

**THE EFFECT OF USING REAP (READ, ENCODE, ANNOTATE,
PONDER) STRATEGY OF THE STUDENTS' ACHIEVEMENT
IN READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

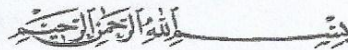
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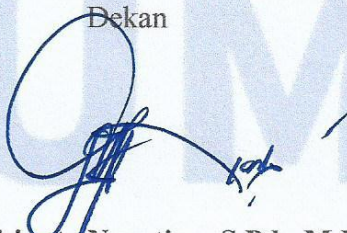
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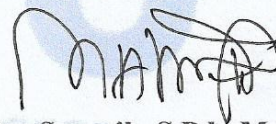
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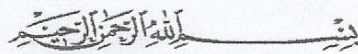


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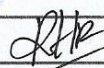
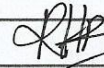


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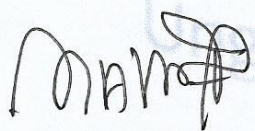
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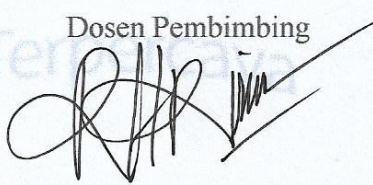
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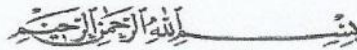
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SURAT PERNYATAAN



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ABSTRACT

Agustin, Vivin. 1502050040. The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy of the Students' Achievement in Reading Comprehension. Skripsi. English Department of Faculty of Teacher Training and Education of University Muhammadiyah of North Sumatera (UMSU). Medan. 2019.

The objectives of this research was to find out the effect of using REAP strategy of the students' achievement in reading analytical exposition text. This was an experimental research which conducted at SMA Dharmawangsa Medan at Jalan K.L. Yos Sudarso No.224, Kec. Glugur Kota, Kel. Medan Barat, Medan City. The population of this research was the XIth grade students of 2019/2020 academic year which consist of 420 students and distributed into 12 (tweleve) classes. By using purposive sampling technique, 2 classes were chosen as the sample, XI MIPA 5 as the experimental group and XI MIPA 7 as the control group. The experimental group was taught by using REAP strategy and the control group was taught by using lecturing method. Experimental quantitative method was applied in this research. In order to collect the data, the researcher was chosen multiple choice test consist of 20 items were administrated to the students, the result showed that the t-test was higher than t-table ($3,08 > 2,00$), at $\alpha = 0,05$ and $df = 68$. It meant that H_a was accepted. There was a significant effect of using REAP strategy.

Keywords: REAP strategy, Reading Comprehension, Analytical Exposition Text

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In writing this study entitled “The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy of the Students’ Achievement in Reading Comprehension” there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her thesis.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool for us to communicate one each another. We know many languages all over in the world. And one of the languages that are very important as international language is English. People in some countries speak English as their first language and others use it as their foreign language like in Indonesia. Indonesia is one of the country in which English is used as a foreign language. Therefore, English is taught from elementary school level until university.

There are four skills in English, those are listening, speaking, reading and writing. Writing and speaking are as productive skills; and reading and listening are as receptive skills, in this writing the researcher focuses on reading. Reading is a way to know the world because reading can give knowledge as a medium of getting information. Alfassi (2004) in Amalia et al. (2018: 1) states reading is a complex activity that requires an integration of memory and meaning construction to get information in society. Some information and knowledge can be achieved through reading. It requires ability to comprehend the text, especially the texts are written in English language. It means the readers are not only able to read the text but also be able to find out the point of information or the idea of the text. Besides, the reader should be able to get and interpret ideas from the text that they read. Reading is important skills in learning English to be mastered by the students besides the other skills. It means that when the students reading something (such as; books, article,

news, paper and etc) is not a way to get new information. Because, if the students do not understand from what have they read, they cannot get something. So, it can make the students think hard how to get the information from they read based on the way of thinking.

In educational examination, the students must be able to comprehend the meaning of the texts in form of recount, descriptive, procedure, analytical exposition and etc in context of daily life. It can be concluded that it is very important for students to master reading comprehension in order to enable them to get success in reading learning process.

Based on the observation during 2 meetings in the school, the researcher found some facts. The first is almost students got difficulties and bored in getting information or the main idea of a text in their text book. Second, Students' ability in reading comprehension is still low. Third, students find that they are still lack of vocabularies and grammar. Another reason why students have to master reading comprehension is most of national examination contents are related to reading, since English as a foreign language any information were shared through reading activity.

One of strategies that can be used to improve the students' problem in reading comprehension is REAP strategy. This stands for; Read, Encode, Annotate, and Ponder. According to Eanet and Manzo (1976) in Renette (2016: 278), the purpose of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. By using this strategy makes the students capable in reading comprehension. This strategy helps

the students to understand the text and the students could catch information from the text and get idea of the text which they read.

Based on the description above this research motivated the researcher to conducted a research to find out the effect of using REAP (read, encode, annotate, ponder) strategy to make outcomes of the students' achievement in reading analytical exposition text.

B. The Identification of the Problem

1. The students got difficulties and bored in getting information of the textbook.
2. Students' ability in reading comprehension is low.
3. Students were still lack of vocabularies and grammar.

C. The Scope and Limitation

The scope of this research was focused in reading comprehension. The limitation of this research was limited in analytical exposition text by using REAP strategy at XI grade in SMA Dharmawangsa Medan at academic year 2019/2020.

D. The Formulation of the Problem

The problem was formulated as follows: "Is there any significant effect of using REAP strategy on students' achievement in reading comprehension of analytical exposition text?"

E. The Objective of the Study

Based on the statement of the problem, the purpose of the study was to find out the significant effect of using REAP strategy on students' achievement in reading comprehension of analytical exposition text.

F. The Significance of Study

The findings of the research were expected to be useful for:

1. Theoritically

As theoritical, this research could expand or add knowledge for students of learning process in reading comprehension especially analytical exposition text, especially for the XI grade students of SMA Swasta Dharmawangsa Medan of academic year 2019/2020.

2. Practically

- a. For students, this study was expected to help the students in learning reading comprehension and enjoyable way through REAP strategy.
- b. For teacher, the result of this study was directly intended to provide them with more understanding of using REAP strategy in teaching reading comprehension of analytical exposition text.
- c. For other researcher, hopefully this could be used as a reference in conducting the some study for obtaining better result.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, there are some theories needed to explain some concept or terms applied in the research concerned. This study also uses some concern terms that need to the theoretical explained. The theoretical elaboration on the concepts and term used will be presented in the following.

1. Reading

1.1. Definition of Reading

Reading is important skills to be mastered by students besides the others skills. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Nunan (1999: 268) states reading is an interactive process involving the exploitation of linguistic knowledge (sound/symbol correspondences grammatical knowledge), and real word (content) knowledge. Grabe and Stoller (2002: 19) defines reading is also a comprehending process. Lastly, reading is fundamentally a linguistic process (rather than a reasoning process), though this aspect of reading is often downplayed (as is the visual aspect).

1.2. Purpose of Reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. According to Grabe and Stoller (2002:13-15) the purposes of reading are classified into:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researcher see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. It involves, in essence, a combination of strategies of guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas, recognise and build rhetorical frames and link the text to the reader's knowledge base.

3. Reading to integrate information, write and critique

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from the multiple sources. In this respect, both reading to write and

reading to critique texts may be takes variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text. Both purposes represent the common academic tasks that call upon the reading abilities needed to integrate information.

4. Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

1.3. Types of Reading

According to Brown (2004:189) types of reading are classified into:

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol. Bottom up process is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. This category includes what many incorrectly think as testing vocabulary and grammar. Formal aspects (lexical and

grammatical) language format, including multiple choice, matching or essay test. Lexical grammatical aspects of language simply the forms we use to perform all four skill of listening, speaking, reading and writing.

3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short- narrative, and description, excerpts from longer text, questionnaires, memos, announcement, directions, recipes, and the like.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Extensive reading is as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding tiny part of one book (also known as intensive reading), you read many simpler books that are slightly below the level at which you read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and helps you learn new words from context.

2. Reading Comprehension

According to Grabe and Stoller (2002: 29) reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text.

Reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals, and language abilities. Grabe and Stoller (2002:19) stated reading comprehension process are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. Reading for general comprehension will use a balanced combination of text model comprehension and situation model interpretation.

3. Levels of Reading Comprehension

The following levels of reading comprehension can tell us about how the students understand teaching materials and which level that has been achieved when they are reading. And levels that very suitable in students' reading comprehension in senior high school is literal comprehension because in literal comprehension students able to understand the ideas of information from the passage or the text. According to Heilman et.al (1981:246) there are three levels of comprehension that must be achieved in reading comprehension. Three levels of reading comprehension are identified as below:

a. Literal Comprehension

Reading for literal comprehension emphasizes the understanding the ideas of information clearly stated in the passage. It requires the ability of (1) knowledge of words meanings, (2) recall of details directly stated or paraphrased in own words, (3) understanding of grammatical clues-subject, verb, pronouns, conjunction, (4) recall of main idea clearly and, (5) knowledge of sequence of information presented in passage.

b. Interpretive Comprehension

Reading for interpretative comprehension emphasizes the understanding of ideas and information not clearly stated in the passage of the text. It requires the ability of (1) reason with information presented to understand the author's tone, purpose, and attitude, (2) infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage, and (3) summarization of story in the content.

c. Critical Comprehension

In the level of critical reading comprehension; the students can analyze, evaluate, and personally reaching to information presented in a passage. And also there are two abilities, namely personally reaching to information in a passage indicating its meaning to the reader and also analyzing and evaluating the quality of written information in terms of some standard. It can be concluded that critical reading includes the ability into distinguish between the fact and opinion, to

evaluate the accuracy and the appropriateness of the information given in the text, to recognize persuasive statement.

In this study there will be limited and focused on literal and interpretative comprehension because of based on curriculum that both these levels appropriate for the students in order students can understand about reading material and achieve literal and interpretative comprehension.

4. Analytical Exposition Text

4.1. Definition of Analytical Exposition Text

Martin and Rose (2008: 118) in Mahmudah et al. (2017: 85) state that analytical exposition is a piece of text which some thesis is expounded and argued for and included into one of difficult genres that student learn the functional text, because in analytical exposition text the reader must analyze the events.

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. The purpose of analytical exposition is to reveal the readers that something is the important case.

4.2. Generic Structure of Analytical Exposition Text

- a. Thesis: In this section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.
- b. Arguments: The topic discussed by the author is a very important topic or need attention. In this section the author presents the arguments or the opinions that supports the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.
- c. Reiteration: This section is always located at the end of paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

4.3. Grammatical Features of Analytical Exposition Text

The following are grammatical features of analytical exposition text (1) using modals, (2) using action verbs, (3) using thinking verb, (4) using adverbs, (5) using adjectives, (6) using technical terms, (7) using general and abstract noun, and (8) using connectives/ transition.

5. REAP Strategy

5.1. Concept of REAP Strategy

According to Fadhli (2015) Amalia et al. (2018: 3) REAP primarily is a cognitive-enrichment approach that teacher students to think more precisely and

deeply about what they read. Faisal (2013) in Amalia et al. (2018: 3) states that REAP encourages the students to write the main idea by their own words in order to develop students' independent reading skill.

This strategy guides the students to understanding the text and to make the connections about what they have read. In order to this strategy synthesize the students thinking to improve their comprehension for active reading.

5.2. Advantages of REAP Strategy

The following are advantages of REAP strategy (1) the students learn to represent main ideas and the author's message in their own word, (2) REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text, (3) the Read step was aimed to help the students to revisit the text, (4) the Encode step allows students to understand the text by restating main ideas and important points of the text in their own words, (5) the Annotate steps can improve the students' attention and make reading a more active process, (6) this step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words, and (7) the Ponder step allows the students to make a personal connection between the texts with their understanding.

5.3. Disadvantages of REAP Strategy

REAP strategy also have some disadvantages, they are (1) need much times to applying the REAP strategy because in every steps of REAP strategy will spend

the time about 20 minutes, and (2) many steps in REAP strategy, if in other strategy just stands for 2-3 steps, but in REAP strategy have 4 steps, they are read, encode, annotate and ponder.

5.4. The Procedures of REAP Strategy

First activity that research will be held is the teacher helps the student in building their background knowledge about the will be learned. 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 will read.

Then, the first activity should teacher do is giving a analytical exposition text to every students. Next, the teacher guides the students to do the first step of REAP strategy; *Reading*, in this step, the teacher can asks 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 teacher asks 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 step the teacher leads the students to explore their idea about that text into their own words, also some of the difficult words. In Encode step the teacher also add an activity; discussing the new or difficult words. Teacher asks some students to write down the difficult words in the whiteboard. After that, the teacher leads the students to find the meaning or the synonym of the difficult words.

The third step is *Annotate*, this activity take time about 15 minutes. In annotate step, the student should write down their idea about the content of the

analytical exposition text that teacher gave them before. To make it easier, the students can make the generic structure of the analytical exposition text they have read, such as orientation, events and reorientation of the story line and the contents of it. The teacher looking around the classroom for checking the students' work. In this activity there is possibility that there are some students who are not understand about what to do in Annotate step.

The last stage of REAP strategy is *Ponder*. They pondering the significance of text, by thinking, then make one perfect summarize about the text. The summary is using their own language.

6. Lecturing Method

6.1. Concept of Lecturing Method

Lecturing method is the most widely used form of presentation. Lectures are used for introduction of new subjects, summarizing ideas, showing relationships between theory and practice, and reemphasizing main points. The lecture method is adaptable to many different settings including either small or large groups. Lectures also may be used to introduce a topic or a complete training programme. Lectures may be combined with other teaching methods to give added meaning and direction CTL (2006).

There are several types of lectures such as the illustrated talk where the instructor relies heavily on visual aids to convey ideas to the learners. With a briefing, the instructor present a concise array of facts to the learners who normally do not expect elaboration of supporting materials. During a formal lecture, the

instructor's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the learners. When using a teaching lecture, the instructor plans and delivers an oral presentation in a manner that allows some participation by the learners and helps direct them toward the desired learning outcomes.

6.2. Advantages of Lecturing Method

Lecturing method in use has the following effect on learners learning ways (a) lectures can communicate the intrinsic interest of the subject matter and thereby stimulate students to want to learn more, (b) lecture can cover materials not otherwise available. This includes original research or recent development which may not be available from papers or articles not yet included in textbooks, (c) lecture can organize materials in a special ways, lecture method is a very fast, simple method of presenting materials fitted to the needs or interest of the learners, (d) lecture can convey large amounts of information. It continues to be useful to convey information that is not available in print, (e) lectures can communicate to many learners at the same time. With the proper audiovisual support, a skilled instructor can communicate effectively with a few hundred (or even few thousand) learners, (f) traditional lectures can model how professional in a particular discipline approach a question or problem. This modeling behaviour is one of the major characteristics of the teacher-centered method of teaching. The learners can watch first hand as the teacher 'thinks' like professionals in the field, (g) lectures permit maximum instructor control. From the instructors' point of view this can be an advantage, because the teacher determine the aims, content, organization, pace

and direction of presentation, (h) lectures present minimum threats to learners are not required to do anything. From learners' point of view this may be an advantage, and (i) lectures emphasize learning by listening. This is an advantage for students who learn well this way.

6.3. Disadvantages of Lecturing Method

In summary, lecturing method in use has the following effect on learners learning ways (a) learners only transcribe, memorize and reproduce knowledge, (b) learners frequently forget or never learn much of the materials taught, (c) learners are placed in passive rather than active role which hinder learning and learners' attention may be lost, (d) instructor cannot interact with all learners on each point, (e) instructors find it difficult to hold the attention of learners, and (f) instructors cannot estimate learners' progress before examination.

So the weakness in lecturing method the learning process is not interactive because the students just listen the explanation of the teachers. The students should pay more attention if they want to understand about the subject. It means the students not more active in learning process.

6.4. The Procedures of Lecturing Method

The following are the procedures of lecturing method (a) teacher guides the students and checks the attendance list, and then introduce the lesson that will be teach, (b) the teacher gives a text for each students, (c) the teacher asks the students

to read the text, and (d) after finishing reading, the teacher asks the students to answer the question.

7. Related Previous Studies

In this research, the researcher has reading several paper, the previous study those are:

- a. Fanny Dwi Pratiwi (2012) with the title “The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Reading Comprehension in News Item Text of The First Year Student at State Islamic Senior High School Dumai”. The objectives to find out the ability of the first year students in comprehending news item reading text by using Read, Encode, Annotate, and Ponder (REAP) strategy, and to obtain the effect of using Read, Encode, Annotate, and Ponder (REAP) strategy toward reading comprehension in News Item Text of the first year students at State Islamic Senior High School Dumai. The result of analyzing the data was null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted it meant that there was significant effect of using REAP strategy toward the Reading Comprehension of The First Year Students at State Islamic Senior High School Dumai.
- b. Solemah (2016) with the title “Developing Student Reading Comprehension on Narrative Text Through Read, Encode, Annotate, Ponder (REAP)” (An Experimental Research Study at The Second Grade of MTs Bustanul Muta'alimin Curug-Agung Baros). In this research, the researcher found that the students have difficulties in understanding narrative text especially in

identification and weakness of vocabulary. After giving the treatments with using REAP teaching strategy in learning reading comprehension on narrative text. The student get easiness in understanding the content of text and easy to know the vocabularies in the text.

8. Conceptual Framework

Reading is one of the language skills of language learning. So, reading is one of English language skills considered important for students' growth as an individual in many aspects of life. Based on its importance, it is taught more emphasize compared to other language skills. In reading comprehension, the students are served as many instruction tasks varies in levels of comprehension from the lower into higher as it is stated previously. Many students feel if reading subject is very difficult. This information came from the teachers that teaching English. So, many students' reading score is low. To solve this problem the teacher must use a strategy to increase reading comprehension of the students.

Strategy is expected to minimize the difficulties faced when the students are provided with this kind of reading. In this study, REAP is one of some strategy selected to use. In REAP, the students help themselves to read well and more rapidly by selected what is important idea that they get in the text.

In conclusion, this strategy guides the students to understanding the text and to make the connections about what they have read. In order to this strategy synthesize the students thinking to improve their comprehension for active reading.

In another word by use the interactive REAP Strategy develops students' reading comprehension.

B. Hypothesis

By using the hypothesis, it will make the researcher easier to focus the research. Therefore, in this research, the researcher would like to formulate the hypothesis as follow:

H_a : There is a significant effect of using REAP strategy on the students' achievement in reading comprehension.

H_0 : There is no significant effect of using REAP strategy on the students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted in August 2019 at SMA Swasta Dharmawangsa Medan, which was located at Jl. KL Yos Sudarso No.224, Kec. Glugur Kota, Kel. Medan Barat, Kota Medan. The implementation of the research was in the first semester academic year of 2019/2020.

B. Population and Sample

1. Population

The population in this research was XI grade of SMA Swasta Dharmawangsa Medan in the academic year 2019/2020. The population which consisted of 420 students. The table of population as shown in the following table:

Table 3.1
Population of the Research

No.	Classes	Population
1.	XI MIPA 1	36
2.	XI MIPA 2	35
3.	XI MIPA 3	36
4.	XI MIPA 4	35
5.	XI MIPA 5	36
6.	XI MIPA 6	36
7.	XI MIPA 7	34
8.	XI MIPA 8	36
9.	XI MIPA 9	35
10.	XI IPS 1	33
11.	XI IPS 2	34
12.	XI IPS 3	34
Total		420

2. Sample

To take the sample, researcher was used purposive sampling. The researcher took students in XI class in SMA Swasta Dharmawangsa Medan as the sample of this study. The first, students in XI MIPA 5 were as Control Group while the second chosen were XI MIPA 7 as Experimental group. The table of sample as shown in the following table:

Table 3.2
Sample of the Research

No.	Classes	Sample
1.	XI MIPA 5	36
2.	XI MIPA 7	34
Total		70

C. Research Design

This research was conducted by using experimental quantitative research which consisted of pre-test, treatment and post-test in order to know the effect of using REAP strategy on the students' achievement in reading comprehension. In conducted the experimental research, the sample was divided into two groups, there were experimental and control group. The experimental was taught by using REAP strategy and the control group was taught by using lecturing method. The design of this research as shown in the following table::

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (XI MIPA 7)	✓	REAP Strategy	✓
Control (XI MIPA 5)	✓	Lecturing Method	✓

In this research there were three procedures was used to collected the data. They were pre-test, treatment, and post-test that was given to experimental group and control group.

1. Pre-test

The pre-test was conducted to find out the students' ability in analytical exposition text especially in reading comprehension before had the treatment. The pre-test was given to the experimental group and control group and their works were scored.

2. Treatment

A treatment was given to the students. The experimental group was taught by using REAP strategy and the control group was taught by using lecturing method.

3. Post-test

The post-test was given to both groups, experimental and control group after applied the treatment. In order to know their mean score of experimental group after received treatment. The researcher used this post-test is to know the effect of using REAP strategy on the students' achievement in reading comprehension about analytical exposition text.

D. Instrument of Research

To collecting data the researcher used the test as the instrument of this research, the test was multiple choices test. Multiple choices test which consisted

of 20 items. Each correct answer was given 1 point and incorrect answer 0. So the highest score was 100 calculating by using formula:

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

The material of test was about analytical exposition text. The procedure in administrating to both groups after they thought by using REAP strategy and lecturing method. The test was taken from students' exercise book Ringkasan Materi dan Latihan (Brilian) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI.

E. Technique of Collecting Data

In collecting the data, some steps were applied as follows (1) giving the pre-test to both groups, (2) scoring the students' test, (3) giving treatment to both groups, the experimental group was taught by using REAP strategy and the control group was taught by using lecturing method (4) giving post-test to both group, and (5) scoring the students' test.

F. Technique of Analyzing Data

From the data, the calculation was made to find out whether applying REAP strategy could be helpful in reading comprehension. The data were calculated by using t-test from Sudijono (2018).

1. Finding the Mean by using the formula:

a. Mean of Experimental Group

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2018: 81})$$

b. Mean of Control Group

$$M_y = \frac{\sum y}{N}$$

2. Finding the Standard Deviation by using the formula:

a. Standard Deviation (SD) of Experimental Group

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2018: 157})$$

b. Standard Deviation (SD) of Control Group

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

3. Finding the Standard Error by using the formula:

a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2018: 282})$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

4. Finding the Standard Error differential between M_x and M_y by using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono, 2018: 283})$$

5. Finding t_0 by using the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}} \quad (\text{Sudijono, 2018: 284})$$

Where:

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental 1 group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

SE_{M1} = Standard Error of Mean of experimental group

SE_{M2} = Standard Error of Mean of control group

SE_{M1-M2} = Standard Error differential between M_x and M_y

t_0 = Test Observation

G. Statistical Hypothesis

In this research statistical hypothesis is used to device whether the hypothesis will be accepted or rejected. The statistical statistic formula:

If $t - \text{test} > t - \text{table} = H_a$ is accepted and H_0 is rejected

If $t - \text{test} < t - \text{table} = H_a$ is rejected and H_0 is accepted

Where:

H_a : There is a significant effect of using REAP strategy on the students' achievement in reading comprehension. (The hypothesis is accepted)

H_0 : There is no significant effect of using REAP strategy on the students' achievement in reading comprehension. (The hypothesis is rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In order to get the data of the study, the researcher: (1) gave pre-test, (2) did the treatment, and (3) gave the post-test. After the data were collected, the researcher compared the result of experimental group and the result of control group to know whether there was significant effect on teaching students by using REAP strategy in teaching reading comprehension in analytical exposition text.

The following are the students' scores on the pre-test and post-test to the experimental and control group.

Table 4.1
The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Score	
		Pre-test	Post-test
1.	AC	40	50
2.	AMA	25	70
3.	ARG	25	95
4.	AU	30	70
5.	CY	55	70
6.	DA	35	70
7.	DS	25	85
8.	DR	35	65
9.	ESD	40	60
10.	FF	30	60
11.	HAP	30	65
12.	JP	35	65
13.	JRHS	45	70
14.	LTS	55	70
15.	MF	25	70
16.	MFN	30	70
17.	MAP	30	70

18.	MAA	25	50
19.	MIR	25	90
20.	MKIR	25	70
21.	MLAK	20	80
22.	MRMN	20	60
23.	NF	25	50
24.	NEN	35	70
25.	PN	35	65
26.	RS	50	65
27.	RW	45	60
28.	SH	45	70
29.	SIZ	50	75
30.	SI	50	70
31.	SS	40	90
32.	TLAA	15	70
33.	TSS	45	50
34.	ZA	45	70
Total		1185	2330

From the table above, it can be said that from 34 students in the pre-test of experimental group, the students got the lowest score 15 was 1 student and the highest score 55 were 2 students. The total score of pre-test of experimental group was 1185. And from 34 students in the post-test of experimental group, the students got the lowest score 50 were 4 students and the highest score 95 was 1 student. The total score of post-test of experimental group was 2330.

Table 4.2
The Score of Pre-Test and Post-Test of Control Group

No.	Students' Initial	Score	
		Pre-test	Post-test
1.	AAS	35	50
2.	AK	40	80
3.	AIC	65	80
4.	AH	35	60
5.	AR	80	100
6.	CIS	50	65
7.	DKP	65	75

8.	DS	30	50
9.	DSN	55	80
10.	FKS	25	65
11.	HR	30	55
12.	IMS	55	65
13.	IPA	45	80
14.	JS	45	75
15.	MFAF	55	65
16.	MRF	50	75
17.	MH	40	65
18.	MPY	30	75
19.	MARM	65	85
20.	MFR	50	75
21.	MRS	70	85
22.	NA	55	65
23.	NASZ	65	80
24.	NL	55	65
25.	OZZR	25	75
26.	RH	60	75
27.	RN	40	70
28.	RAP	45	75
29.	RAM	70	100
30.	RR	65	75
31.	SA	60	95
32.	TAP	55	65
33.	TPN	25	70
34.	TDS	60	85
35.	WHP	50	75
36.	WIP	60	75
Total		1805	2650

From the table above, it could be said that from 36 students in the pre-test of control group, the students got the lowest score 25 were 3 students and the highest score 80 was 1 student. The total score of pre-test of control group was 1805. And from 36 students in the post-test of control group, the students got the lowest score 50 were 2 students and the highest score 100 were 2 students. The total score of post-test of control group was 2605.

B. Data Analysis

The effect of using REAP (read, encode, annotate, ponder) strategy of the students' achievement in reading analytical exposition text. Based on the data from the best score were analyzed in other to know differences between pre-test and post-test in experimental group, it could be seen below.

1. Mean

a. Mean of Variable X (Variable 1)

Table 4.3
The Differences Scores of Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Pre-test (x_1)	Post-test (x_2)	$X(x_2 - x_1)$
1.	AC	40	50	10
2.	AMA	25	70	50
3.	ARG	25	95	70
4.	AU	30	70	40
5.	CY	55	70	15
6.	DA	35	70	35
7.	DS	25	85	60
8.	DR	35	65	30
9.	ESD	40	60	20
10.	FF	30	60	30
11.	HAP	30	65	35
12.	JP	35	65	30
13.	JRHS	45	70	25
14.	LTS	55	70	15
15.	MF	25	70	45
16.	MFN	30	70	40
17.	MAP	30	70	40
18.	MAA	25	50	25
19.	MIR	25	90	65
20.	MKIR	25	70	45
21.	MLAK	20	80	60
22.	MRMN	20	60	40
23.	NF	25	50	25
24.	NEN	35	70	35
25.	PN	35	65	30
26.	RS	50	65	15
27.	RW	45	60	15
28.	SH	45	70	25

29.	SIZ	50	75	25
30.	SI	50	70	20
31.	SS	40	90	50
32.	TLAA	15	70	55
33.	TSS	45	50	5
34.	ZA	45	70	25
Total		$x_1 = 1185$	$x_2 = 2330$	$\sum X = 1150$

The data of table 4.3 shown that the calculation mean of experimental group as follow:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1150}{34}$$

$$M_x = 33.82$$

b. Mean of Variable Y (Variable II)

Table 4.4
The Differences Scores of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Pre-test (y_1)	Post-test (y_2)	$Y (y_2 - y_1)$
1.	AAS	35	50	15
2.	AK	40	80	40
3.	AIC	65	80	15
4.	AH	35	60	25
5.	AR	80	100	20
6.	CIS	50	65	15
7.	DKP	65	75	10
8.	DS	30	50	20
9.	DSN	55	80	25
10.	FKS	25	65	40
11.	HR	30	55	25
12.	IMS	55	65	10
13.	IPA	45	80	35
14.	JS	45	75	30
15.	MFAF	55	65	10
16.	MRF	50	75	25
17.	MH	40	65	25

18.	MPY	30	75	45
19.	MARM	65	85	20
20.	MFR	50	75	25
21.	MRS	70	85	15
22.	NA	55	65	10
23.	NASZ	65	80	15
24.	NL	55	65	10
25.	OZZR	25	75	50
26.	RH	60	75	15
27.	RN	40	70	30
28.	RAP	45	75	30
29.	RAM	70	100	30
30.	RR	65	75	10
31.	SA	60	95	35
32.	TAP	55	65	10
33.	TPN	25	70	45
34.	TDS	60	85	25
35.	WHP	50	75	25
36.	WIP	60	75	15
Total		$y_1 = 1805$	$y_2 = 2650$	$\sum Y = 845$

The data of table 4.4 shown that the calculation mean of control group as follow:

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{845}{36}$$

$$M_y = 23.47$$

2. Standard Deviation (SD)

a. Standard Deviation (SD) of Variable X (Variable I)

Table 4.5
The Calculation of Standard Deviation in Experimental Group

No.	Students' Initial	$X(x_2 - x_1)$	$X = (X - M_x)$	$(X - M_x)^2$
1.	AC	10	-23,82	567,39
2.	AMA	50	16,18	261,79
3.	ARG	70	36,18	1.308,99
4.	AU	40	6,18	36,19
5.	CY	15	-18,82	354,19
6.	DA	35	1,18	1,39
7.	DS	60	26,18	685,39
8.	DR	30	-3,82	14,59
9.	ESD	20	-13,82	190,99
10.	FF	30	-3,82	14,59
11.	HAP	35	1,18	1,39
12.	JP	30	-3,82	14,59
13.	JRHS	25	-8,82	77,79
14.	LTS	15	-18,82	354,19
15.	MF	45	11,18	124,99
16.	MFN	40	6,18	36,19
17.	MAP	40	6,18	36,19
18.	MAA	25	-8,82	77,79
19.	MIR	65	31,18	972,19
20.	MKIR	45	11,18	124,99
21.	MLAK	60	26,18	685,39
22.	MRMN	40	6,18	36,19
23.	NF	25	-8,82	77,79
24.	NEN	35	1,18	1,39
25.	PN	30	-3,82	14,59
26.	RS	15	-18,82	354,19
27.	RW	15	-18,82	354,19
28.	SH	25	-8,82	77,79
29.	SIZ	25	-8,82	77,79
30.	SI	20	-13,82	190,99
31.	SS	50	16,18	261,79
32.	TLAA	55	21,18	448,59
33.	TSS	5	-28,82	830,59
34.	ZA	25	-8,82	77,79
Total		$\sum X = 1150$		$\sum X^2 = 8744,86$

The data of table 4.5 shown that the calculation standard deviation of experimental group as follow:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{8744,86}{34}} \\
 &= \sqrt{257,20} \\
 &= 16,03
 \end{aligned}$$

b. Standard Deviation (SD) of Variable Y (Variable II)

Table 4.6
The Calculation of Standard Deviation in Control Group

No.	Students' Initial	$Y (y_2 - y_1)$	$Y = (Y - M_y)$	$(Y - M_y)^2$
1.	AAS	15	-8,47	71,74
2.	AK	40	16,53	273,24
3.	AIC	15	-8,47	71,74
4.	AH	25	1,53	2,34
5.	AR	20	-3,47	12,04
6.	CIS	15	-8,47	71,74
7.	DKP	10	-13,47	181,44
8.	DS	20	-3,47	12,04
9.	DSN	25	1,53	2,34
10.	FKS	40	16,53	273,24
11.	HR	25	1,53	2,34
12.	IMS	10	-13,47	181,44
13.	IPA	35	11,53	132,94
14.	JS	30	6,53	42,64
15.	MFAF	10	-13, 47	181,44
16.	MRF	25	1,53	2,34
17.	MH	25	1,53	2,34
18.	MPY	45	21,53	463,54
19.	MARM	20	-3,47	12,04
20.	MFR	25	1,53	2,34
21.	MRS	15	-8,47	71,74

22.	NA	10	-13,47	181,44
23.	NASZ	15	-8,47	71,74
24.	NL	10	-13,47	181,44
25.	OZZR	50	26,53	703,84
26.	RH	15	-8,47	71,74
27.	RN	30	6,53	42,64
28.	RAP	30	6,53	42,64
29.	RAM	30	6,53	42,64
30.	RR	10	-13,47	181,44
31.	SA	35	11,53	132,94
32.	TAP	10	-13,47	181,44
33.	TPN	45	21,53	463,54
34.	TDS	25	1,53	2,34
35.	WHP	25	1,53	2,34
36.	WIP	15	-8,47	71,74
Total		$\sum Y = 845$		$\sum y^2 = 4440,94$

The data of table 4.6 shown that the calculation standard deviation of control group as follow:

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{4440,94}{36}} \\
 &= \sqrt{123,35} \\
 &= 11,10
 \end{aligned}$$

Based on the calculation above shown the facts were presented as follows:

$$SD_x = 16,03$$

$$SD_y = 11,10$$

$$N_1 = 34$$

$$N_2 = 36$$

$$X = 1150$$

$$Y = 845$$

$$(X - M_x)^2 = 8744,86$$

$$(Y - M_y)^2 = 4440,94$$

Therefore, the formula above were implemented as follows:

3. Standard Error

a. Standard Error of Experimental Group

$$\begin{aligned} SE_{M1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{16,03}{\sqrt{34 - 1}} \\ &= \frac{16,03}{\sqrt{33}} \\ &= \frac{16,03}{5,74} \\ &= 2,79 \end{aligned}$$

b. Standard Error of Control Group

$$\begin{aligned} SE_{M2} &= \frac{SD_2}{\sqrt{N_2 - 1}} \\ &= \frac{11,10}{\sqrt{36 - 1}} \\ &= \frac{11,10}{\sqrt{35}} \end{aligned}$$

$$= \frac{11,10}{5,91}$$

$$= 1,87$$

c. The Differences of Standard Error

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{(2,79)^2 + (1,87)^2}$$

$$= \sqrt{7,78 + 3,49}$$

$$= \sqrt{11,27}$$

$$= 3,35$$

C. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test value was seen in the following calculation:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{33,82 - 23,47}{3,35}$$

$$= \frac{10,35}{3,35}$$

$$= 3,08$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the t_o was higher than the value of the t_{table} ($t_{observe} > t_{table}$),

to Where t_{table} value for the degree of freedom was calculated as follows:

$$\begin{aligned} Df &= (N_1 + N_2 - 2) \\ &= (34 + 36 - 2) \\ &= 68 \end{aligned}$$

After seeking the table of distribution, the price of t_{table} with the degree of freedom (df) 68 at the level of significance 5% was at 2.00, while the critical value ($t_{observe}$) was 3.08. Based on the calculation of testing hypothesis above, it was found that the value of $t_{observe}$ was higher than t_{table} ($3.08 > 2.00$) therefore, alternative hypothesis (H_a) was accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was a significant effect of REAP strategy on the students' achievement in reading analytical exposition text, it was prove from the calculation of $t_{observe}$ which was higher than t_{table} , $3,08 > 2,00$, at $\alpha = 0,05$, and $df = 68$ it means that the alternative hypothesis or H_a is accepted.

B. Suggestion

Reffering to the conclusions above, some suggestions were stated as the following (1) the English teachers had better applying REAP strategy in teaching reading in order to increase their students' achievement in reading because it has been proved that the strategy gave the better out come to students' achievement, (2) the students should use this strategy in reading text to help them extracting the information of a text. This strategy is able to improve the readers' reading achievement, and (3) the readers, especially at UMSU library are encourages to have a lot of information about teaching learning experiences for them.

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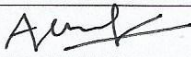
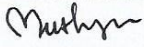
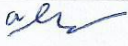
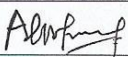








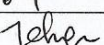

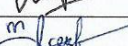

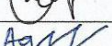





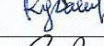

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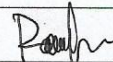
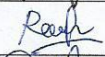
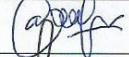
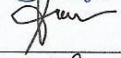
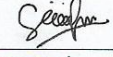


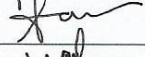


<https://www.nurdiono.com/generic-structure-of-analytical-exposition-text.html>
Accessed 01 May 2019.

APPENDIX I

ATTENDANCE LIST (Experimental Group)

No.	Student's Name	Signature
1.	Alfredo Chandra	
2.	Amanda Mutiya Abdel	
3.	Arya Rahman Gea	
4.	Asti Umaita	
5.	Cindy Yunisa	
6.	Difa Alisya	
7.	Dwiki Syahputra	
8.	Dwy Rahmadayanti	
9.	Eriza Syahraini Damanik	
10.	Fadli Faturrachman	
11.	Hidayat Akhmad Pratama	
12.	Jenny Patricia	
13.	Jihan R.H. Sanjaya	
14.	Laila Tri Sabrina	
15.	Maya Fadillah	
16.	Miftah Fariz Nasution	
17.	M. Agung Pramudia	
18.	M. Asril Azmi	
19.	M. Iqbal Rafiq	
20.	M. Kevin Indra Ramadhan	
21.	M. Lazuardi Al-Khair	
22.	M. Ryza Maulana Nasution	
23.	Nabil Fauzan	
24.	Nadya Ernada Nasution	

25.	Putri Nabila	<i>Pmrf</i>
26.	Rafli Syahrizad	<i>Raf</i>
27.	Rini Wardhani	<i>Rlrmf</i>
28.	Salsabila Hamdini	<i>Sf</i>
29.	Satrio Ismi Zhanoya	<i>Saf</i>
30.	Syazwana Izni	<i>Syriazh</i>
31.	Syerina Sary	<i>Syerina</i>
32.	Tessa Lonica Agsan Afandi	<i>Tlhf</i>
33.	Tria Silla Shafira	<i>Tlhf</i>
34.	Zhidan Aziz	<i>Zmrf</i>

27.	Ridwan Novrizal	
28.	Rifky Anggi Prayuda	
29.	Rizky Aldo Manik	
30.	Rofiqoh Romadhoni	
31.	Shofia Adelia	
32.	Tania Angelica Putri	
33.	Tiara Pakar Ningrum	
34.	Tria Dara Syakina	
35.	Wahyu Hadipurnomo	
36.	Widya Indah Pratiwi	

APPENDIX II

LESSON PLAN (Control Group)

Name of School : SMA Swasta Dharmawangsa Medan
Subject : English
Class/ Semester : XI / 1
Material : Analytical exposition text
Skill : Reading
Time Allocation : 2x45 minutes

A. CORE COMPETENCE

- KI 1 : Respect and appreciate the teachings of their religion
- KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with the social and natural environment as well as in position ourselves as a reflection of the nation in the association world.
- KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural, based on his curiosity about science, technology, arts, culture, humanities and with insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve problems.
- KI 4 : Processing, reasoning, and presenting in the realm of the concrete and abstract domains associated with the development of the independently learned at school, and was able to use the method according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicator
1.1. Grateful for the opportunity can learn English as an international language of communication that is embodied in the spirit of learning	1.1. Expressing being able to be grateful for the opportunity to learn English as the language of instruction for international communication is manifested in the spirit of learning
2.3. Demonstrate responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.	2.3. Students can show behavioral responsibility, caring, cooperation and peace of mind, in carrying out functional communication.
3.10. Analyzing social function, the structure of the text, and the linguistic elements of the text analytical exposition about the hot topic discussed generally, according to the context of its use.	3.10. Students can analyze social functions, text structures, and linguistic elements from analytical exposition texts on topics that are commonly discussed, in accordance with the context of their use.
4.14. Catch meaning in analytical exposition text about the hot topic discussed generally.	4.14. Students can grasp the meaning in analytical exposition texts on topics that are commonly discussed

C. INSTRUCTIONAL OBJECTIVES

1. Students able to understand the purpose of expository text in type analytical exposition text
2. Students able to comprehend the text
3. Students able to identify the main idea of each paragraph

D. MATERIAL

Definition of analytical exposition

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around.

The social function of analytical exposition

The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

The purpose of analytical exposition

The purpose of analytical exposition is to reveal the readers that something is the important case.

Generic Structure of Analytical exposition text

- 1) **Thesis:** In this section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.
- 2) **Arguments:** The topic discussed by the author is a very important topic or need attention. In this section the author presents the arguments or the opinions that supports the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.
- 3) **Reiteration:** This section is always located at the end of paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

E. LEARNING METHOD

Approach : Scientific Approach

Strategy : Observation, Questioning, Exploration, Association, and
Networking

F. INSTRUCTIONAL MEDIA

Media : Students' exercise book

G. SOURCE OF LEARNING

- Students' exercise book Ringkasan Materi dan Latihan (Brilian) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI.

H. LEARNING ACTIVITIES

	Learning Activities	Time Allocation
Pre-activities	<ul style="list-style-type: none">• Teacher guides the students and checks the attendance list• Teacher introduces the lesson that will be teach• Students give responses to the teacher and listen to the teacher	10 minutes
Main Activities	Observing <ul style="list-style-type: none">• The teacher explains about analytical exposition text• The teacher gives a text for each students.• The students have the text about analytical exposition.	60 minutes
	Questioning <ul style="list-style-type: none">• The students ask about analytical exposition text	
	Exploring <ul style="list-style-type: none">• The teacher asks the students to read the text analytical exposition• The students read a text loudly	
	Associating <ul style="list-style-type: none">• The teacher asks the students to answer the questions	
	Networking <ul style="list-style-type: none">• The students answer the questions	

	Associating <ul style="list-style-type: none"> • The teacher asks the students to answer the questions 	
	Networking <ul style="list-style-type: none"> • The students answer the questions 	
Post Activities	<ul style="list-style-type: none"> • The students and teacher make conclude about the lesson • The teacher gives the homework • The teacher closes the lesson with greeting the students 	10 minutes

I. ASSESSMENT

1. Technic of assessment : reading test
2. Form of assessing : multiple choice

Formula:

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

Medan, 17 May 2019

Known by,
English Teacher


Erawati, S.Pd

The researcher


Vivin Agustin

The Headmaster of
SMA Swasta Dharmawangsa Medan


Drs. Sutrisno

APPENDIX III

LESSON PLAN (Experimental Group)

Name of School : SMA Swasta Dharmawangsa Medan
Subject : English
Class/ Semester : XI / 1
Material : Analytical exposition text
Skill : Reading
Time Allocation : 2x45 minutes

A. CORE COMPETENCE

- KI 1 : Respect and appreciate the teachings of their religion
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- KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural, based on his curiosity about science, technology, arts, culture, humanities and with insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve problems.
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3.10. Analyzing social function, the structure of the text, and the linguistic elements of the text analytical exposition about the hot topic discussed generally, according to the context of its use.	3.10. Students can analyze social functions, text structures, and linguistic elements from analytical exposition texts on topics that are commonly discussed, in accordance with the context of their use.
4.14. Catch meaning in analytical exposition text about the hot topic discussed generally.	4.14. Students can grasp the meaning in analytical exposition texts on topics that are commonly discussed

C. INSTRUCTIONAL OBJECTIVES

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2. Students able to comprehend the text
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Generic Structure of Analytical exposition text

- 4) **Thesis:** In this section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.
- 5) **Arguments:** The topic discussed by the author is a very important topic or need attention. In this section the author presents the arguments or the opinions that supports the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.
- 6) **Reiteration:** This section is always located at the end of paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

E. LEARNING METHOD

Approach : REAP Strategy

Strategy : Read, Encode, Annotate and Ponder

F. INSTRUCTIONAL MEDIA

Media : Students' exercise book

G. SOURCE OF LEARNING

- Students' exercise book Ringkasan Materi dan Latihan (Brilian) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI.

H. LEARNING ACTIVITIES

	Learning Activities	Time Allocation
Pre-activities	<ul style="list-style-type: none">• Teacher guides the students and checks the attendance list• Teacher introduces the lesson that will be teach• Students give responses to the teacher and listen to the teacher	10 minutes
Main Activities	Observing <ul style="list-style-type: none">• The teacher shows some pictures, the title of the text and asks some questions.• The students give responses to the teacher• The teacher gives the analytical exposition text to read individually• The students get the analytical exposition text• The teacher asks the students to read silently the text by two or three times.• The students read silently the analytical exposition text.	60 minutes
	Questioning <ul style="list-style-type: none">• The students ask about analytical exposition text	

	Exploring <ul style="list-style-type: none"> • The teacher leads to find some of the difficult words. • The students search the difficult words in the analytical exposition text • The teacher asks some students to write down the difficult words in the whiteboard • Some students write the difficult words in the whiteboard. • The teacher leads the students to find about the meaning or the synonym of the difficult words. • The students begin to find the meaning or the synonym of the difficult words. 	
	Associating <ul style="list-style-type: none"> • The teacher asks the students to write down their idea about the content by following the generic structure of analytical exposition text. • The students write the idea about the content of the analytical exposition text. 	
	Networking <ul style="list-style-type: none"> • The teacher asks the students to make a summary about the analytical exposition text. • The students write a brief summary. 	
Post Activities	<ul style="list-style-type: none"> • The teacher gives the homework • The teacher closes the lesson with greeting the students 	10 minutes

I. ASSESSMENT

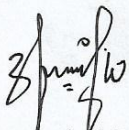
1. Technic of assessment : reading test
2. Form of assessing : multiple choice

Formula:

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

Medan, 17 May 2019

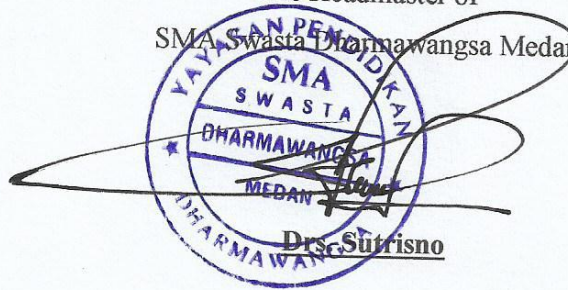
Known by,
English Teacher


Erawati, S.Pd

The researcher


Vivin Agustin

The Headmaster of
SMA Swasta Dharmawangsa Medan



NAME :
CLASS :
SCHOOL :

Read the text to answer questions number 1 to 5

Building Strong Relationship

Since building Indonesian nation in 1945, Indonesia shared a positive and friendly relationship with Australia.

In 1947, Australia supported Indonesia's struggle for independence by placing embargos on Dutch supplies, arms and troops. Australian dock workers went on strike and significant numbers of Australians demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesians was based on the friendship that developed between Australian soldiers and the Indonesia people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at that time. It is significant for Indonesia and Asian neighbors to strengthen the relationship.

1. Which one is a thesis based on the text?
 - a. In 1947, A strong-imperialist was in Australia.
 - b. The Dutch were unable to ship supplies through Australian ports.
 - c. Indonesia shared a positive and friendly relationship with Australia.
 - d. Australia supported Indonesia's struggle for independence by placing embargos
 - e. Australian's demonstration was supporting Indonesian's independence at that time.
2. Which paragraph is an argument based on the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 - e. Paragraph 2 and paragraph 3
3. What do you think about paragraph two?
 - a. Australian demonstrated in 1947.
 - b. Australian's ports were forbidden by the country
 - c. A Dutch were unable to access Indonesian's port.
 - d. The Dutch stopped their troops' supply in Indonesia.
 - e. Australia supported Indonesia's Independence by placing an embargo to Dutch.
4. "There was also a strong anti-imperialist." (paragraph 3)
What is the antonym of the underlined word?
 - a. Less
 - b. Super
 - c. Weak
 - d. Strength
 - e. Powerful
5. Which one is reiteration of the text?
 - a. Indonesia shared a positive and friendly relationship with Australia.
 - b. Australia supported Indonesia's Independence by placing an embargo to Dutch.
 - c. It is significant for Indonesia and Asian neighbors to strengthen the relationship
 - d. Much of the support Australians gave to Indonesians was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

Read the text to answer questions number 6 to 10.

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song which means your English progress. Some underlying reason, can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

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Furthermore, song can be appropriated by listener for their own purposes. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself or within one group. They are also important tools in sustaining culture, religion, patriotism and years, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning English through music and songs English can be enjoyable and fun.

6. The text is about...

- a. Learning songs
- b. Music listeners
- c. The phenomenon
- d. Very enjoyable music
- e. Using songs in language learning

7. What is the communicative purpose of the text?

- a. To explain about the song
- b. To tell the reader about the songs.
- c. To show the reader the use of songs.
- d. To entertain the reader with the songs.
- e. To persuade the reader to use songs in learning language.

8. The generic structures of the text are...

- a. thesis - arguments - reiteration
- b. general statement - arguments
- c. thesis- arguments - recommendation
- d. general statement - sequential explanation
- e. newsworthy events - background - events- sources

9. "They provide variety and fun, and encourage harmony within oneself and within one group"

The underlined word refers to....

- a. people
- b. songs
- c. learners

- d. activities
- e. groups

10. Based on the text, how many reason are there for using songs in learning language?

- a. 2
- b. 3
- c. 4
- d. 5
- e. 6

Read the text to answer questions number 11 to 15.

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location. From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

11. What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
- d. The importance of reading
- e. The disadvantages of reading

12. Why is reading very important in our life?

- a. Because we can get a lot of friends, relatives, experience, etc.
- b. Because we are always relaxed.
- c. Because we can get little knowledge but a lot of entertainment.
- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

13. What should we do if we want to get knowledge?

- a. Buy a lot of book
- b. Read a lot of books and other printed materials
- c. Look for newspaper and magazine
- d. Sell and buy many expensive books
- e. Borrow a lot of books

14. What is the social function of the text?

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- e. To persuade the reader

15. Which one is the thesis of the paragraph?

- a. 1st
- b. 2nd
- c. 3rd
- d. 4th
- e. 5th

Read the text to answer questions number 16 to 20.

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be

put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

At the end, smoking is dangerous, and cause a health risk to the smokers. Cigarettes cause heart and lung disease, and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others, and a health risk to the smokers and should not be allowed in any restaurants.

- c. point of view
- d. statement
- e. reinforcement

18. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to...

- a. description
- b. analytical exposition
- c. anecdote
- d. narration
- e. procedure

16. Why should we avoid smoking in the restaurant?

- a. Because it is harmful to other.
- b. Because it is impolite to other
- c. Because it can cause heart and lung disease
- d. Because it's dangerous to the smokers.
- e. All answers are correct.

17. "We have many reasons to say that smoking must be avoided."

The word *reasons* means....

- a. conclusion
- b. argument

19. What is the purpose of the text?

- a. To inform the readers to the readers
- b. To persuade the readers
- c. To argue about smoking to the readers
- d. To tell a story to the readers
- e. To describe to the readers

20. The synonym of the underlined word in the text is...

- a. rude
- b. impolite
- c. health risk
- d. harmful
- e. disease

APPENDIX V

Answer Key

1. c. Indonesia shared a positive and friendly relationship with Australia.
2. e. Paragraph 2 and paragraph 3
3. e. Australia supported Indonesia's Independence by placing an embargo to Dutch
4. c. Weak
5. c. It is significant for Indonesia and Asian neighbors to strengthen the relationship
6. e. Using songs in language learning
7. e. To persuade the readers to use songs in learning language
8. a. Thesis- arguments- reiteration
9. b. songs
10. d. 5
11. d. The importance of reading
12. e. Because we can get a lot of knowledge, news, information and entertainment.
13. b. Read a lot of books and other printed materials
14. e. To persuade the readers
15. a. 1st
16. e. All answers are correct.
17. b. Argument
18. b. Analytical exposition
19. b. To persuade the readers
20. d. Harmful

B=14

NAME : Rizky Aldo Manik
 CLASS : XI - MIPA 5
 SCHOOL : SMA Dharmawangsa

PRE-TEST

Read the text to answer questions number 1 to 5

Building Strong Relationship

Since building Indonesian nation in 1945, Indonesia shared a positive and friendly relationship with Australia.

In 1947, Australia supported Indonesia's struggle for independence by placing embargos on Dutch supplies, arms and troops. Australian dock workers went on strike and significant numbers of Australians demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesians was based on the friendship that developed between Australian soldiers and the Indonesia people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at that time. It is significant for Indonesia and Asian neighbors to strengthen the relationship.

1. Which one is a thesis based on the text?

- In 1947, A strong-imperialist was in Australia.
- ☒ The Dutch were unable to ship supplies through Australian ports.
- Indonesia shared a positive and friendly relationship with Australia.
- Australia supported Indonesia's struggle for independence by placing embargos
- Australian's demonstration was supporting Indonesian's independence at that time.

2. Which paragraph is an argument based on the text?

- Paragraph 1
- Paragraph 2
- ☒ Paragraph 3
- Paragraph 4
- Paragraph 2 and paragraph 3

3. What do you think about paragraph two?

- Australian demonstrated in 1947.
- Australian's ports were forbidden by the country
- A Dutch were unable to access Indonesian's port.
- The Dutch stopped their troops' supply in Indonesia.
- ☒ Australia supported Indonesia's Independence by placing an embargo to Dutch.

4. "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

- Less
- Super
- ☒ Weak
- Strength
- Powerful

5. Which one is reiteration of the text?

- Indonesia shared a positive and friendly relationship with Australia.
- Australia supported Indonesia's Independence by placing an embargo to Dutch.
- ☒ It is significant for Indonesia and Asian neighbors to strengthen the relationship

- d. Much of the support Australians gave to Indonesians was based on the friendship.
- e. The Dutch were unable to ship supplies through Australian ports during this period.

Read the text to answer questions number 6 to 10.

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song which means your English progress. Some underlying reason, can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although its usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

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In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself or within one group. They are also important tools in sustaining culture, religion, patriotism and years, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning English through music and songs English can be enjoyable and fun.

6. The text is about...

- a. Learning songs
- b. Music listeners
- c. The phenomenon
- d. Very enjoyable music
- ☒ e. Using songs in language learning

7. What is the communicative purpose of the text?

- a. To explain above the song
- b. To tell the reader about the songs.
- c. To show the reader the use of songs.
- d. To entertain the reader with the songs.
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8. The generic structures of the text are...

- ☒ a. thesis - arguments - reiteration
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9. "They provide variety and fun, and encourage harmony within oneself and within one group"

The underlined word refers to....

- a. people
- ☒ b. songs
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10. Based on the text, how many reason are there for using songs in learning language?

- a. 2
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Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make us relaxed.

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11. What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
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12. Why is reading very important in our life?

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13. What should we do if we want to get knowledge?

- a. Buy a lot of book
- ☒ b. Read a lot of books and other printed materials
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- d. Sell and buy many expensive books
- e. Borrow a lot of books

14. What is the social function of the text?

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- ☒ e. To persuade the reader

15. Which one is the thesis of the paragraph?

- ☒ a. 1st
- b. 2nd
- c. 3rd
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Read the text to answer questions number 16 to 20.

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Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be

put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

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17. "We have many reasons to say that smoking must be avoided."

The word *reasons* means....

- a. conclusion
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~~B=19~~ B=20

NAME : Rizky Aldo Manik
CLASS : XI-MIPA 5
SCHOOL : SMA 8 DHARMAWANGSA

POST-TEST

Read the text to answer questions number 1 to 5

Building Strong Relationship

Since building Indonesian nation in 1945, Indonesia shared a positive and friendly relationship with Australia.

In 1947, Australia supported Indonesia's struggle for independence by placing embargos on Dutch supplies, arms and troops. Australian dock workers went on strike and significant numbers of Australians demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesians was based on the friendship that developed between Australian soldiers and the Indonesia people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at that time. It is significant for Indonesia and Asian neighbors to strengthen the relationship.

1. Which one is a thesis based on the text?

- a. In 1947, A strong-imperialist was in Australia.
- b. The Dutch were unable to ship supplies through Australian ports.
- c. Indonesia shared a positive and friendly relationship with Australia.
- d. Australia supported Indonesia's struggle for independence by placing embargos
- e. Australian's demonstration was supporting Indonesian's independence at that time.

2. Which paragraph is an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
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- e. Paragraph 2 and paragraph 3

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- a. Australian demonstrated in 1947.
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What is the antonym of the underlined word?

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5. Which one is reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
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● Much of the support Australians gave to Indonesians was based on the friendship.

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19. What is the purpose of the text?

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- ☒ b. To persuade the readers
- c. To argue about smoking to the readers
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20. The synonym of the underlined word in the text is...

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- b. impolite
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APPENDIX VII

The Documentation of Research



Picture 1. The researcher gave the pre-test



Picture 2. The researcher began to describe about pre-test



Picture 3. The researcher gave the treatment



Picture 4. The researcher gave the post-test



Picture 5. The researcher control the class



Picture 6. The students collected the post-test



**MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

Form : K - 1

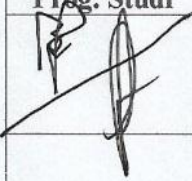
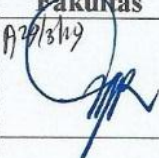
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Vivin Agustin
NPM : 1502050040
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK= 3,64

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using REAP (Read, Encode, Annotate, and Ponder) Strategy of the Students' Achievement in Reading Comprehension	
	An Analysis of Final-Year Students' Pronunciation Errors in Reading Academic	
	An Analysis of Language Shift of Javanese in "Yowis Ben"	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 18 Maret 2019
Hormat Pemohon,



Vivin Agustin

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

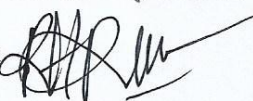
Nama Mahasiswa : Vivin Agustin
NPM : 1502050040
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy of the Students'
Achievement in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Rita Harisma, S.Pd., M.Hum

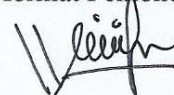
 4/4-2019.

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 April 2019

Hormat Pemohon,



Vivin Agustin

Keterangan

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 730 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama : Vivin Agustin
N P M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of using REAP (Read, Encode, Annotate and Ponder)
Strategy of the Students' Achievement in Reading Comprehension.

Pembimbing : Rita Harisma, SS, M.Hum


Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 4 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

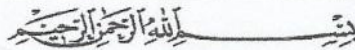
Medan, 28 Rajab 1440 H
04 April 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



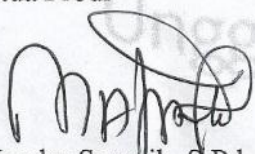
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Vivin Agustin
N.P.M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using REAP (Read, Encode, Annotate and Ponder) Strategy of the Students' Achievement in Reading Comprehension

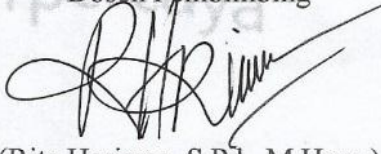
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 April 2019	Chapter I	
	- Background	
	- Scope and Limitation	
22 April 2019	Chapter II	
	- Relevant of the Studies	
	- Conceptual Framework	
10 May 2019	Chapter III	
	- Population and Sample	
	- Research Design	
17 May 2019	Chapter III	
	- Instrument of the Research	
20 May 2019	Acc to Seminar Proposal	

Medan, 20 Mei 2019

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing


(Rita Harisma, S.Pd., M.Hum.)

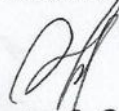
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu.. Tanggal 22.. Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

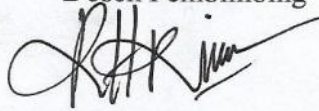
Nama Lengkap : Vivin Agustin
N.P.M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using REAP (Read, Encode, Annotate and Ponder) Strategy of the Students' Achievement in Reading Comprehension

No	Masukan dan Saran
Judul	OK.
Bab I	OK.
Bab II	Revised
Bab III	Revised
Lainnya	- References.
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

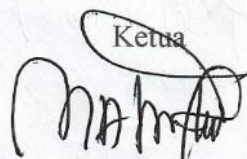
Dosen Pembahas


(Khairil S. Pd., M. Hum.)

Dosen Pembimbing

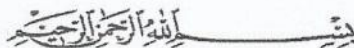

(Rita Harisma, S. Pd., M. Hum.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S. Pd., M. Hum.)

Sekretaris


(Pirman Ginting, S. Pd., M. Hum.)



LEMBAR PENGESAHAN PROPOSAL

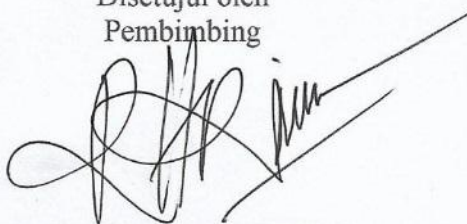
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Vivin Agustin
N.P.M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using REAP (Read, Encode, Annotate and Ponder)
Strategy of the Students' Achievement in Reading Comprehension

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh
Pembimbing



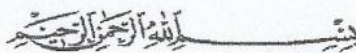
Rita Harisma, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Vivin Agustin
N.P.M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using REAP (Read, Encode, Annotate, Ponder)
Strategy of the Students' Achievement in Reading
Comprehension

Pada hari Rabu tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Khairil, S.Pd, M.Hum

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 453 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H
10 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMA Swasta Dharmawangsa Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Vivin Agustin
N P M : 1502050040
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy of the Students' Achievement in Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfianto Nst, S.Pd, M.Pd. A
NIDN : 40115057302


** Pertinggal **



YAYASAN PENDIDIKAN DHARMAWANGSA
SMA SWASTA DHARMAWANGSA
(A K R E D I T A S I A)

Jl. K.L. Yos Sudarso No. 224 Telp. (061) 6630426 - 6613783 FAX. (061) 6615190 MEDAN
NSS : 304076003200, NDS : 3007120125, NPSN : 10258913

SURAT KETERANGAN

Nomor : 1860 / A / IX / SMA / DW / 2019

Kepala SMA Swasta Dharmawangsa Medan, dengan ini menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : VIVIN AGUSTIN
NPM : 1502050040
Program Studi : Pendidikan Bahasa Inggris

adalah benar nama tersebut di atas telah melaksanakan penelitian di SMA Swasta Dharmawangsa Medan, pada tanggal 05-16 Agustus 2019 dengan Judul **“The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy of Students’ Achievement in Reading Comprehension”**

Demikian surat keterangan Penelitian ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 11 September 2019

Kepala Sekolah

Drs. Sutrisno
NIP. 19621114 199303 1 002

CURRICULUM VITAE

Name : Vivin Agustin
Place/ Date of Birth : Medan, 14 August 1997
Sex : Female
Religion : Islam
Address : Jl. Nusa Indah psr. VIII Gg. Cempaka No. 36 Tj.
Mulia, Medan Deli, Kota Medan
Parents' Name
a. Father's Name : Sumisran
b. Mother's Name : Keliyem

EDUCATION

1. Elementary School at SD Swasta PAB 27 Medan (2003-2009)
2. Junior High School at SMP Negeri 16 Medan (2009-2012)
3. Senior High School at SMA Swasta Dharmawangsa (2012-2015)
4. Students of English Department of FKIP UMSU (2015-2019)

Medan, September 2019



Vivin Agustin