petterson in Cruickshank, Bainer, and Metcalf (1999) says that direct instruction is similar to "traditional teaching". Generally reading traditional teaching is directed toward learning academic content. It is also characterized

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by teacher-centered and teacher-dominated classroom. Therefore, REAP is more effective than Direct Instruction.

- b. Students with high self-esteem have better reading skill than the students with low self-esteem. People with high self-esteem feel terrific about themselves and their lives. When you feel really good about yourself, you tend to be the very best person you can possibly be (Tracey, 2003). The students who have high self-esteem will have better achievement in all activities, especially in education because they are always active, curious, and creative in everything they do. Page & Page in Baylor University's community Mentoring for Adolescent Development (1992) state that the behavior commonly seen in students with High Self-esteem is active, curious about surroundings, makes wide variety of contact, happy, confident; does not whine for what cannot be had.

On the contrary, students with low self-esteem find the difficulties in the class, because they are mildly passive, tends to avoid new experiences, has limited contacts, shy and avoid getting problems (Page & Page, 1992). The students with low self-esteem likely to give up or go through the motions of trying without really giving their best. They always need a guidance from the teacher to understand the reading text.

It can be concluded that students having high self-esteem is better than students having low self-esteem in reading.

- c. There is an interaction between teaching methods and self-esteem. REAP method helps the students in reading class because they are involved in group activity. In REAP (Reap, Encode, Annotate, Ponder) method, the students are involved directly from the beginning step. Each steps is done by the students together in a group. Allen and



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Landaker (2005) state that REAP (Read-Encode-Annotate-Ponder) can make the students active in class by discussing with their partner, the teacher is able to use the questions from their *ponder* section to focus in class discussion. Students have an opportunity to clarify and add to their notes in this process. REAP was developed for use in improving students' reading, writing, and thinking, and was also designed as a method to teach students ways of responding differently to a text (Eanet & Manzo in tasdemir, 2010).

Students with high self-esteem always open to the new experiences, they always try to do the best for something new. When they are in the new situation, they can cooperate with other people easily and contribute their idea when they find a problem in class or in every different situations. Page & Page in Baylor University's community Mentoring for Adolescent Development (1992) states the students with high self-esteem willing to take risks in classroom, contributes to discussions and are able to stand up for what they think, they can work and plays with others and cooperates easily and naturally.

For students having high self-esteem, REAP is appropriate because in class the students follow the stages in group. They tend to be active in class through class discussion. This activity is suitable with their characteristic. Lawrence (2006) states that the child with high self-esteem is likely to be confident in social situations and in tackling school work. He/she will have retained a natural curiosity for learning and will be eager and enthusiastic when presented with a new challenge. They are also more active and creative in class and do not afraid in making mistakes.

The stages of REAP (Read-Encode-Annotate-Ponder) is also accordance with the characteristics of students having low self-esteem. At the beginning stages, the teacher gives the explanation what REAP (Read-Encode-Annotate-Ponder) is and in the P (ponder) section the teacher guides the students to share the students' works with other groups (Arkansas Department of Education, 2006). It means that the teacher's guidance can help the students who have low self-esteem in learning activities. Teaching is more effective when there is a positive relationship between teacher and the child's self-esteem is affected positively. Burns in Lawrence (2006) states that low self-esteem children raising their self-esteem through regular contact with the teachers. Group activities also can help the students who have low self-esteem to raise their self-esteem.

Lawrence (2006) states that the students with low self-esteem can enhance their self-esteem through a systematic programme of group activities. REAP (Read-Encode-Annotate-Ponder) steps are done in a group. Before the class is begun, the teacher divides the students into some groups. When the students read the text, they can discuss the contents with partner, small groups, or in a whole class discussion until the last stage: Ponder. This situation really help the students who have low self-esteem because they are not only get the guidance from the teacher but they also get the support from their friends in group. Lawrence (2006) states that the child with certain fears is able to receive the support of the group and may discover for the first time that he/she is not the only person with the same fear. It can be tremendously supportive to realize this. Since REAP (Read-Encode-Annotate-Ponder) has the suitable characteristic for students who have low self-esteem such as teacher's guidance, and support in reading

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class, REAP (Read-Encode-Annotate-Ponder) is also appropriate for students having low self-esteem.

## **Conclusion**

Referring to the findings of the data analysis, the researcher states that the research finding are as follows: (1) Read-Encode-Annotate-Ponder (REAP) is more effective than Direct Instruction to teach reading to the tenth grade students of MAN 1 Salatiga, (2) The students who have high self-esteem have better reading skill than those who have low self-esteem to the tenth grade students of MAN 1 salatiga, (3) There is an interaction between the teaching methods and the self-esteem in teaching reading to the tenth grade students of MAN 1 Salatiga.

Based on the conclusion above, Read-Encode-Annotate-Ponder (REAP) is proved as an effective method to teach reading. It implies that the implementation of Read-Encode-Annotate-Ponder (REAP) in the teaching English reading gives good contribution to the development of the teaching-learning activities. It means that Read-Encode-Annotate-Ponder (REAP) can be applied effectively to improve students' reading skill. 4 steps in REAP method will help the students to synthesize the author's thoughts in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur. The purpose of REAP is also to improve thinking for helping readers read and understand the text. REAP, with modeling and guided practice, will help students in increasing reading skill.

Based on the researcher's experience in doing the research, the researcher would like to give some suggestions as follows: (1) For the teachers, the teacher as an educator should know how to manage the class well and should understand the students' characteristic well. The teachers have to realize that the students are not as the object in the class. The

teachers should try to apply some methods in teaching learning process in order to make the class not monotonous. But in choosing some methods, the teachers should consider some factors. One of the factors is the students' psychological condition such as self-esteem. The teacher should realize about students self-esteem because every student has different characteristics, (2) For the students to improve students' achievement, they should apply the following advices: the students should be more active in teaching learning process in order to improve their reading skill, the students must manage their self-esteem well because it can influence their reading skill, (3) For the other researchers, the researcher can give suggestion to other researchers that this research can be used as a consideration to enrich their references in improving reading skill.

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