

**THE EFFECTIVENESS OF READ ENCODE ANNOTATE AND
PONDER (REAP) TECHNIQUE TOWARD STUDENTS' READING
COMPREHENSION AT SMA NEGERI 1 SARUDU KAB. PASANGKAYU**

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**POSTGRADUATE OF ENGLISH PROGRAM
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**

2020

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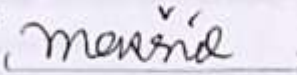
**POSTGRADUATE OF ENGLISH PROGRAM
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE
2020**

PENGESAHAN KOMISI PENGUJI

Tesis dengan judul **"The effectiveness of Read Encode Annotate and Ponder (REAP) technique towards students' reading comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu"**, yang disusun oleh Saudari **Hasminti**, NIM: **17.0213.003**, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/ Munaqasyah yang diselenggarakan pada hari **Selasa, 10_03_2020 Masehi**, bertepatan dengan tanggal **(DD_MM_YYYY) Hijriah**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang **Tadris Bahasa Inggris** pada Pascasarjana IAIN Parepare.


KETUA/PEMBIMBING UTAMA/PENGUJI:

1. Dr. Arqam, M.Pd.



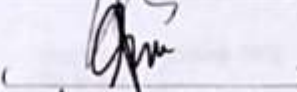
SEKRETARIS/PEMBIMBING PENDAMPING/PENGUJI:

1. Dr. Abd. Haris Sunubi, M.Pd.

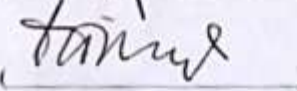


PENGUJI UTAMA:

1. Dr. Zulfah, M.Pd.



2. Dr. Firman, M.Pd.



Parepare, 01 September 2020.
Diketahui Oleh
Direktur Pascasarjana
IAIN Parepare


Dr. H. Mahsyar, M.Ag
Nip: 19621231 199103 1 032

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name of Student : HASMIATI
Student Reg. Number : 17.0213.003
Study Program : English Program
Title of Thesis : The effectiveness of read encode annotate and ponder (REAP) technique towards students' reading comprehension at SMA Negeri 1 sarudu kab. Pasangkayu

Stated that this script was her own writing. The things out of her master piece in this are signed by citation and referred in the bibliography.

If later proven that the thesis has discrepancies, copied or duplicated by any other people, this script and the degree that has been would be postponed.

Parepare, 01 September 2020

The Writer



HASMIATI

Nim: 17.0213.003

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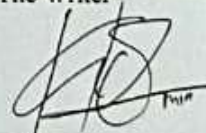
The writer realized that the thesis would never have been completed without guidance, support, motivation, and encouragement. Therefore the writer's endless grateful to her consultant Dr. Arqam, as the first consultant who has shared everything about knowledge to the writer. Then, to the second consultant Dr. Abd. Haris Sunubi, a great teacher who has giving his uncounted knowledge and advice to guide the writer finish this thesis. May Allah bless them anytime.

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Finally, the writer realizes that this thesis is not perfect. Therefore, the writer would appreciate all suggestion and correction for improvement of the thesis. May Allah SWT always bestow His loving on us now and forever, Aamiin.

Parepare, 01 September 2020
The Writer



HASMIATI
Nim.: 17.0213.003

ABSTRACT

HASMIATI. The Effectiveness Read, Encode, Annotate and Ponder (REAP) Technique toward Students' Reading comprehension at the eleventh grade of SMA Negeri 1 Sarudu Kab. Pasangkayu (supervised by Arqam and Abd. Haris Sunubi).

Reading is one of the language skills that should be mastered by the students of Senior High School in learning English. However, the students of the eleventh graders of SMA Negeri 1 Sarudu Kab. Pasangkayu still find difficulties in understanding reading English text, especially in descriptive text. The objective of the research is to know the effectiveness REAP technique to improve students' reading comprehension.

This research used A Quasi-Experimental method by two group pre-test post test design. The population was the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu in academic year 2020/2021 which consists of 6 classes. The sample of this research was 66 students of the class XI. MIA₁ and MIA₂. The technique of sampling was purposive sampling, and the data was analyzed by using SPSS computer software.

The result calculation of mean score pre-test students in experiment class was 50.81 and control class was 41.21, while the post-test mean score in experiment class was 74.52 and the control class was 65.00. The result finding that SPSS output for independent sample t-test = 4.756 and sig (2-tailed) = 0.000. This out reveals that sig = 0.000 < p-value = 0.05. It showed that the alternative hypothesis (H₁) is accepted, which the t-test value (4.756) was greater than t-table value (2,042). Analysis of the questionnaire data show that students have a high attitude in the application of reading comprehension by using (REAP) technique. The mean score from the data statistics of students in the questionnaire (37.39). Based on the data analysis, the researcher concluded that through REAP technique is effective toward students' reading comprehension.

Keywords : Read, Encode, Annotate and Ponder technique, Students' Reading Comprehension and students' Attitude.

ABSTRAK

HASMIATI. Keefektipan teknik Read, Encode, Annotate, dan Ponder (REAP) terhadap pemahaman Membaca Siswa pada kelas sebelas di SMA Negeri 1 Sarudu Kab. Pasangkayu (dibimbing oleh Arqam dan Abd. Haris Sunubi).

Membaca adalah salah satu keterampilan bahasa yang harus dikuasai oleh siswa SMA dalam belajar bahasa Inggris. Namun, siswa kelas XI SMA Negeri 1 Sarudu Kab. Pasangkayu masih mengalami kesulitan dalam memahami bacaan teks bahasa Inggris, terutama dalam teks deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas teknik REAP untuk meningkatkan pemahaman membaca siswa.

Penelitian ini menggunakan metode Kuasi Eksperimental dengan desain dua kelompok pre-test post test. Populasinya adalah siswa kelas XI SMA Negeri 1 Sarudu Kab. Pasangkayu pada tahun akademik 2020/2021 yang terdiri dari 6 kelas. Sampel penelitian ini adalah 66 siswa kelas XI. MIA1 dan MIA2. Teknik pengambilan sampel adalah purposive sampling, dan datanya dilakukan dengan menggunakan perangkat lunak komputer SPSS.

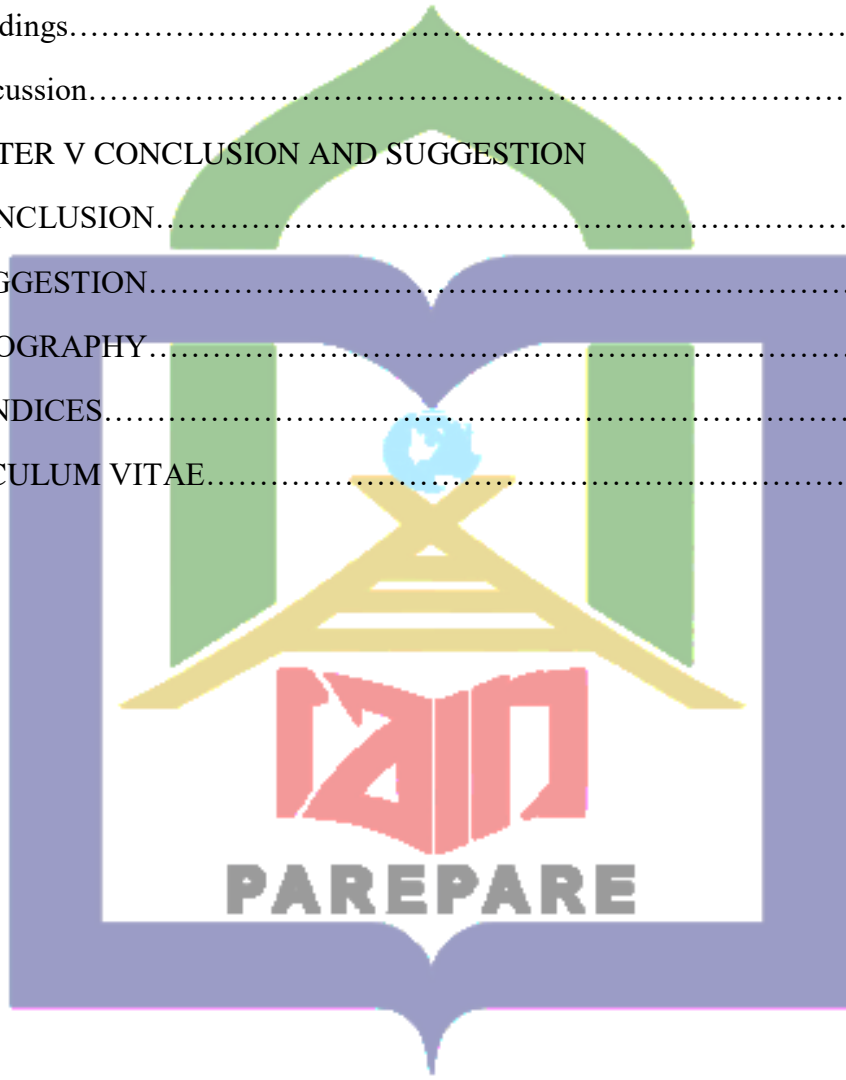
Hasil perhitungan rata-rata skor pre-tes siswa di kelas eksperimen adalah 50,81 dan kelas kontrol 41,21, sedangkan skor rata-rata post-tes di kelas eksperimen adalah 74,52 dan kelas kontrol adalah 65,00. Hasilnya menemukan bahwa output SPSS untuk sampel independen t -test = 4,756 dan sig (2-tailed) = 0,000. Ini menunjukkan bahwa sig = 0,000 < p-value = 0,05. Ini menunjukkan bahwa hipotesis alternatif (H1) diterima, yang nilai t-test (4,756) lebih besar dari nilai t-tabel (2,042). Analisis data kuesioner menunjukkan bahwa siswa memiliki sikap tinggi dalam penerapan membaca pemahaman dengan menggunakan teknik (REAP). Skor rata-rata dari data statistik siswa dalam kuesioner (37,39). Berdasarkan analisis data, peneliti menyimpulkan bahwa melalui teknik REAP efektif terhadap pemahaman membaca siswa.

Kata kunci: Teknik Read, Encode, Annotate dan Ponder, Pemahaman Membaca Siswa dan Sikap Siswa.

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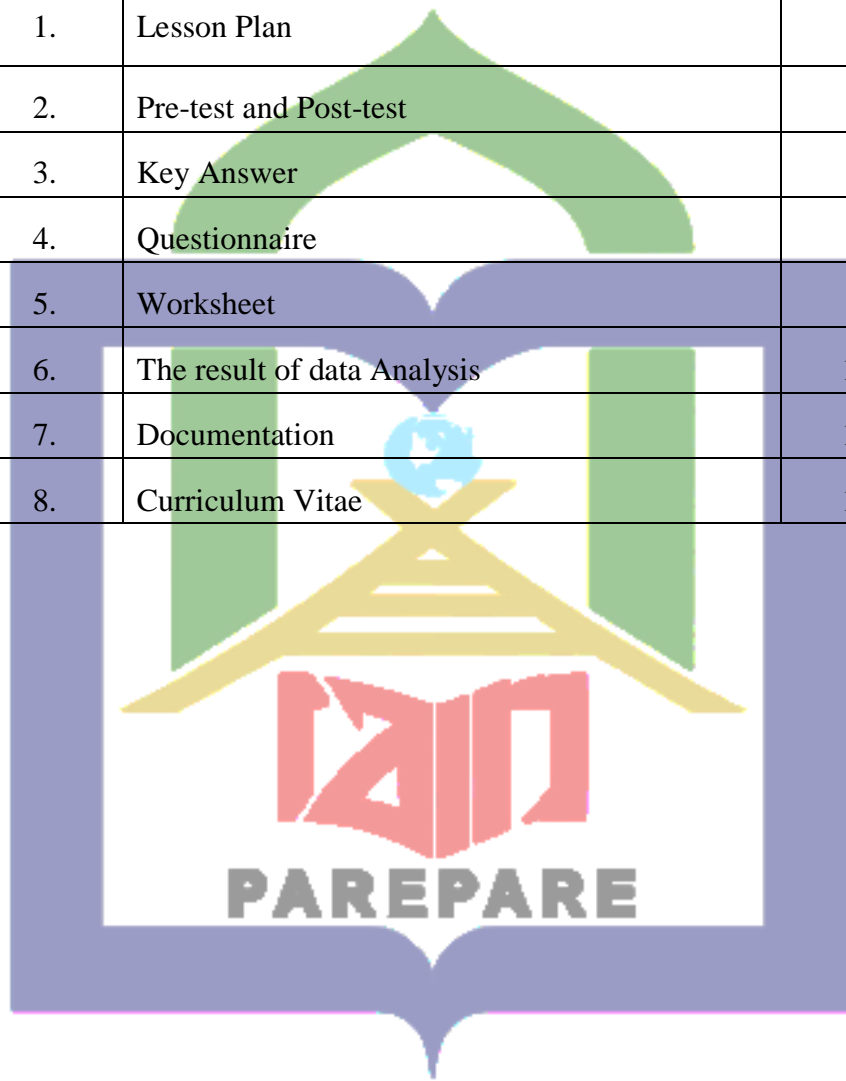


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CHAPTER I INTRODUCTION

This chapter presents: Background, Research Question, Objective of the research, and Significance of the research.

A. Background

English is global language that is used as communication device in many countries where it gives contribution in this life. It can be implemented in several aspects for example science, business, technology, and education. Nga stated that english is main language in communication which brings people on earth together and helps them understand each other in several aspects.¹ Moreover, Crystal argues that english is as global language divided into two reasons.² Firstly, a language can be made the official language of a country, to be used in the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country's foreign language teaching, even though this language has no official status.

Reading is one of the most important skills in language learning and it needs comprehending. Reading is the most useful important skill for people to update his/her knowledge.³ In reading, the reader should full concentration to understand text. In addition, Grabe stated that reading is a main process for

¹ T. N. Nga. English – a global language and its implications for studets VNU Jurnal of Science, Foreign Languages, 2008. P. 260-266

² D, Crytal. English as a global language. (2nd ed). Cambridge, UK : Cambridge University Press, 2003. P 1

³ M, P, Jain & F, M, Patel. English language teaching : Methods, tools, & techniques. Jaipur, ND : Sunrise Publisher, 2008. P. 113

comprehending.⁴ As the important skill, reading brings the reader to get a lot of knowledge and information by comprehending.

In the process of reading comprehension is one of the reasons why read a text. Pardo stated comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.⁵ Reading comprehension is the process of making meaning from text.⁶ The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Ghelani, Sidhu, Jain and Tannock stated that reading comprehension is a very complex task that requires different cognitive processes and reading abilities over the life span.⁷ Snow stated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language.⁸

Meanwhile, Reading comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other techniques to help them understand written text. Reading comprehension is also a constructive process in which student creates meaning based on their

⁴ W, Grabe. Reading in a second language : Moving from theory to practice. Cambridge, UK: Cambridge University Press, 2009. P. 14

⁵Pardo, S. L. What every teacher needs to know about comprehension. *The Reading Teacher*, (2004) 58, p. 272-281.

⁶ Wooley, G. *Reading comprehension: Assessing children with learning difficulties*. (Berlin, Germany: Springer. (2011) p. 15.

⁷ Ghelani, K., Sidhu, R., Jain, U., & Tannock, R. Reading comprehension and reading related abilities in adolescents with reading disabilities and attention deficit/hyperactivity disorder. *Dyslexia*, (2004) 364-368, doi:10.1002/dys.285.

⁸ Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. (Santa Monica, CA: RAN. (2002) p. 11

background knowledge.⁹ It means that reading comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge.

In the fact, there were problems in the learning process of reading comprehension. The students still difficulties get main ideas and answer the questions in reading text. Eka Damayanti Pasaribu, stated that the students can not understand the text well because they lack of the vocabulary, need too long time to understand the text, and do not know how to make the conclusion from the text.¹⁰ Students have difficulty to identify the main idea of a paragraph, comprehend the text as they lack of vocabulary, unable to find specific information in a paragraph, unable to infer the meaning of sentences and passive and irresponsive towards learning English.¹¹ Students' mastery of vocabulary was still categorized low because students would give up on the text if they found some difficult words that they had never known before and lack of students' comprehension of the content of the text such as finding a main idea and ect.¹²

Based on my observation in SMA Negeri 1 Sarudu Kab. Pasangkayu, there were some problems in learning process of reading. The problem was related to the teaching technique/method/strategy in the teaching of reading comprehension.

⁹ Thomas Gunning. *Reading Comprehension Boosters*, (New York: Jossey-Bass,2010),p.1

¹⁰ Eka Damayanti Pasaribu. Improving the students' reading comprehension by using concept oriented reading instruction (cori) strategy at ten grade senior high school atma hizhil quran islamic centre. Unpublished Thesis, (university of north sumatera medan 2017). P. 44

¹¹ Fitri Susmiati. activating students' schemata in teaching reading comprehension. Unpublished Thesis Universitas Bandar Lampung, 2017. P. 2

¹² Aprilia, Nindya. *Improving reading comprehension of the eight grade students at SMPN 6 Yogyakarta through posse strategy in the academic year of 2014/2015*. Diss. Thesis (Unpublished): Faculty Of Languages And Arts State University Of Yogyakarta, 2015.

The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It could be seen from the monotonous activities which consists of reading a text, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text. So, it cannot make students easier to comprehend the reading.

Therefore, to solve the problems above, the researcher offers REAP technique in reading comprehension to the english students at the MIA class and IIS class eleventh SMA Negeri 1 Sarudu Kab. Pasangkayu. Current research on learning indicates that good learners make connections between prior knowledge and new knowledge and in the process, construct their own meanings by Anderson.

Based on the background above the writer was intended to research about the effectiveness of Read Encode Annotate Ponder REAP technique toward students' reading comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu.

B. Research Question

Based on the background of the research questions, the writer formulates the research question as follows:

1. Is the use of REAP technique effective to improve students' reading comprehension of the Eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu ?
2. How is students' attitude toward the use of REAP technique to improve students' reading comprehension ?

C. Objective of the Research

Based on the research questions above, the objective of the research are :

1. To find out the effectiveness of REAP technique to improve students' reading comprehension of the Eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu.
2. To find out the students attitude toward the use of REAP technique to improve the students' reading comprehension.

D. Significance of the Research

The result of this research was expected to give the theoretical and practical.

1. For theoretical, the results of this research are expected to give information to the English teacher of SMA Negeri 1 Sarudu Kab. Pasangkayu about the effective of using REAP technique toward students' reading comprehension of descriptive text.
2. For practical, there are three parts of practical namely :

- 1) Students

The students enable to comprehend the reading text especially in descriptive text through their capability in reading comprehension text and also the students developed their skills in comprehending text. The students also gave more attention in the text when the students faced on it.

- 2) Teachers

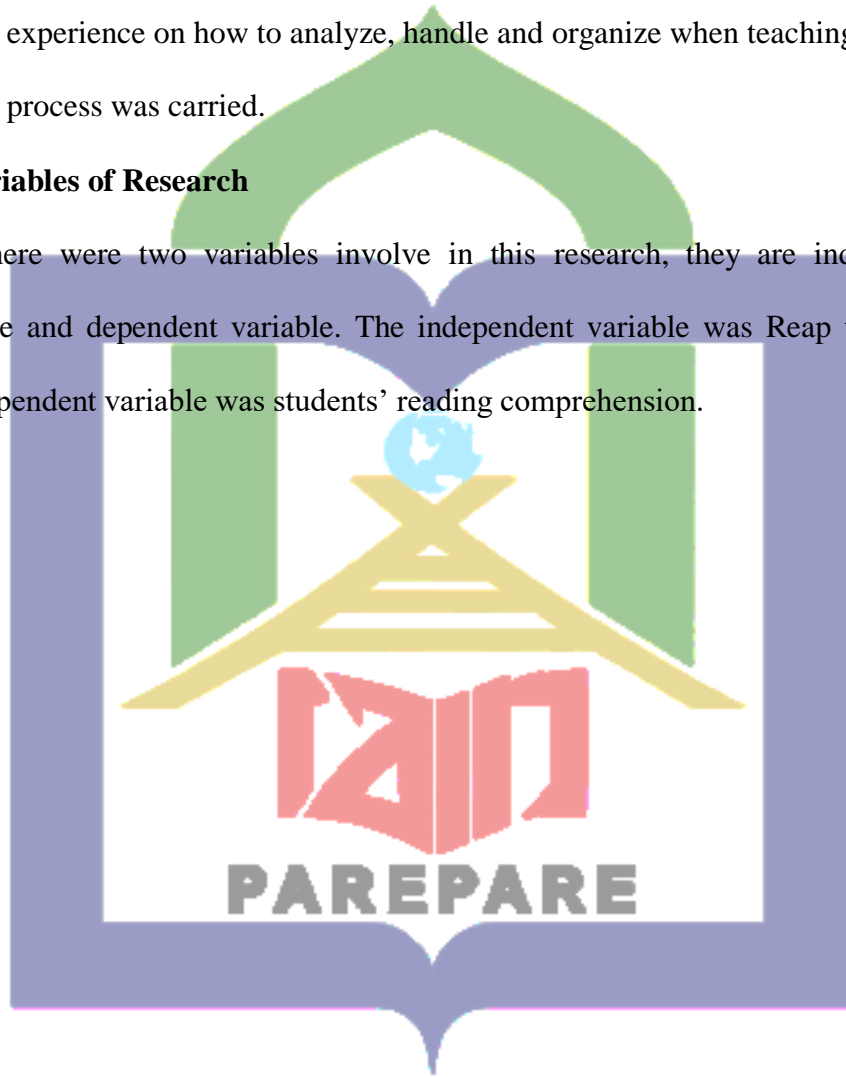
The results of this study were expected to give benefit to be English teacher as well as the input material for evaluation in students' comprehension especially in reading comprehension.

3) Researchers

For the researcher, the result of this study was to improve the researcher knowledge in reading comprehension and the researcher gets more experience on how to analyze, handle and organize when teaching learning process was carried.

E. Variables of Research

There were two variables involve in this research, they are independent variable and dependent variable. The independent variable was Reap technique and dependent variable was students' reading comprehension.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents: Previous Research Findings, Some Pertinent Ideas, Reading Comprehension, REAP Technique, Conceptual Framework, Hypothesis and Variables of research

A. Previous Research Findings

There were some researchers who have conducted research by using few techniques in reading, they were:

Suwarni, Andi and Nurhani, N, In this research entitle “The Use of REAP Technique To Improve Students’ Reading Comprehension at The Eleventh Grade of SMK Negeri 2 Watampone. This research was to find out the effectiveness of using REAP technique to improve students’ reading comprehension. The subject of this study consisted of 36 students using purposive sampling which is one class taken from the population of the eleventh grade of SMKN 2 Watampone in academic year 2016/2017. The method used in this study was pre-experimental class and took one group pre-test and posttest design. The data were collected through questionnaire consisting of ten positive statements and ten negative statements. This study was focused on using REAP technique as a treatment in the experimental class. The result of the students’ pre-test was 34.58 and the mean score of the students’ post-test was 66.05. It means that the mean score of the post-test was higher than the mean score of pre-test. Data analysis indicated that the average score of eleventh grade students’ reading test was 65.44 which

supports to choose REAP technique to improve students' reading comprehension.¹³

The related research is written by Supriyantini. The title of the research is "Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh Grade Students of SMA Negeri 6 Semarang". This research was applying Read Encode Annotate and Ponder (REAP) technique for teaching reading comprehension. The objectives of the research are, (1) to find out the students' reading comprehension after being taught without using REAP technique. (2) to find out the students' reading comprehension after being taught by using REAP technique. (3) to know whether there is any significant difference of students' reading comprehension being taught by using REAP technique and without REAP technique. Following the study case the writer used quantitative research. The research design of this study is true experimental design. The sample is the eleventh grade students at SMA Negeri 6 Semarang. There are three classes used, they are the experimental class, control class and a class to be tried out. The writer used test to collect the data. The data was gained from the tests that were given to the students. The study found that the mean score for the class taught without REAP technique was 78.16 and the mean score for the class taught with using REAP technique was 92.05.¹⁴

¹³ Suwarni, Andi, and N. Nurhani. "The Use of REAP Technique To Improve Students' Reading Comprehension at The Eleventh Grade of SMK Negeri 2 Watampone." *The 1st International Conference on Language, Literature and Teaching* (2017).

¹⁴ Supriyantini. "Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh Grade Students of SMA Negeri 6 Semarang." *ETERNAL (English Teaching Journal)* 8.2 (2018).

The last related research is written by Fitrah Mutia, Anshari Syafar and Anjar Kusuma Dewi, one college of Jurnal English Language Teaching Society (ELTS). The title journal of the research is “Applying read, encode, annotate and ponder (REAP) technique to develop reading comprehension of the grade x students. The objective of research was to develop reading comprehension of the grade X students at MA Alkhairaat Pusat Palu by applying REAP technique in teaching English. The problem of this research was concerned with the lack of the students’ reading comprehension skill. The research applied intact group research design that involved two groups; they were experimental group and control group. The population of the research was the X grade students. The total number was 125 students. The sample were X IPA A and X IPA B, that were selected through purposive sampling technique. In collecting the data, treatment was just given to the experimental group and post-test given to the both groups. Having analyzed the data, the t-counted is 10 with degree of freedom (df) of $26-1 = 25$ and 0,05 critical value was higher than t-table (2.060). It means that the hypothesis is accepted. It means that, applying REAP technique develop the students’ reading comprehension of the X grade students at MA Alkhairaat Pusat Palu.¹⁵

Based on the explanation of that previous research above, the researcher propose a research to found out Students’ Reading comprehension effective by using REAP technique.

¹⁵ Mutia, Fitrah. "Applying Read, Encode, Annotate and Ponder (Reap) Technique to Develop Reading Comprehension of the Grade X Students." *e-Journal of ELTS (English Language Teaching Society)* 4.1 (2016)

B. Some Pertinent Ideas

1. Effectiveness

Effectiveness is a noun and the verb word in effective. The word effective according to Oxford Advance Learners dictionary is producing the result that is wanted or intended producing a successful result.¹⁶ The word effective sometimes use in a quantitative way, become being very or not much effective. It does not inform on the direction (positive or negative) and the comparison to a standard of the given effect, or success in achieving a given goal.¹⁷

Effectiveness is getting something done to know how much effective it influences. In this case is to know how effective pre-reading activity to improve student reading comprehension.

2. Reading Comprehension

Pang stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹⁸ It means that comprehension is process activity to get the meaning from vocabulary that active process. Its mean that when reading the readers unconsciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inference about the text after reading.

¹⁶ Oxford University Perss. Oxford Advance Learners' Dictionary. (New York: 2000)p. 402

¹⁷ <http://.wikipedia.org/wiki/Effectiveness>. Wikiped the Free Encyclopedia

¹⁸ Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil,L machel, *Teaching Reading* (Chicago: Internal academy of Education, series 12, 2003) , p.14

There are strategies of the reading comprehension that have been associated with the highest effect sizes for students with learning disability that teach students strategies that promote them to monitor and reflect before, during, and after reading. Klingner said that these strategies ask to students to consider their background knowledge on the topic they are reading, summarize key ideas, and self-question while they read.¹⁹ It means that reading comprehension is important for students and it can give knowledge for students' ability from their comprehension.

Mikulecky and Jeffries stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.²⁰ Based on Klingner, reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency".²¹ It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

¹⁹ Jannete K. Klingner, Vaughn Sharon, and Boardman Alison, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Guilford Press 2007),p.5

²⁰ Mickulecky, B. S., and Jeffries, L. *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*, New York: Pearson Education 2004, p. 74.

²¹ Klingner, Janette K. *Teaching Reading Comprehension to Students with Learning Difficulties*. London: The Guilford Press. (2007). P. 2

To comprehend a text, a reader has to construct the meaning of a written text. Lems, et al. Stated that reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved.²² Additionally, reading comprehension is an interactive process of meaning construction. Meanwhile, Samuels in Lems, et al. Put it even more simply: “In order to comprehend a text, one must identify the words on the page and one must construct their meaning”.²³

Furthermore, there are also three elements entailed in reading comprehension. Snow stated that explains these three elements are the reader, the text and the activity. The first element is the reader who is doing the comprehending. The second element is a reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part.²⁴ This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a

²² Lems, Kristin et al. *Teaching Reading to English Language Learners*. New York: The Guildford Press. (2010). P. 170

²³ Lems, Kristin et al. *Teaching Reading to English Language Learners*. New York: The Guildford Press. (2010). P. 148

²⁴ Snow, Catherine E. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica: RAND. (2002). P. 11

meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

There are some features which should be involved in assessing the students' reading comprehension. they are :

- 1) Main idea (topic)
- 2) Expression / idiom / phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.²⁵

3. Purpose of Reading

Mullis et.al say identifies two purposes of reading. Reading for literacy experience and reading to acquire and use information. Firstly, In reading for literacy experience, the reader becomes involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas. He or she

²⁵ Brown H. Douglas, *Language Assessment Principles and Classroom Practice on Education*, (San Fransisco: Pearson Education, 2003), p.206

brings an appreciation of language and knowledge of literacy forms to the text. This is often accomplished through reading fiction. Secondly, to acquire and use information in reading to reader engages with types and texts where the readers could understand how the world is and has been, and why things work as they do. Texts take many forms, but one major distinction is between those organized chronologically and those organized non – chronologically. This area is often associated with information articles and instructional texts.²⁶

According to Harris and Graham, reading is an activity that has a purpose.²⁷ It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from the text. Then, reading has purpose to comprehend of the text. To understand text, the reader needs to be able to read the words, retrieve the words meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about.²⁸

4. Types of Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity mean to extract certain kinds of information from English text. Reading as foreign language may face some difficulties such as: difficult word, difficult to get information from passages and difficult to make a conclusion of the passages. To

²⁶ Mullis, et.al. PIRLS. (Online), (www. Education counts. Govts.nz.retreived on 06th September 2019.

²⁷ Karen R. Harris, and Graham Steve. Teaching Reading Comprehension to Students with Learning Difficulties, (New York : The Guilford Press, 2015), p.104

²⁸ Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney. Early Intervention for Reading Difficulties : The Interactive Strategies Approach, (New York : The Guilford Press, 2010), p.10.

minimize all those problems according to the reader's purposes in reading and the type of reading used the following are commonly referred to :

- a) Literal Comprehension : Reading in order to understand, remember or recall the information explicit in a passage.
- b) Inferential comprehension : Reading in order to find information which is not explicitly states in a passage using a reader's experience and intuition by inferring.
- c) Critical and Evaluative Comprehension : Reading in order to get information in a text with the reader's own knowledge in values.
- d) Appreciate Comprehension : Reading in order to get other kind of values response from a text.

5. Aspects of Reading Comprehension

There are several aspects of teaching reading which should be measured in order to know if the students can achieve the goal of reading or not. Brown said that there are four aspects of reading comprehension needed when we want to assess students' reading comprehension.²⁹ These four aspects mainly focus with the main idea, specific information, vocabulary, and the ability to infer implicit meaning in the context of the text. In the same way, Suparman also states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply.³⁰ They are the main idea, supporting

²⁹ Brown, H. Douglas. Teaching by principles : An Interactive Approach to language pedagogy. San Fransisco State University : Logman. 2001

³⁰ Suparman, U. Developing Reading Comprehension Skills and Strategies. Bandung : Arfino Raya. 2012

detail, inference, reference, and vocabulary. Those aspects would be explained as follows:

a. Main idea

The main idea is the most important piece of information for the reader to know the concept of the paragraph which usually exists in each paragraph. According the main idea is a sentence or generalization that tells what the paragraph is about which is usually found at the beginning of the paragraph, or at the end of the paragraph.³¹ In line with Whorter and Kathleen, the sentence stating this main idea is called as a topic sentence. In some paragraphs, the main idea is not explicitly stated in one sentence.³² Determining the main idea of a paragraph is a skill to grasp and find the main point of the passage in each paragraph where the keyword would be repeated in the supporting details.³³

b. Supporting detail

Whorter and Kathleen contend that specific information or supporting detail develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistic, quotations, and evidence.³⁴ Identifying supporting detail means that we should look for the information that relevant to the goal in mind and ignore the irrelevant one.³⁵

³¹ Brown. Op. Cit.

³² Whorter, Mc, and Kathleen, T. 1986. College Reading and Study Skills. Boston : Little Brownand.

³³ Suparman. Op.Cit.

³⁴ Whorter, Mc, and Kathleen, T. Op. Cit.

³⁵ Suparman. Op. Cit.

c. Vocabulary

Wallace says that vocabulary is the stock of word used by people. It means that vocabulary is a fundamental thing for everyone who wants to speak or produce utterances.³⁶ In reading comprehension, the readers should understand vocabulary. It means that the readers have to comprehend the word mean in order to understand the text deeper.

d. Reference

Reference is the intentional use of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means that the reader should interpret and determine one linguistic expression to another.³⁷ Moreover, reference is words or phrases used either before or after the reference in reading materials. Reference is used to prevent unnecessary repetition of words or phrases that is usually used a type of pronoun.

e. Inference

The inference is a good guess or conclusion drawn based on the logic of passage. Drawing inference means that the readers imply the sentences" meaning, then, conclude it logically. Furthermore, Whorter and Kathleen inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection the reader draws between what he knows and what he does not know.

³⁶ Wallace, J. Michael. Teaching Vocabulary. London : Briddles. Ltd. 1982

³⁷ Suparman. Op. Cit.

From the explanation above, we know that there are several aspects of reading comprehension students should master. To achieve the goal of reading, they should be able to master those aspects such as: identifying the main idea and supporting detail of the text in each paragraph; understanding vocabulary or words mean; confirming reference existing in the text, and making an inference by comprehending the implicit meaning of the sentences.

6. Read, Encode, Annotate and Ponder (REAP) Technique

REAP is the other comprehensive multiple technique instruction that encompasses many of the important individual strategy instructions.³⁸ According Manzo, Manzo & Albee, in Musdizal, Fadhli, Suhaimi, REAP is a technique that involve cognitive enrichment approach which helps students to think more precise and deeper about what they want to read by doing the four steps, the step is read, encode, annotate and ponder.³⁹

Fauziah, REAP is designed to improve thinking, underlying musculature for active reading and meaningful writing.⁴⁰ In Dawit Tibebe Tirunch's research (The Effect of Explicit Reading technique Instruction on Reading Comprehension of Upper Primary Grade Students) REAP is an acronym for the following stages of reading: *Read, Encode, Annotate and Ponder*. This reading technique is noted as useful in helping students actively interact with the text and construct meaning

³⁸ Eanet, M.G. and Manzo, A.V. *REAP- A Strategy for Improving reading/writing/study Skills*. Journal of Reading. (1976). P. 2

³⁹ Fadhli, M, S and M. The Effect of Read, Encode, Annotate, Ponder (REAP) Strategy and Reading Interest on Reading comprehension Achievement. Jurnal tarbawi, Vol 13, 2017. P. 9

⁴⁰ Fauziah, Y. The effectiveness of Using Read Encode Annotate Ponder (REAP) Technique Toward Students' Reading skill of Descriptive Text. Jakarta : Syarif Hidayatullah State Islamic University, 2014. P. 16

while reading. Eanet and Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students' higher-order thinking and writing skills.⁴¹ So REAP is called one of technique that can helps student to think about the meaning about what they read in written text.

REAP is an acronym for the following stages of reading: Read, Encode, Annotate and Ponder. REAP is a useful technique that encourages students to share their ideas in their reading. Zasrianita says that REAP is a technique that helps the reader to read and understand a text by connecting a text with their own words to comprehend the text well. So, they can understand and get the message of the text.⁴² The REAP technique is an annotation Technique to improve reading and writing skills. Then, annotating has some benefits, besides making the text more meaningful, annotating also can improve students' attention while reading and make reading become a more active process. It means, the students not only focus on reading but also can make a note in their reading text.

Tiruneh says that the students can follow the description of each of the stages that involved in REAP⁴³:

R – Read the text and predict the writer's main idea.

⁴¹ Dawit Tibebe Tirunch, "The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students", *International Journal of Education*, Vol. VI, No.3, (2014), 83

⁴² Zasrianita F. *Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension*. 2016. Vol. 19, No. 2

⁴³ Tiruneh, T. D. *The Effect of Explicit Reading technique Instruction on Reading Comprehension of Upper Primary Grade Students*. Internasional Journal of Education., 2014. Vol. 6, No. 3, Pages 81-100.

E – Encode the text by putting the main idea in your own words. Use the text margin to write keywords and notes, underline and highlight keywords from the text and write the vocabulary.

A – Annotate the text by writing a statement that summarizes the important point and shares it with others.

P – Ponder what you read by thinking and talking with others. Reflect on the meaning and seek connections with what you know to increase memory.

REAP technique was made to help students understand the material and helps the students to answer the questions related to the reading material given by the teacher.

Discussing appropriate techniques which are important to attract students' interest in learning reading, REAP is supposed to be an appropriate technique to teach reading comprehension. Flippo views that REAP technique suggests that students first read the text, encode, annotate, then ponder the text; annotations include summary notes, thesis notes, critical notes, and question notes.⁴⁴ Lapp and Fisher, Reap is a technique that can be used with the content area instructions to help students read and understand text.⁴⁵ On the other hand, Tom et al, Reap is a

⁴⁴ Flippo, R.F., and Caverly, D.C. (eds). *Handbook of College Reading and Study Strategy Research*. (United States of America: Lawrence Erlbaum Associates, Inc 2000). P. 185

⁴⁵ Lapp, Diane and Douglas Fisher. *Essential Reading on Comprehension*. (New York: The International Reading Association. Inc, 2009), P. 208

critical reading technique that engages students in writing annotations to evaluate the message and underlying motives in a text.⁴⁶

Based on the definitions above, the writer concludes that Reap was a technique which had content area instructions to help readers synthesize the author's thoughts in their own words, evaluate the message and evaluate motives in a text.

7. Advantages and Disadvantages of REAP Technique

In Read Encode Annotate Ponder (REAP) technique there are some advantages and disadvantages, the advantages of REAP those are:

- a) The students learn to represent main ideas and the author's message in their own word.
- b) REAP technique will help the students to connect between a text and their words to enable them to communicate their understanding of the text.
- c) The Read step was aimed to help the students to revisit the text.
- d) The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words.
- e) The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.
- f) The Ponder step allows the students to make a personal connection between the texts with their understanding.

⁴⁶ Tom et al. *Content Area Literacy Reaching and Teaching the 21 Century Adolescent.*(New York; Sheel Education Publishing, 2012), P. 162

The disadvantages of REAP:

- a) Need much times to applying the REAP technique
- b) Many steps in REAP technique.

9. Descriptive Text

Sanggap Siahaan and Kisno Shinoda defined that descriptive text is a written English text in which the writer describe an object. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.⁴⁷

Meanwhile according to Alice Oshima and Ann Hogue said that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁴⁸ Based on Anderson and Anderson stated that descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.⁴⁹

From those explanations about the definition of descriptive text, it can be conclude that descriptive text is a text for describing the object to another. It can be everything like a person, an animal, a place, etc. that describe the feature of subject itself.

⁴⁷ Sanggap Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu,2008), p. 89.

⁴⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), p. 61.

⁴⁹ Anderson M & Anderson K. *Text Types in English*. South Yarra : Company, 2003. P.

a) The Purpose of Descriptive Text

When we make a descriptive text, we absolutely have a purpose. According Barbara Pine Clouse, there are some purposes on using descriptive text.

First is descriptive text can entertain, convey feelings, relate experience, inform, and persuade. Second, descriptive text is most often expressive, so it most helps writers share their perceptions. As human beings, we have compelling desire to connect with other people by sharing our experiences with them. Descriptive text helps us to do that. The last is descriptive text helps writers do more than just *tell* that something is true; it allows them to *show* that something is true. For this reason, writers often combine description with other patterns of development.⁵⁰

b) Generic Structure of Descriptive Text

The generic structure of descriptive text is divided into two parts, there are:⁵¹

- 1) Identification is part of paragraph that introduce or identifies the character.

Example : there is an eagle nesting in the tree top near my grandparent's house in Sleman it was a sea eagle.

- 2) Description is the part of the paragraph that describes the character.

Example : the color of its feathers is light brown. It has a strong and sharp yellowish beak.

⁵⁰ Barbara Pine Clouse, *Patterns for a Purpose*, (New York: Mc Graw Hill, 2006), pp. 102—103.

⁵¹ Rizki Dwi, Oktaviani & Ikhsan, Bamanti. *Ringkasan Teori & Evaluasi Bahasa InggrisSMA/MA*, Jakarta : Grasindo, 2011. P. 50.

D. Conceptual Framework

The conceptual framework of this research was illustrated diagrammatically as follows :

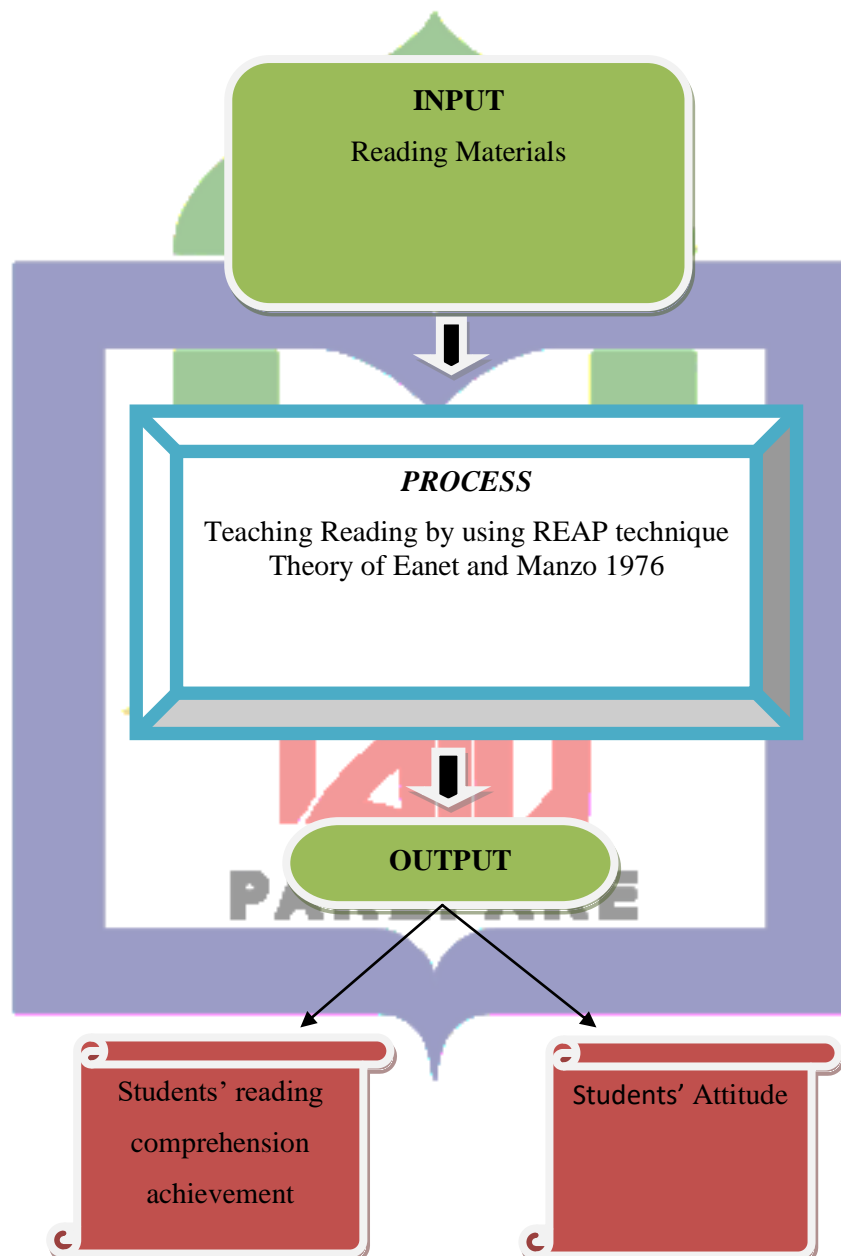


Figure 2.1. Conceptual Framework

Here the researcher explained the Conceptual Framework :

In this research the researcher used some reading materials as the independent variable of this research, and the reading comprehension classroom context was set in the lesson plan.

The researcher conducted in the classroom by giving treatment to the students. The researcher taught reading comprehension by REAP technique of descriptive text. The researcher gave the treatment for four times. The first meeting, the researcher gave one topic “My Lovely Yellowish”, The second meeting, the researcher introduced a new topic “ My Mom ”. And the third meeting, the researcher introduced the topic about “Beautiful Bag”. And the last meeting, the researcher gave the topic about “My Pet ”.

The treatment given in the process of the research was evaluated by looking at indicator of the students’ achievement in increasing their reading comprehension achievement. In addition, the students’ attitude toward the application of REAP technique in reading comprehension of descriptive text was determined by the students’ answer of questionnaire.

E. Hypothesis

In this research, the researcher put forward the hypothesis as follow:

1. Students’ reading comprehension

- 1) Null hypothesis (H_0): The teaching descriptive text Read, Encode, Annotate, and Ponder REAP technique were not effective to improve students’ reading comprehension.

- 2) Alternative hypothesis (H_1): The teaching descriptive text Read, Encode, Annotate, and Ponder REAP technique were effective to improve students' reading comprehension.



CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents : Research Design, Time and location of research, Population and sample, Instrument, Collecting data and Data analysis.

A. Research Design

This study was conducted using a quasi experimental research that uses 2 classes which consists of one control class and one experimental class. Generally, the researcher in experimental research uses two groups, experimental group as a group that gets the treatment and the control group that did not get treatment. So, this study was focused on using REAP technique as a treatment in experimental class, then the writer compared the result with a control class that did not get a treatment in the end of the research.

The design of experiment that was used was :

$$\begin{array}{ccc} 0_1 & \times & 0_2 \\ 0_3 & & 0_4 \end{array}$$

Note :

0_1 & 0_3 : Both groups are given a pre test before treatment

0_2 : Students Reading Comprehension after given treatment

0_4 : Students Reading Comprehension of the control class that is not given treatment

X : Treatment.⁵²

⁵²Sugiyono. 2013. *Metode Penelitian Pendidikan. Pendekatan Kuanlitatif, Kualitatif, and R D.* Bandung: Alfabeta.P. 116.

B. Time and Location of Research

This research spent more than one month to see the preference in the learning process included the process of collecting and analyzing the data. It was conducted at SMA Negeri 1 Sarudu Kab. Pasangkayu. The researcher was interested to conduct the research in this school because of some reasons. The first reason is the school is near from my home. The second is I knew some teachers in that school. And the last reason is the teachers are welcome so it is easy for the researcher to discuss about problems faced by students in the teaching and learning process.

C. Population and Sample

a. Population

According to Arikunto, population is all the subjects who are connected to the research.⁵³ The total number of population of this study was all the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu which consist of 166 students and divided into 6 classes with two majors. MIA have three classes XI.1, XI.2, XI.3, and IIS three classes XI.1, XI.2, XI.3.

The population of this research was presented by showing the following table.3.1.

No	Majors	Grade	Number of Students
1.	MIA	XI.1	33 Students
		XI.2	31 Students
		XI.3	32 Students
2.	IIS	XI.1	25 Students
		XI.2	23 Students
		XI.3	22 Students
	Total Population		166 Students

⁵³ Arikunto, Suharsimi.2006.*Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT RinekaCipta.<https://triatra.wordpress.com/2011/04/05/populasi-dan-sampel-penelitian/>.2006.p.108.

b. Sample

The sampling technique of this research was Purposive Sampling. It was purposive because the sampling determined by certain considerations. The researcher chose major MIA for getting sample. Two the sample was 64 students from two classes; XI.1 and XI.2. The researcher implemented without REAP technique in the first class (XI.1) and REAP technique implemented in the second class (XI.2). Before the researcher conducted the research, the researcher made sure that both classes have the same characteristic by doing a pre observation. the researcher observation the teaching and learning process in the classroom once and the researcher saw the students' reading comprehension score from their real teacher. The sample of this study was a class XI.1 as a control class and XI.2 as experimental class which each class consist of 31 students in SMA Negeri 1 Sarudu Kab. Pasangkayu.

The sample of this research was shown as the following table.3.2.

No	Major	Grade	Number of Students
1.	MIA	XI.1	33 Students
		XI.2	31 Students
		Total Sample	64 Students

D. Instrument

a. Reading comprehension text

This research method use quantitative research in A quasi experiment , the teaching learning process was divided into three steps. First, the researcher was giving pre test for the students to know the students' comprehension before being taught by using Read, Encode, Annotate, and Ponder (REAP) technique.

The second step was giving treatment for the students. The treatment was applying Read, Encode, Annotate, and Ponder (REAP) technique in teaching reading descriptive text to finding the main idea. The class was divided into several groups consist of 5-6 students. The students gave a text and understand the text by several process, they are: *read*, the researcher asked students to read aloud and understand the text; *encode*, the students pick up the gist from the text they have read by using their own words or write down the difficult vocabularies; *annotate*, the students should write down their main idea about the content of descriptive text.

Ponder, the students should ponder or make the consideration about the ideas by thinking, talking, and discussing with the other members of group then make one perfect summarize about the descriptive text.

The last steps was giving post test for the students to know the students' reading comprehension after they gave a treatment by using REAP technique. In pre-test and post-test the researcher gave 30 same descriptive text questions.

b. Questionnaire

Questionnaire was used to obtain information about students' attitude toward REAP technique in students' reading comprehension of descriptive text. The questionnaire consists of 20 items, 10 items positive statements and 10 items negative statements. The researcher gives optional there are: (1) Strongly agree, (2) Agree, (3) Netral, (4) Disagree, (5) Strongly disagree. The questionnaire was distributed to the students of a quasi experimental class in post-test, after the treatment was given.

E. Procedure of Collecting Data

The procedure of the research involved the following steps:

a. Reading comprehension text

1) Pre-test

Pre-test was given before conducting treatment at the first meeting. The researcher explained what the students were going to do and distributes the REAP technique task for the one class which take randomly, to know the students' skill in reading comprehension text before treatment after that the researcher give score to the students' result test.

2) Treatment

After giving the pre-test, the students implementation the REAP technique.

Some steps the treatment were:

- a. The researcher entered the class and then introduce about Reading and the characteristic of Reading Comprehension

- b. The researcher introduced the students about REAP technique and then describe its activity for the students to have good understanding.
- c. And the next is the researcher asked the students to practice the descriptive text by applying REAP technique with various topic.
- d. At the last meeting the researcher concluded the all materials that have given since the first meeting, and then students asked to practice making a reading material by using REAP techniques.

3) Post-test

In the last activity, the students was given Post test. In this test, the researcher gave the some text which in the pre-test. It was aimed to find out the significant research after integreting REAP technique in reading comprehension.

b. Questionnaire

The researcher distributes the questionnaire to know the students' attitude toward REAP technique in students' reading comprehension of descriptive text. The gain data was analyzed to find out whether the effectiveness REAP technique makes they attitude or not.

F. Technique of Data Analysis

In analyzing the data was collected using reading comprehension test, the researcher used the following techniques: In this research, the data was collected after giving instruments of collecting data to the respondents (students). The data was analyzed using quantitative analysis. The data was analyzed by employing the following procedures:

a. Reading comprehension text

1) Calculating the students' score.

$$\frac{\text{Students' score}}{\text{Score maximum}} \times 100 = n$$

Where :

n = final students' score

2. Classifying the score of the students

The data were classified into five classifications by referring the scoring system as follows:

Table 3.3 Scoring Classification of Reading⁵⁴

No.	Classification	Score
1.	Very Good	86 -100
2.	Good	71 – 85
3.	Average	56 –70
4.	Poor	41 – 55
5.	Very Poor	0 – 40

Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.

The criteria of testing hypothesis are:

⁵⁴ Depdiknas. Standar Isi. Jakarta : Badan Standar Nasional Pendidikan.(2006) P. 38

- a) If $p\text{-value} > 0,05$, H_0 is accepted, H_1 was rejected. It means the teaching of descriptive text use Read, Encode, Annotate, and Ponder (REAP) technique was not effective to improve the students' reading comprehension.
- b) If $p\text{-value} \leq 0,05$, H_0 was rejected, H_1 was accepted. It means the teaching of descriptive text use Read, Encode, Annotate and Ponder (REAP) technique could improve the students' reading comprehension.

b. Questionnaire

The obtained data of the students' attitude from the questionnaire are analyzed by using following procedures

- a. Scoring the students' responses by using Rating Scale

Table 3.4 Scoring category of attitude⁵⁵

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree	5	Strongly disagree	1
Agree	4	Disagree	2
Netral	3	Netral	3
Disagree	2	Agree	4
Strongly disagree	1	Strongly agree	5

⁵⁵ Sugiyono. *Metode Penelitian Pendidikan. Pendekatan Kuanlitatif, Kualitatif, and R D*. Bandung: Alfabeta 2008. P. 135

b. Categorizing the students' attitude

Table 3.5 The Interval Score of Attitude Cassification⁵⁶

Interval Score	Category
85 – 100	Very Positive
69 – 84	Positive
52 – 68	Netral
36 – 51	Negative
20 – 35	Very Negative

- c. Calculating the mean score, standard deviation, and frequency table to know the students' attitude by using inferential analysis in SPSS 21.0 program for Windows evaluation version.

⁵⁶ Saepudin. Online [http://Nilai Skala Sikap. \(2010\) Retrieved on September 10th, 2019.](http://Nilai Skala Sikap. (2010) Retrieved on September 10th, 2019.)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists in using REAP Technique effective to improve students' reading comprehension. The researcher examines method and discusses the data that have been resumed before and explained the data based on the theory in chapter II. The analysis of the data and the discussion of the findings.

A. Findings

1. Using REAP Technique effective to improve students' reading comprehension.

REAP is a useful technique that encourages students to share their ideas in their reading. Zasrianita says that REAP is a technique that helps the reader to read and understand a text by connecting a text with their own words to comprehend the text well.⁵⁷ So, they can understand and get the message of the text. In the pre-teaching activity, researcher needs to recall the students' background knowledge in order to know the ability of students, also active and stimulate the students' understanding. Before going to the main point of the lesson, the researcher needs to do these following activities:

- a. The teacher greeting the students
- b. The teacher checking student's attendance
- c. Reviewing the previous lesson
- d. Stating a topic
- e. Stating the objective of the lesson

⁵⁷ Zasrianita F. *Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension*. 2016, Vol. 19, No. 2

- f. Explaining the benefit of the lesson
- g. The teacher introducing the technique that was used.

The researcher explaining the technique before the learning process begins in order to avoid the confusing of students while doing the activity. After explaining how to use REAP technique the researcher show the table where the students could put what they have got in steps as follow:

<p>Read</p> <p>.....</p> <p>.....</p>	<p>Encode</p> <p>.....</p> <p>.....</p>
<p>Annotate</p> <p>.....</p> <p>.....</p>	<p>Ponder</p> <p>.....</p> <p>.....</p>

REAP technique was applied in this activity, especially, get the main idea, underline vocabulary, summaries and discussion. Here are the stages:

- a. Read



Beautiful Bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

Figure 1. Read

The first activity in applying the REAP technique is the researcher gives students a descriptive text with the theme "Beautiful Bag". Next, students were asked to read the text. The researcher instructs students to understand the text of the reading and getting the main idea from the reading. after that, students were given time to read the text about one to two times, so students found the main idea of reading and underline the vocabulary that makes students confused about the reading text.

b. Encode

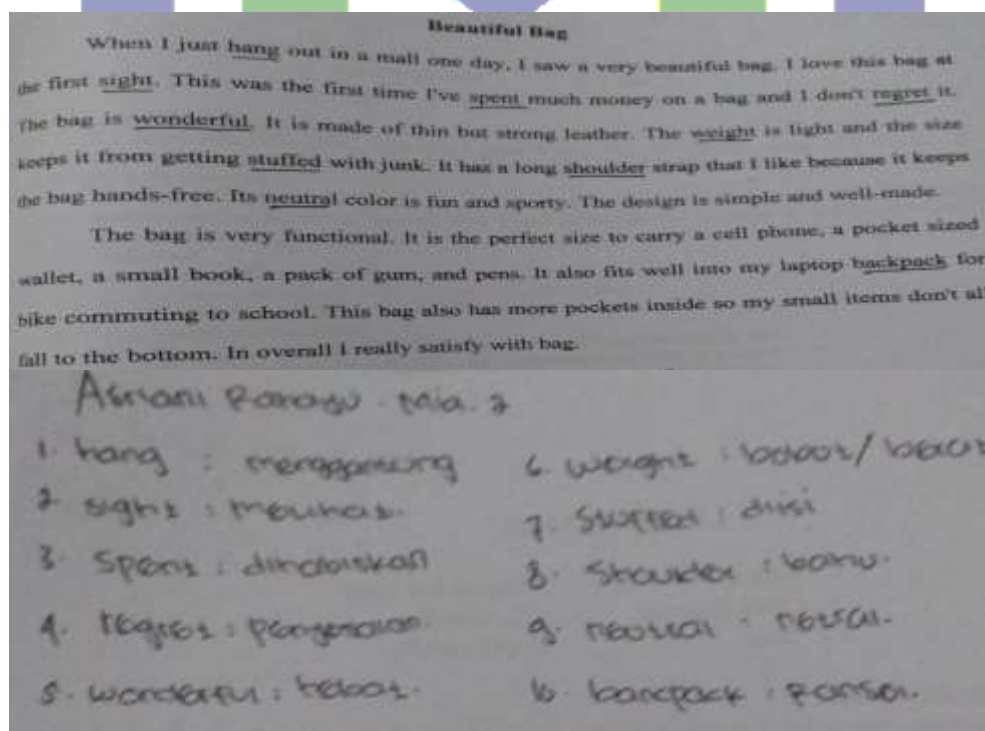


Figure 2. Encode the text

The second activity is Encode. here the researcher instructs students to underline some of the vocabulary they found difficult in the giving read. Next, students write down the vocabulary they found difficult to find in the book, and

find out what it means. then, students also write down the main reading ideas about what they get from descriptive text.

c. Annotate

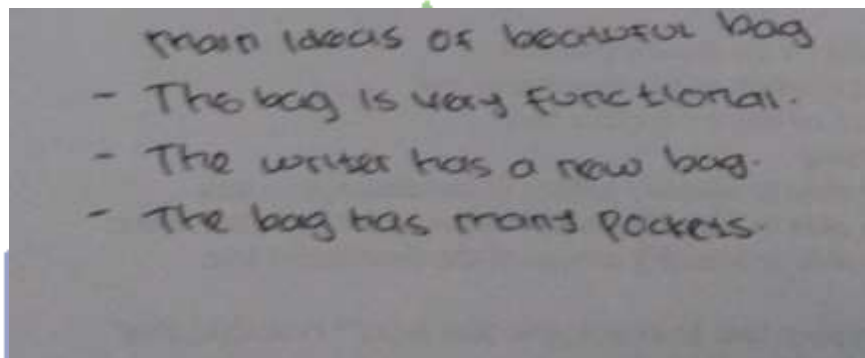


Figure 3. Annotate the text

In this activity, researchers gave students about 15 minutes to rewrite their ideas about the descriptive reading content they had read before. To be easily understood, students was make generic structures from the text they have read, for example such as describing and then making reading conclusions. Furthermore, students were asked to do it themselves then researchers look around the class to check the results of student work.

d. Ponder

- Discussion



- Summary

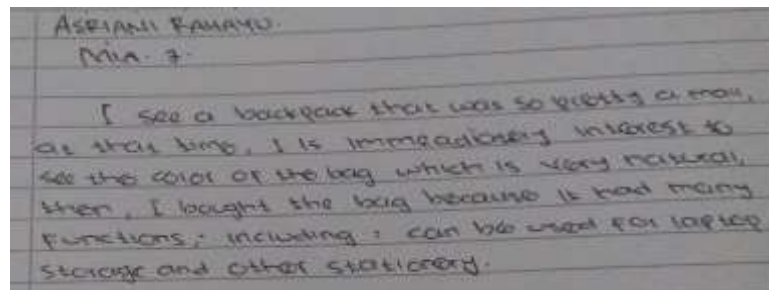


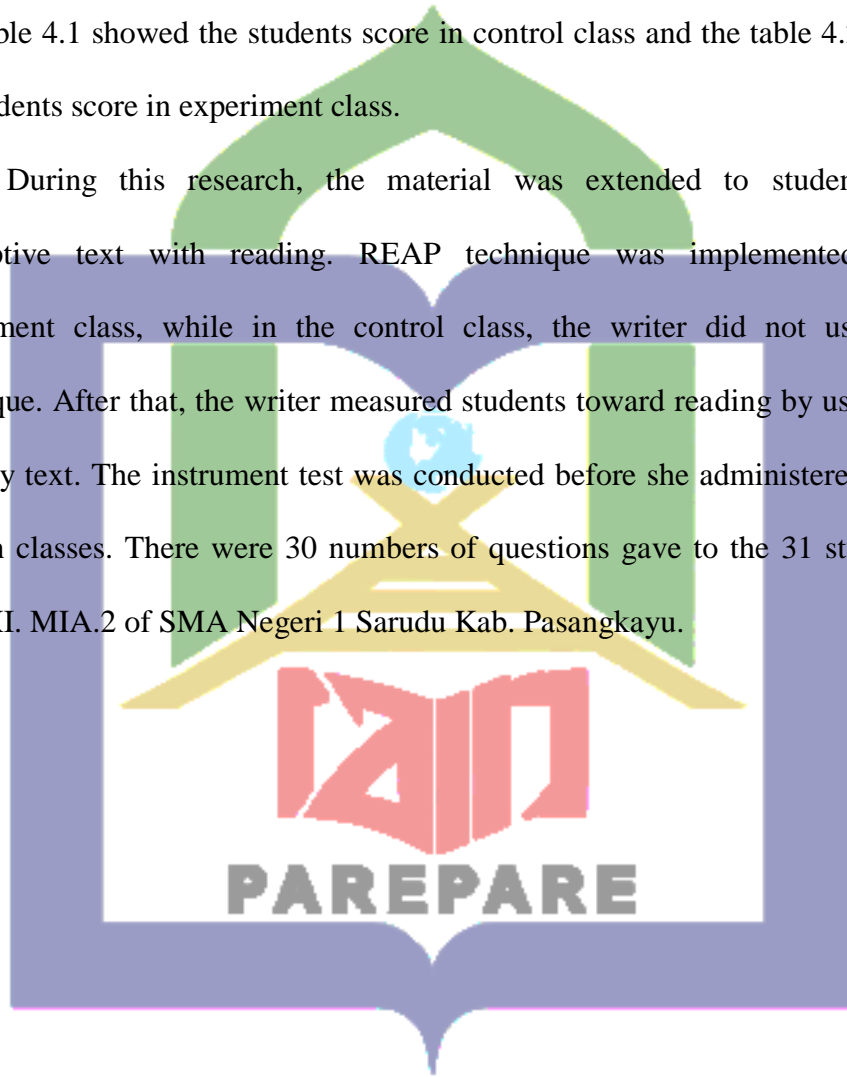
Figure 4. Ponder the text

The last activity on the REAP technique is ponder. Here the researcher asks students to discuss the conclusions they have made before. Then discuss it with friends in the group and re-check what they get from the reading. Then they make a new summary of what they have discussed with the group. Student participation in the application of REAP techniques is formulated to effectively increase students' reading comprehension.

Based on the explanation above, it has been concluded that the application of REAP techniques in class MIA II at SMA Negeri 1 Sarudu kab. Pasangkayu was effective in increasing students' reading comprehension. Because in the above application students were able to develop vocabulary from what they did not know to know and how to find the main ideas in the reading they have read. Then, students discuss the reading with their groups and conclude the reading. But in this study, the researcher recommends that future researchers use different texts because the text in this study was not yet perfect for use in the REAP technique.

This chapter describes general findings of data gained by researcher during the research. The data were collected from the result of pre-test and post-test from both experiment class and control class. The data were depicted into two tables. The table 4.1 showed the students score in control class and the table 4.2 showed the students score in experiment class.

During this research, the material was extended to students about descriptive text with reading. REAP technique was implemented in the experiment class, while in the control class, the writer did not use REAP technique. After that, the writer measured students toward reading by using a test in essay text. The instrument test was conducted before she administered the test to both classes. There were 30 numbers of questions gave to the 31 students of class XI. MIA.2 of SMA Negeri 1 Sarudu Kab. Pasangkayu.



1) The data of Control Class

Table 4.1. Score Pre-test and post-test of Control Class

No. Y	Student's Initial	Student's Score	
		Pre-test	Post-test
1	NRH	50	50
2	HLM	40	60
3	YDS	45	55
4	SS	45	60
5	INS	40	65
6	AH	35	60
7	SM	45	70
8	RR	40	65
9	TT	40	65
10	MM	55	70
11	HN	40	70
12	BLA	45	70
13	IKA	35	60
14	ULI	35	75
15	ALS	50	70
16	NS	50	65
17	IN	40	75
18	AWS	40	75
19	TIA	35	50
20	KBAS	70	85
21	AN	40	65
22	RIF	35	70
23	FIK S	45	65
24	RNA	40	70
25	RNA	35	60
26	ARDI	35	75
27	TAS	30	70
28	ARM	35	55
29	ILH	35	60
30	AAN	40	65
31	VRY	35	65
32	RIS	40	50
33	MA	40	60
The Total Scores		1.360	2.145

From the findings above figured that from 33 students in the class, the lowest score in the pre-test was 30 and the highest score was 70. After the writer give the students material about descriptive text, the writer the gave the students post-test. The data showed in the post-test is the lowest score was 50 and the highest score was 85.

2) The data of Experiment Class

Table 4.2.Score Pre-test and Post-test of Experiment Class

No. X	Student's Initial	Student's Score	
		Pre-test	Post-test
1	AB	55	70
2	AS	50	85
3	AR	45	75
4	AA	50	85
5	ABS	50	70
6	LIA	45	65
7	GITA	45	70
8	HAR	40	70
9	HAS	55	85
10	JS	55	75
11	MEGS	40	70
12	MS	45	70
13	MA	55	65
14	MF	40	75
15	NL	50	70
16	NS	60	85
17	RIA	75	90
18	PH	40	75
19	RID	55	85
20	SA	60	70
21	SM	50	80
22	SAR	45	85
23	SNA	40	65
24	SHER	60	65
25	SWW	50	80
26	TAS	55	75
27	WAH	45	65
28	WAL	50	70
29	WID	50	60
30	YA	60	75
31	ZM	60	85
The total scores		1.575	2.310

Based on the table 4.2 the score in experiment class above, it could be seen the lowest and the highest score of 31 students in the class. The lowest score in the pre-test was 40 and the highest score was 75. After the treatment using REAP technique, the writer gave the students post-test. The data showed in the post-test is the lowest score was 60 and the highest score was 90.

3) Result of pre-test and post test of Control Class

The researcher analyzed the students' score of pre-test and post-test. The scoring classification of the students score was presented in table 4.3.

Table 4.3 The Classification Percentage of the Students' Score of Pre-test and Post-test of control class.

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	86 – 100	0	0	0	0
Good	71 – 85	0	0	5	15
Average	56 – 70	1	3	23	70
Poor	41 – 55	9	27	5	15
Very Poor	< 40	23	70	0	0
Total		33	100	33	100

Table 4.3 showed that the students' score in test result for pre-test and post-test of control class. In the pre-test 0 (0%) student was classified into good, 1 (3%) students were classified into average, 9 (27%) students were classified into poor, 23(70%) students were classified into very poor. There were not any

students classified into very good. While the post-test of control class, 0 (0%) students was classified into very good, 5 (15%) students were classified into good, 23 (70%) students were classified into average, 5 (15 %) students were classified into poor, and 0 (0%) students were classified into very poor.

The result in pre-test and post-test of Control class based on SPSS v.21 for windows program was gained from the steps as follows : Analyze description statistic – frequencies statistic and diagram. Result gained from pre-test XI.MIA.1 as an Control class of this research are presented in a diagram 4.1 below :

The diagram from the data above is presented as follows :

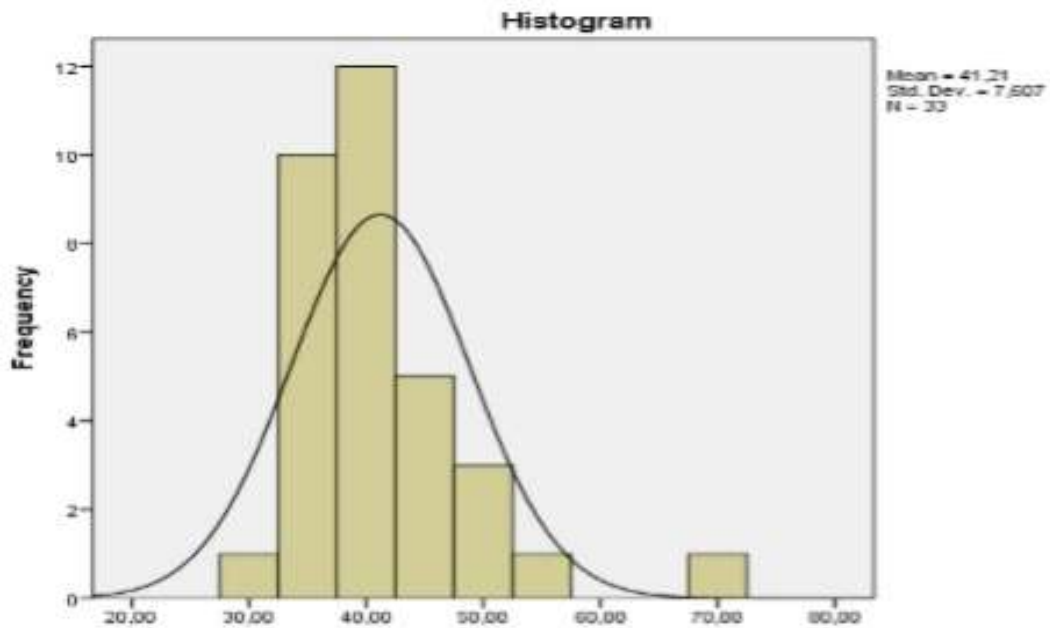


Diagram 4.1 Pre-test control class

The diagram 4.1 above shows that the data of the Control Class was N: 33. In this diagram from pre-test of control class have get the mean score was 41.21 and standard deviation was 7.607. The highest score of the control class was

70.00 and the lowest score was 30.00. The middle score was 40.00 from the frequency 12 in the diagram have many score under the average.

Diagram 4.2 of Post-test control class which is presented as follow :

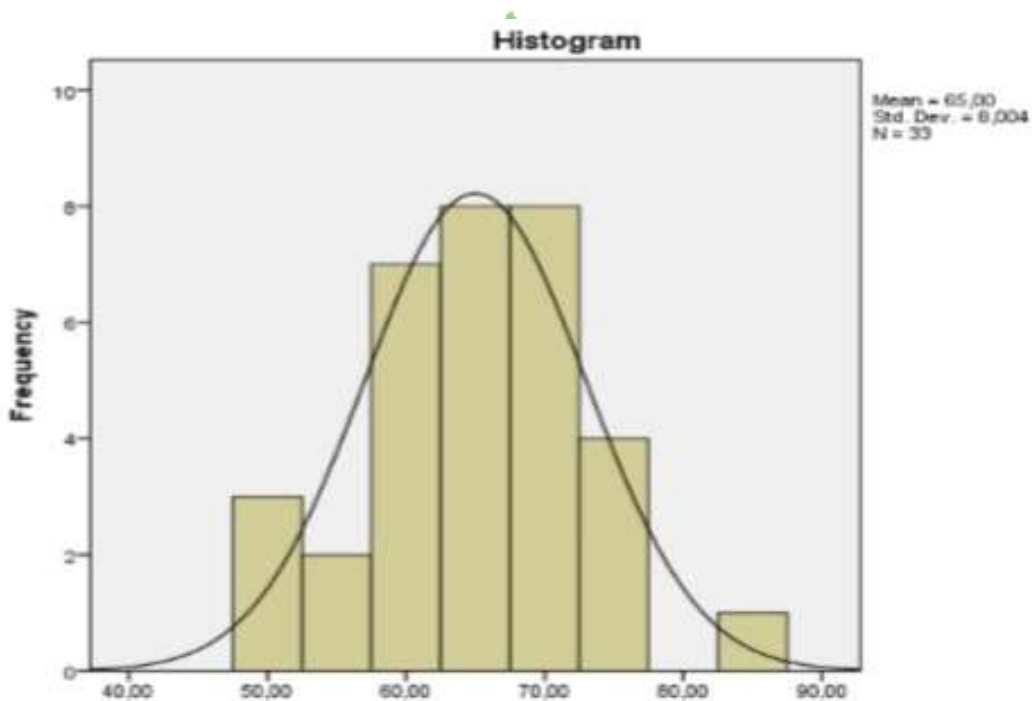


Diagram 4.2 Post test Control

The diagram 4.2 shows that the data of the post-test control class was 33 students. Mean score from the post-test control class was 65.00 and the standard deviation was 8.004. The highest score of the post-test control class was 85.00 and the lowest score was 50.00. From the pre-test and post-test of control class have difference score both two diagram was explanation, there were enhancement from pre-test to post-test.

4) Result of Pre-test and Post-test of Experiment Class

After giving a test, the researcher analyzed the students' score of pre-test and post-test of experiment class. The scoring classification of the students score was presented in table 4.4.

Table 4.4 The Classification Percentage of the Students' Score of Pre-test and Post-test of experiment class.

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Very Good	86 – 100	0	0	1	4
Good	71 – 85	1	4	15	48
Average	56 – 70	5	16	15	48
Poor	41 – 55	20	64	0	0
Very Poor	< 40	5	16	0	0
Total		31	100	31	100

Table 4.4 showed that the students' score in test result for pre-test and post-test of experiment class. In the pre-test 1 (4%) student was classified into good, 5 (16%) students were classified into average, 20 (64%) students were classified into poor, 5 (16%) students were classified into very poor. There were not any students classified into very good. While the post-test of control class, 1 (4%) students was classified into very good, 15 (48%) students were classified into good, 15 (48%) students were classified into average, 0 (0%) students were classified into poor, and 0 (0%) students were classified into very poor. It meant

before the researcher giving treatment, the students' pre-test achievement categorized average and the students' reading comprehension has low significantly need to be improved.

The Table 4.4 above is a tool of classification Percentage at the Students' Pre-test of experiment class, it also can be describe by a diagram which is presented as follows :

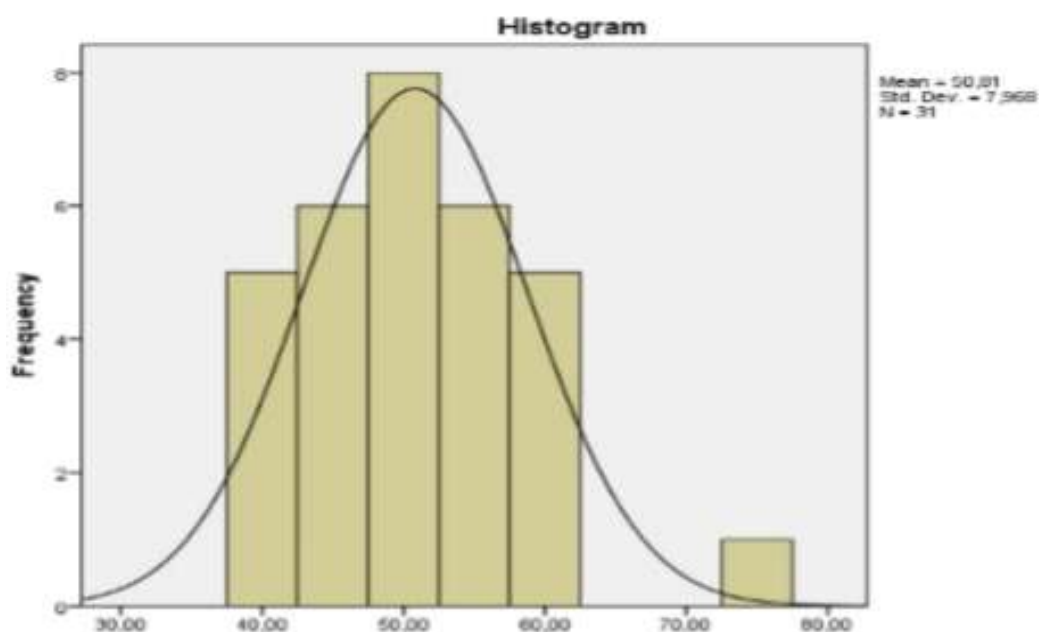


Diagram 4.3 Pre-test Experiment class

The diagram 4.3 above shows that the data of the pre-test experiment class was 31. Mean score from the pre-test experiment class was 50.81 and standard deviation was 7.968. The highest score of the pre-test experiment class was 75.00 and the lowest score was 40.00. The higher score from the diagram pre-test experiment class was 50 with the highest frequency 8.

The diagram from the data post-test experiment class above is presented as follow:

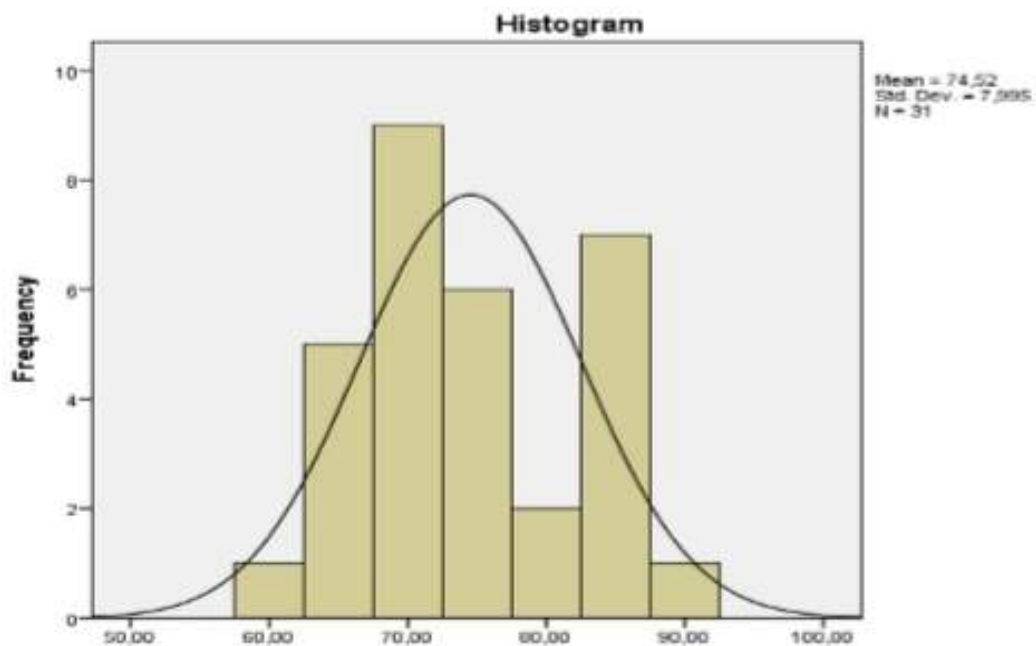


Diagram 4.4 Post test experiment class

Based on the diagram 4.4, it can be described the data of experiment class was 31 students. The total of all data which is divided with the number of data determined as mean score from the post test experiment class was 74.52 and standard deviation was 7.995. Deviation standard is quantity calculated to indicate the extent of deviation for a group as a whole. The highest score of the post test experimental class was 90.00 and the lowest score was 60.

5) Hypothesis

The last calculation was testing the hypothesis. This was the crucial calculation to answer the problem formulation of this research that whether there is significant different between students reading comprehension in experiment class which were given Read, Encode, Annotate and Ponder (REAP) technique

and students reading comprehension in control class which were not. The writer used SPSS v. 21 for windows program which id paired simple Test.

The criteria for hypothesis test are as follow :

1. If the significant P-value $>$ significant level, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It means that there is no significant different score of the students' reading comprehension before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) technique at the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu.
2. If the significant P-value \leq significant level, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. It means that there is significant different score of the students' reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) technique at the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu.

There are differences data presentation before and after taught Read, Encode, Annotate, and Ponder (REAP) technique. The data present that the score after taught Read, Encode, Annotate, and Ponder (REAP) technique better than higher before taught Read, Encode, Annotate, and Ponder (REAP) technique. The researcher uses statistical test using independent sample t-test stated by SPSS. 21 to ensure the effectiveness of using Read, Encode, Annotate, and Ponder (REAP) technique on students' reading comprehension. The result is follow:

Table 4.5 Table Group Statistics

	POSTTEST Y & X	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	1,00	33	65,0000	8,00391	1,39330
Y& X	2,00	31	74,5161	7,99529	1,43600

As table 4.5 shows the group statistics, the standard deviation from post test in Y is 8.00391 and the standard error mean of posttest Y is 1.39330. While, the standard deviation of post test X is 7.99529 and the standard error mean of post test X is 1.43600. The mean of post test scores Y is 65.0000 it is larger than the mean of post test scores X is 74.5161. It indicates the use of Read, Encode, Annotate, and Ponder (REAP) technique has caused the increase score of students' achievements and improved is better that without using Read, Encode, Annotate, and Ponder (REAP) technique.

After t-test done by the researcher, the result of independent samples test statistics shows that the mean difference of post-test Y and post-test X is 9.51613, the negative which appeared in two mean shows that the mean before treatment was lower than after gave treatment. Then, the mean above shows there is the difference mean between the two score from Y & X was 9.51613 and the standard deviation error difference Y is 2.00091 and X is 2.00084. The lower difference from Y is 13.51590 and X is 13.51607, while upper difference from Y is 5.51636 and X is 5.51619. the result of t-test from Y & X is 4.756 with df from Y is 62 and X is 61.756 and significant from Y & X is 0.000.

3. Students' attitude toward the use of REAP technique to improving students' reading comprehension.

Attitude is a learned tendency to respond to people, concepts, and events in an evaluative way. Attitudes are composed of beliefs, feelings, and action tendencies. An attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or ethnic group, a custom, or an institution. Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative, or neutral views of an "attitude object): i.e. a person behavior or event.

People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes are composed from various forms of judgments. Attitudes develop on the ABC model (affect, behavioral change, and cognition). The affective response is a physiological response that expresses an individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude. Most attitudes in individuals are a result of observational learning from their environment.

In collecting the data from the experiment class students, the researcher also used questionnaire which consist of twenty questions. This questionnaire is adapted from an international journal in Malaysia which the researcher uses as the guide of her research. The questionnaire was used to know what students' respond

of using the REAP technique before. after analyzed the questionnaire that students filled the researcher got some information that can be seen below.

QUESTIONNAIRE

Nama : Z. ALYANNA KAHAYU
 Kelas/ Nomor : IIA - MTs - II
 Class : IIA - MTs - II

1. Berilah tanda check bar (✓) pada jawaban yang paling sesuai dengan pemahaman anda selama mengikuti pelajaran.

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Question	SS	S	R	TS	STS
1	Teknik REAP adalah teknik yang mudah digunakan dalam membaca teks.	✓		M		
2	Saya merasa teknik REAP membuat saya jenuh dalam membaca teks.			✓		
3	Saya merasa senang membaca teks narrative dengan menggunakan teknik REAP.		✓			
4	Saya merasa teknik REAP membuat saya tidak jenuh dalam membaca teks deskriptif.				✓	

Based on the data, the researcher conclude that the respond or attitude from the students in the experiment class about the REAP technique is positive. this data can be supported view besides the view from t-test result which described that, there was significant difference after teaching reading comprehension by using REAP technique at the second grade of SMA Negeri 1 Sarudu Kab. Pasangkayu.

1) The data of Score Students Attitude

Table 4.6 Score of Students Attitude

Students Q	Code	Score
1	AB	65
2	AS	70
3	AR	70
4	AA	75
5	ABS	60
6	LIA	80
7	GITA	75
8	HAR	75
9	HAS	65
10	JS	80
11	MEGS	70
12	MS	70
13	MA	65
14	MF	80
15	NL	80
16	NS	70
17	RIA	60
18	PH	75
19	RID	75
20	SA	80
21	SM	85
22	SAR	75
23	SNA	75
24	SHER	80
25	SWW	60
26	TAS	85
27	WAH	85
28	WAL	70
29	WID	65
30	YA	75
31	ZM	80

a. Scoring classification of students Attitude

After giving a test, the researcher analyzed the students' score in category of attitude. The scoring classification of the students score was presented in table.

Table 4.7 The percentage of students Attitude

Classification	Score	Students' attitude	
		F	%
Very Positive	85 – 100	3	10
Positive	69 – 84	21	68
Netral	52 – 68	7	22
Negative	36 – 51	0	0
Very Negative	20- 35	0	0
Total		31	100

Table 4.7 showed that the students' score in test result for students' attitude. In students' attitude 3 (10%) students was classified into strongly interested, 21 (68%) students were classified into interested, 7(22%) students were classified into Moderate. There were not any students classified into Uninterested, and Strongly uninterested. The scores gathered from administering questionnaires showed the subjects' changing attitudes in reading comprehension through Using REAP technique.

In this part, discussion dealt with the argument of the difference of the students' reading comprehension after giving test. The mean score and standard deviation of the students in students Attitude were percentages as follow:

The diagram from the data above is presented as follow:

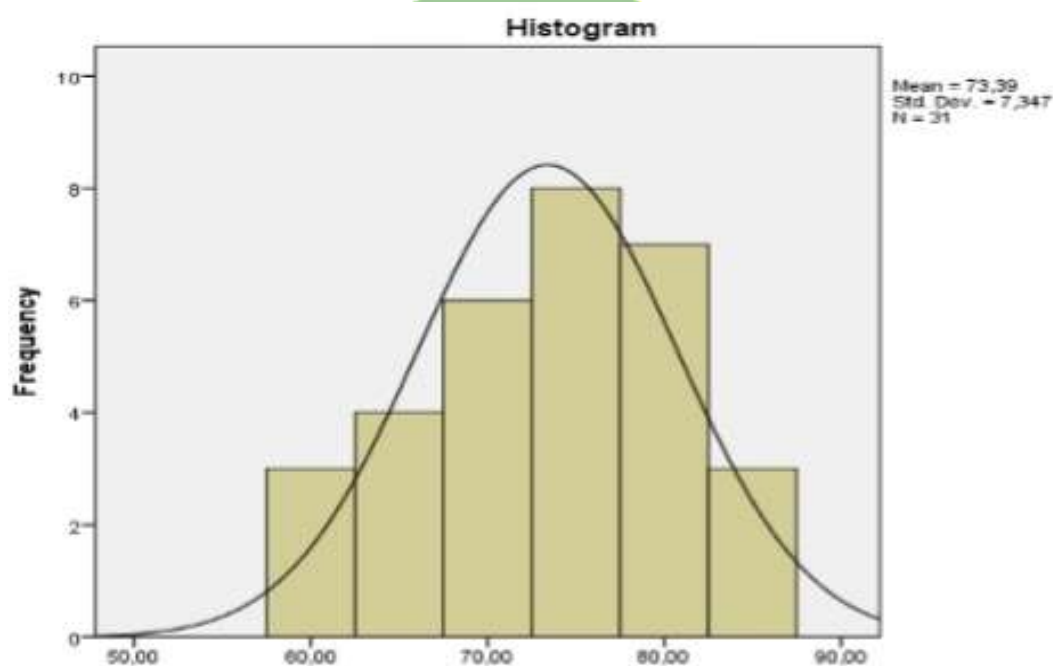


Diagram 4.5 Students Attitude

Diagram 4.5 showed that the mean score was 73.39 and standard deviation was 7.347 of the students score for categorized as attitude. The highest score was 75.00 and the lowest score was 60.00 from students attitude. It meant that the students who were taught by using REAP technique in descriptive text in reading comprehension could improve student grades and attitudes.

B. Discussions

In the present study, it saw that the students reading comprehension in experiment class after being given the treatment of using Reading, Encoding, Annotating and Pondering (REAP) technique were higher than the students

reading comprehension in control class who did not get the treatment of using REAP technique. It saw from students pre-test and post-test score. The pre-test mean score of students in experiment class was 50.8065. After giving 4 times treatments using REAP technique, the post-test mean score of students in experiment class was 74.5161. While, the smallest score in the pretest was 40 and the highest score was 75. The data showed in the post-test that the smallest score was 60 and the highest score was 90.

Meanwhile, the data statistics of score in control class which showed that the mean of pre-test score was 41.2121. After giving 4 times treatments without of using REAP technique, the writer got the mean of post-test was 65.0000. The smallest score in the pre-test was 30 and the highest score was 70. The data showed in the post-test that the smallest score was 50 and the highest score was 85. It concluded that the gain score of experiment class was higher than control class.

The researcher found the result finding that SPSS output for independent sample t-test = 4.756 and sig (2-tailed) = 0.000. This out reveals that sig = 0.000 < p-value = 0.05. It showed that the alternative hypothesis (H_1) is accepted, which the t-test value (4.756) was greater than t-table value (2,042). It meant that H_0 was rejected and H_1 was accepted. The mean score of the students in the post-test 74.5161 was greater than pre-test 50.8065. It meant that the use of REAP technique effective to improve students' reading comprehension at the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu.

In today's society, reading fulfill all practices encountered in daily life and is believed to be more than the acquisition of a discrete set of skills, it is an active, dynamic and interactive practice of meaning making that occurs between individuals, their world and their text (Anstey & Bull).⁵⁸ Reading is not a static act, but constantly changes and adapts to the social environment in which it is practised. The extent to which students positively or negatively engage in reading at home and at school or university is influenced greatly by the attitude they have towards reading. Students' attitudes significantly influence their level of engagement with reading. Attitude has been described as "a state of mind, accompanied by feelings and emotions that make reading more or less probable" (Kush & Watkins).⁵⁹ Students' attitudes are perceived to be a function of the effect associated with the beliefs a person holds about the object. Reading attitudes are learnt characteristics that influence whether students engage in or avoid reading activities and they can be influenced by societal, familial, and school-based factors.

Attitude toward reading is an important educational outcome. Reading specialists have come to realize that attitudes are crucial in reading. It is apparent that attitudes are crucial factors and vital concerns in reading. Attitude may be defined as predispositions to act either favorably or unfavorably toward some group, institution, situation, or object. They are of course, highly related to

⁵⁸ Anstey, M., and Bull, G. *The Literacy Labyrinth second edition*. Frenchs Forest, New South Wales: Pearson Education Australia. 2004.

⁵⁹ Kush, J. C., and Watkins, M. W. 'Construct Validity of the WISC-III for White and Black Students from the WISC-III Standardization Sample and for Black Students Referred for Psychological Evaluation. 2001.p. 315. *School Psychology Review*, 30(1):70-89.

interests but, tend to be thought of as a broader more generalized feelings, often not particularly conscious, but most certainly affecting individual behavior.

One of the problem student faces nowadays is not their ability to read but their lack of interest or attitude, indifference or rejection of reading. Studies based on reading habits have particularly focused on the importance of the promotion of specific strategies to: capitalize on their interests or attitude, make reading materials accessible, build a conducive environment, allow time to read in school or college, provide significant adult models and use motivational techniques.

The whole educational process is deeply influenced by attitudes. Attitudes obviously influence the teaching and learning process. Attitudes was expressed both verbally and non verbally. On a simple level if researcher say that some event is a good thing, researcher were expressing a positive attitude towards it. If researcher do not show a willingness to do something researcher has been asked to, researcher may be said to show a negative attitude. Attitude is hidden and also much more complex. Attitude was expresses by a range of behavior.

Attitude toward reading is an important educational outcome and evaluative criteria due to its relationship to reading behavior and the refinement of reading skills. Because there were not guaranteed strategies in reading comprehension that was promoted positive attitudes of the students. Attitudes towards reading have yet another value. It was apparent, then, that attitude is crucial factor. A student was usually not attempt to learn anything unless he or she is interested. Furthermore, as with any other skill, competence in reading was only

be developed through practice. The more a student reads the more likely he or she was become a fluent reader.

Result from the students' attitude above the mean score of the students attitude 73.39 and in students attitude 3 (10%) students were classified into strongly attitude, 21 (68%) students were classified into interested, 7 (22%) students were classified into Moderate. There were not any students classified into unattituded, It meant that the students who were taught by improved REAP technique in descriptive in reading comprehension changing attitude.

Based on the research conducted at eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu it have been inferenced that teaching students by using Read, Encode, Annotate, and Ponder (REAP) technique was better to be effective the students' reading comprehension. As stated that REAP is a technique which is aimed to help readers synthesize the author's thought in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur.⁶⁰ Allen states that REAP is a technique for helping readers read and understand a text.⁶¹ Each stage asks students to analyze the text at a higher level to increase and deepen comprehension.

The research method, the teaching learning process was devided into fourth steps. The improvement of the students' reading comprehension have been affected by some factors. First activity that writer was held was the teacher helps the students in building their background knowledge about the have been learned.

⁶⁰ Mehmet, Tasdemir. *The Effect of REAP Reading Compehension Techniqueon Students' Success*. Retrieved from: Social Behavior and Personality: an international journal, Volume 38, Number 4, 2010 , pp. 553-560(8), published by Scientific Journal Publishers.

⁶¹ Allen, Janet. *Tools for Teaching Content Literacy*. Portland, Maine: Stenhouse. 2004

Such as shows some pictures, the title of the text and asks some questions. After that, the students may have some references in their mind about text that they was read. The next step was divided the students into some groups. In each group consist of five or six people. Because there were four steps in REAP technique, dividing students make a group was help them in learning reading with REAP. Then, the first activity should teacher do was giving a descriptive text to each member of the group.

Next, the teachers guide students to do the first phase of REAP technique : *Reading*, in this phase, the teacher was asked one of the students to read aloud in front of the class, during this students read aloud, the other students listening carefully. After that the teachers ask all of students to read the text by two or three times by themselves. This activity may take time about 10 until 15 minutes.

The second activity is *Encode* : In this phase the teacher leads the students to explore their idea about that text into their own words, also some of the difficult vocabularies. In this stage, the students may discuss to other member of their own group. In Encode step the teacher also add an activity; discussing the new or difficult vocabulary. Teacher asks a student of each member to write down the difficult vocabularies in the whiteboard. After that, the teacher leads the discussion about the meaning or the synonym of the difficult vocabularies.

The third step was *Annotate*, this activity take time about 15 minutes. In annotate step, the student should write down their idea about the content of the descriptive text that teacher gave them before. To make it easier, the students was make the generic structure of the descriptive text they have read, such as

identification, description and conclusion of the story line and the contents of it. In this activity, the student work alone. The teacher looking around the classroom for checking the students' work. In this activity there was possibility that there were some groups or students who were not understand about what to do in Annotate step.

The last stage of REAP technique was *Ponder*, in this stage, the students work by group. They pondering the significance of text, by thinking, discussing, or talking with their member of the group, then make one perfect summarize about the text. The summary was using their own language.

Based on the result of test from teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique, The students was revisited the text several times as they work through the REAP process. The students were more interested when the researcher applied this technique. They felt enthusiast and independent to find main idea of text in their own words. The students also was make a personal connection between the texts with their understanding. REAP technique was improved students' mastery in reading comprehension. When the teacher gives text and ask them to read they were able to understand the content of the text. This technique is also useful for study groups, focusing efforts and allowing members to test each other.

Regarding on the result of data analysis above, it's also strongly with previous study as Read, Encode, Annotate, and Ponder (REAP) technique is consideres as an effective for the students' reading comprehension achievement in reading text. The first, Fitrah Mutia; Anshari Syafar and Anjar Kusuma Dewi

were conducted a study. In these study the researcher conducted the research in eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu. In their research they use quantitative approach. Their findings revealed that applying REAP technique develop the students' reading comprehension of the eleventh grade students at SMA Negeri 1 Sarudu Kab. Pasangkayu.

Therefore on the result of data analysis above, it's also strongly with previous study as Read, Encode, Annotate, and Ponder (REAP) technique is considered as an effective for the students' reading comprehension in reading text.

The first, Dessy Nuke Wulandari; Diemroh Ihsan; and Rita Hayati. The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not. The population of the study was the eighth graders of SMP Negeri 53 Palembang in the academic year 2013/2014. The total number of the students was 228 students. The sample was 76 students that were taken by using purposive sampling technique. Thirty eight students were in the experimental group and thirty eight students were in the control group. In doing this research, the writer did the experimental research by using quasi experimental design.⁶²

The second research was conducted by Vera Maria Santi. *The objective of this research was to explain the extent to which the using REAP Strategy can improve students' reading comprehension and factors improved the students'*

⁶² Nuke, Dessy Wulandari, Diemroh Ihsan, Rita Hayati. *Teaching Reading Comprehension To The Eighth Graders Of Smp Negeri 53 Palembang Through Reading, Encoding, Annotating, Pondering (Reap) Strategy.*(2014)

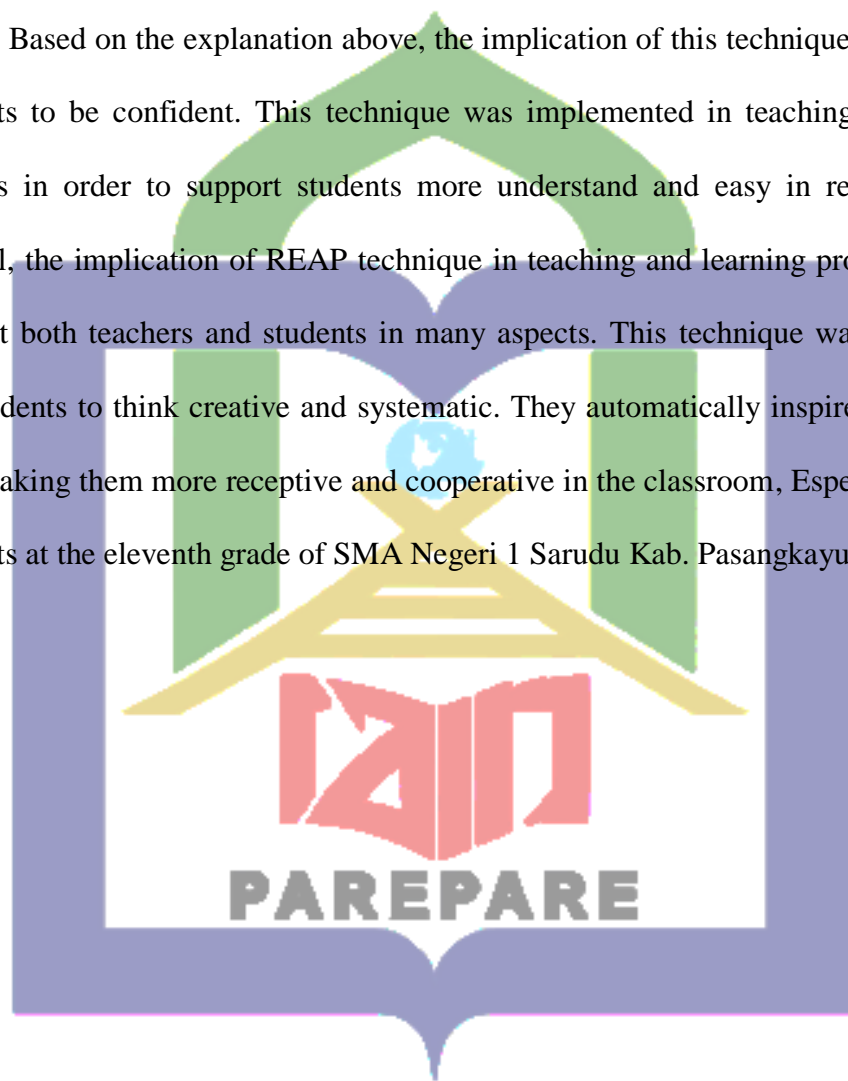
reading comprehension at the second year students of VIII.2 class of SMPN 14 Kota Bengkulu. The subjects of this research were 37 students, consisted twenty two (22) males and fifteen (15) females. The instruments of this research were reading comprehension tests, students' and teacher's observation checklists and field notes, and interview. The research was conducted in two cycles which included plan, action, observe, and reflect. 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 83,7% students reached the very good category or got the score ≥ 75 .⁶³

Third, Fitrah Mutia; Anshari Syafar and Anjar Kusuma Dewi were conducted a study. The objective of research was to develop reading comprehension of the grade X students at MA Alkhairaat Pusat Palu by applying REAP technique in teaching English. The problem of this research was concerned with the lack of the students' reading comprehension skill. The research applied intact group research design that involved two groups; they were experimental group and control group. The population of the research was the X grade students. The total number was 125 students. The sample were X IPA A and X IPA B, that were selected through purposive sampling technique. In collecting the data, treatment was just given to the experimental group and post-test given to the both groups. Having analyzed the data, the t-counted is 10 with degree of freedom (df) of $26-1 = 25$ and 0,05 critical value was higher than t-table (2.060). It means that

⁶³ Maria, Vera Santi. *Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy*. Bengkulu. University of Bengkulu. Center of Language Innovation Journal of Linguistics and Language Teaching 2015 Vol.2 No 1.

the hypothesis is accepted. It means that, applying REAP technique develop the students' reading comprehension of the X grade students at MA Alkhairaat Pusat Palu.⁶⁴

Based on the explanation above, the implication of this technique was help students to be confident. This technique was implemented in teaching learning process in order to support students more understand and easy in reading. In general, the implication of REAP technique in teaching and learning process was support both teachers and students in many aspects. This technique was support the students to think creative and systematic. They automatically inspire interest, thus making them more receptive and cooperative in the classroom, Especially the students at the eleventh grade of SMA Negeri 1 Sarudu Kab. Pasangkayu.



⁶⁴ Mutia, Fitrah, Anshari Syafar, Anjar Kusuma Dewi. (2016). *Applying Read, Encode, Annotate And Ponder (Reap) Technique To Develop Reading Comprehension Of The Grade X Students*. e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 1 – ISSN 2331-1841.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of two section, they are conclusions and suggestions.

Those two sections are presented below.

A. Conclusion

Based on the data analysis, findings and conclusion it could be concluded that using Reading, Encoding, Annotating and Pondering (REAP) technique effective to improve students reading comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu. From the fourth meeting that has been conducted in the both of experiment and control class, the post-test data showed that there was a significant difference on students reading comprehension in experiment class and control class.

The findings and discussions in the previous chapter, the researcher concluded that:

1. Using REAP technique effective to improve students' reading comprehension.

The calculation showed the result of pre-test and post-test mean from experimental group. The mean of pre-test was 50.81 and standard deviation was 7.968 while the mean of post test was 74.52 and standard deviation 7.995. The mean of post-test was higher than the mean of pre-test. The difference between the students' pre-test and post-test mean taught by REAP technique to improve students' reading comprehension was 23.71.

The calculation also showed the result of pre-test and post-test mean for control group. The mean of pre-test was 41.21 and standard deviation was 7.607 while the mean of post-test was 65.00 and standard deviation 8.004. The mean of post-test was also higher than the mean of pre-test. The difference between the students' pre- test and post-test mean was 23.79. In short, it may be safely inferred from the above findings that Reading, Encoding, Annotating and Pondering (REAP) technique is more effective towards students' reading comprehension on descriptive text. Hence, the finding of this research answers the research question, *"is the use of REAP technique effective to improving students' reading comprehension of the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu ?"* The answer was REAP technique effective towards students' reading comprehension of descriptive text for the eleventh grade of SMA Negeri 1 Sarudu Kab. Pasangkayu.

2. Students' attitude toward the use of REAP technique to improve students' reading comprehension.

The conclusion from students' attitude was get mean score 73.39 and students' attitude 3 10% were classified into very positive, 21 68% students were classified into positive, 7 (22%) students were classified into modera. There were not any students classified into negative and very negative, It meant that the students get good score by using REAP technique at descriptive text in reading comprehension get improving by testing in questionnaire text.

Based on the results above, the researcher was concluded that teachers and students reading comprehension is very important and needed in order to facilitate

and support the learning process. Therefore, teachers and students need to be equipped with special skills to understand about the reading comprehension on the learning process and Students' attitude are very important in students' reading comprehension.

B. Suggestions

1. The English teachers

Based on the research, there are some suggestions for the English teacher for consideration.

The teachers should be aware of the students' condition nowadays by having the knowledge about various methods in teaching and learning, the teachers are expected to be creative especially in motivating their students to read, the teacher should have a good preparation about the teaching process and the last, the teacher should make the students ready before the reading class begin such as giving question and answer or discussion about some related with the material.

2. The other researchers

Based on the research, there are some suggestions for the next researcher for consideration.

For further researchers, there are several suggestions in effectiveness the same study. First, the further researchers should attempt to conduct this procedure in other level with more numbers of students and in different situation. Second, the further researchers should try another text types in conducting this research. Third, in effectiveness REAP teaching technique, it was better to spread the

higher achiever students to the group in order to make discussion alive and runs as expected. Fourth, it was be better if the future researcher try to find another modification for this technique since this technique is relatively old. The last, since the researcher only observed the effectiveness of REAP teaching technique in four meetings, hopefully further researcher will conduct the research for the longer period of time to get better result of the study.



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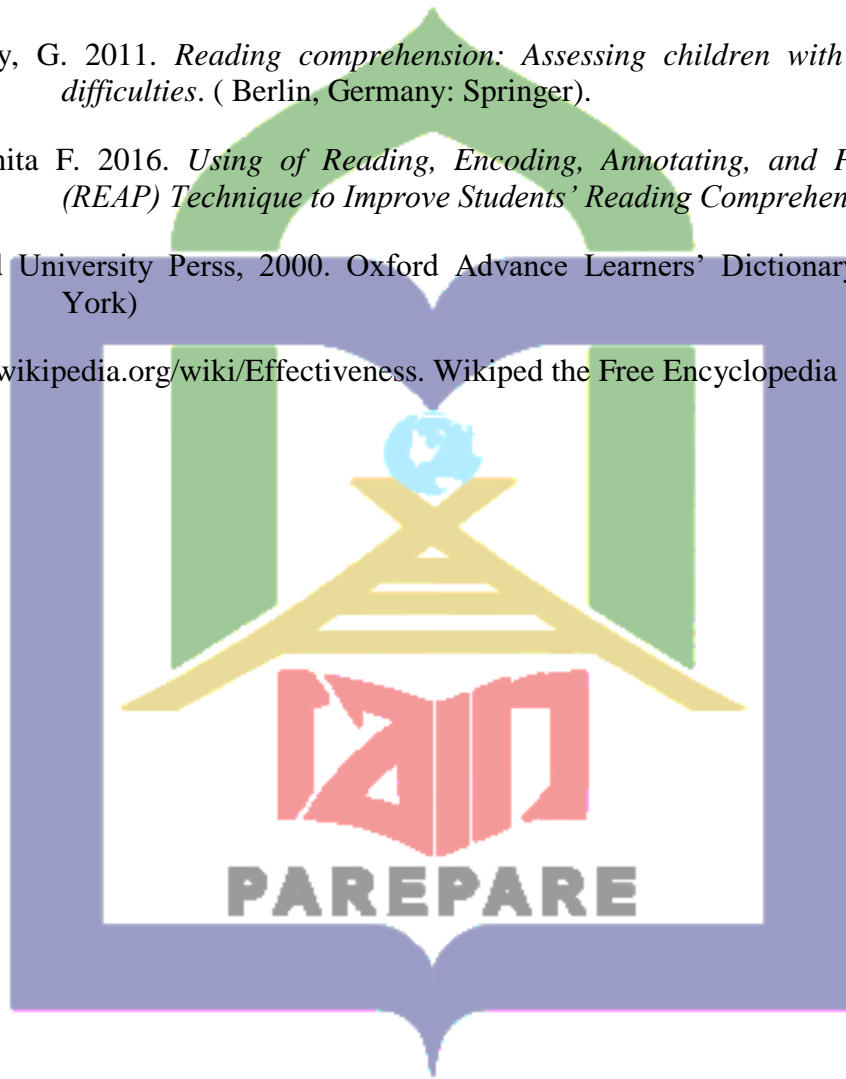
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Appendix 8**CURRICULUM VITAE**

HASMIATI, The Researcher was born on January 19th 1995 in Tallang Rilau, Enrekang, South Sulawesi. She lives at Sarudu, North Mamuju Utara. She is the first daughter of her beloved family from true couple Mr. Hafid and Mrs. Darmawati. She has one sister and one brother, namely Siarni and Muh. Sahlan.

The Researcher began her education at elementary school at 87 Tallang Rilau (Maiwa/Bungin), Enrekang and finished in 2007. Then she continued her study at junior high school at MTS Saptana Jaya, Mamuju Utara and finished in 2010. In the same year she continued her study at MA Saptana Jaya, Mamuju Utara and finished 2013.

In 2013, she enrolled at STKIP Muhammadiyah Sidrap and chose focus on the English Education Department. She finished in 2017 and she continued her study at postgraduate program at Institute Agama Islam ParePare (IAIN).