

**THE USE OF *REAP* ( READ ENCODE ANNOTATE PONDER )  
STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Department*

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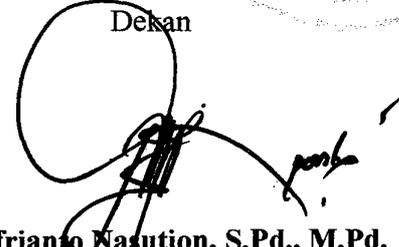
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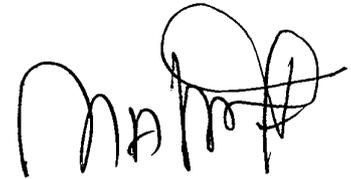
  
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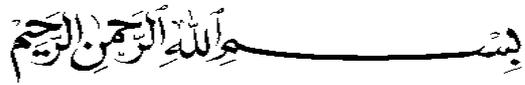
## ABSTRACT

**Yuningsih,Afrilda. 1402050062 “The Use of *REAP* (Read Encode Annotate Ponder) Strategy to Improve Students’ Reading Comprehension”. Skripsi: English Education Program. Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatera. Medan. 2018**

This study aims to determine the use of *REAP* strategy to improve students’ reading comprehension. This study was conducted at SMP Asuhan Jaya Medan on Jalan Kayu Putih, Tanjung Mulia. The sample was taken based on the teaching practising program (PPL). The number of sample were 36 students. The method of research applied classroom action research. It was applied to figure out the student’s activity during the use of *REAP* strategy to improve students’ reading comprehension. The instruments of this research were observation sheet ,questionnaire, portofolio and a reading comprehension test which consisted of 10 multiple choices. The researcher conducted two cycles in this research, there were two meetings in each cycle. This study uses qualitative and quantitative data to obtained the data and analysis through studies reflective. The quantitative data showed that the mean score in cycle I were 73.61, the mean score in cycle II were 88.88; the students who got score more than 75 in cycle I were 19 students and the percentage were 52.77%, the students who got score more than 75 in cycle II were 36 students and the percentage were 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students’ behaviour, from the questionnaire on the cycle II knows that there were improvement of the students during teaching and learning process. Based on the results from quantitative and qualitative data proved that *REAP* stratgey improved the students’ reading comprehension.

*Keywords: REAP Strategy, reading comprehension.*

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The title of this study is “ *The Use of REAP ( Read, Encode, Annotate, Ponder ) Strategy to Improve Students Reading Comprehension*. One of the proposing of writing a study is to fulfill on of requirements to get the degree of education from the Faculty of Teachers’ Training and Education of UMSU.

In finishing this study, there were many people support the researcher. Without them, it is impossible for her to finish it. Next, she would like to take this opportunity to say thank, especially for her parents, **Solihin** and **Rosmawar** who has given moral, material, support, loving care and affection since she has born till today. Therefore, the researcher would like to address her deep thankful to all people mention below:

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Finally, the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most almighty bless all of us.

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The Researcher,

Afrilda Yuningsih  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

Reading Comprehension is a major part of reading activity in which students build an understanding of a text. In this learning, the students can read the text quickly without comprehending the content of the text. However, reading comprehension is a capability that a student should have in obtaining information from the written text. The student should have a good reading comprehension to find out a good information of the text. Grabe and Stoller (2002:8) define reading comprehension as a success to develop a very complex ability then produces an understanding as something fun and easy to do.

In learning reading comprehension needs various techniques and strategies, where the strategies have an important role of achieving the goal of teaching reading comprehension. The strategy is the way of teaching used during the learning process. The strategy is a major part in the learning process that has an important role to comprehend meaning of the text and it can facilitate students in improving reading skills, so the students can achieve the goal of reading optimally and improve students' achievement.

Teaching reading comprehension, the teacher should realize that the goal of teaching reading comprehension can improve skill of students in comprehending the main points effectively, and make inferences of the text by own word. Reading

comprehension is important for the students in grammatically that students automatically learn grammatical from the text, then the students can add new vocabulary through comprehend the text, and the last the students find out the information of the text as an insight and knowledge. Based on the curriculum KTSP 2006, in reading skill at eleventh grade the students might be able to understand the meaning of short functional text and essays form of narrative, descriptive and analytical text in daily life to access the knowledge. 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 experience practice (PPL) at eighth grade in SMP ASUHAN JAYA, reading comprehension of grade VIII<sup>C</sup> was low. It can be seen from the lower score that they get when not using the teaching strategy in learning process. There are thirty six students and only eight students get the score 74-86 in reading comprehension and the other students get the lower score 27-73 in reading comprehension, but when using the teaching strategy, there are eighteen students get the score 74-90 in reading comprehension and the other students get the lower score 62-73 in reading comprehension.

The researcher found that students' reading comprehension was low that influenced the teaching strategy in learning process. Then, Students were not interested to know about the material that given to them. The last, students still lack of vocabularies. Another reason why students have to master reading comprehension is most of national examination contents are related to reading. Concerning with the problem above, it is a must to make an innovation in

teaching reading, teacher must have a strategy in teaching reading to help students understand the meaning of the text easily, enjoy and easy in reading activity.

One of the strategy in teaching reading is by applying *REAP* strategy, in this strategy, teachers guide the students to comprehend a text easily. In addition, this technique starts from the premise that readers best when asked to communicate the ideas gleaned from a passage they have read. *REAP* strategy has been done by teaching students of ways to annotate, or write short critic of what they have read. The various annotation serve as alternative perspectives which to consider and evaluate information and ideas. This strategy through guidance practice was support increased of reading comprehension. According to Allen (2004), apply this strategy will effect the students to revisit the text during each stage of the *REAP* process.

Based on the problem above, So the researcher tended to choose the title in this research **“The Use of *REAP* (Read Encode Annotate Ponder) Strategy to Improve Students’ Reading Comprehension ”**.

## **B. The Identification of the Problem**

The problems of study were identified as follows:

1. The students have less reading comprehension.
2. The students’ interesting to the material that given to them was still low.
3. The students still have less of vocabulary to comprehend the text.

### **C. The scope and Limitation**

Based on the identifications above, the scope of this research was focus on reading comprehension and it was limited on literal comprehension.

### **D. The Formulation of the Problem**

Based on the background of the problem above, the problem of the study was formulated as follow : “ Is there any significant achievement of the students in reading comprehension by applying *REAP* strategy ?

### **E. The Objective of the Study**

The objective of the study was to investigate the students’ achievement in reading comprehension after being thought by applying the *REAP* strategy.

### **F. The Significance of the Study**

The finding this study were expected to be useful theoritically and practically.

#### 1. Theoritically

- a. To add the knowledge, experience and insight how to improve students’ reading comprehension using *REAP* ( Read Encode Annotate Ponder) strategy.
- b. It was also hoped to give an information for those who need it as a reference to their research.

## 2. Practically

- a. For students, the result of this study can make the students easily in reading comprehension.
- b. For English Teachers, it can be used as one of strategies in improving quality of teaching English reading through *REAP* (Read Encode Annotate Ponder) strategy.
- c. For Head Master, it can be used to improve and increase awareness of teacher and the headmaster performance to improve professionalism
- d. Text book writer, can contribute thoughts or ideas to develop relevant theories in the relevant fields of science.
- e. Education authorities, can be used as a consideration in policy making in using this strategy to other schools.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories needed to explain some concepts or terms applied in the research concerned. Some terms used in this study and they need to be theoretically explained. In the following part, theoretical on the terms will be presented.

#### **1. Reading**

Reading is one of four language skills (listening, speaking, reading, and writing). Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficient as possible. According to Pang, Muaka, Bernhardt and Kamil (2003:3), reading is about comprehend the written text that includes both perception and thought as a complex activity. There are to process related in reading, word recognition and comprehension. Word recognition related to the process of understand how written symbols correspond to one's spoken. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Othman (2003:3) state that reading process is the activities that affect interaction the reader's imagination and the text. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It can be conclude that reading is a bridge for the students to comprehend the text.

### **1.1 The Purposes Reading**

In general according to Grabe and Stoller (2002; 13-15) the purposes of reading are classified into:

a. Reading to search for simple information

Reading to search for simple information is a common reading ability though some researchers see it as relatively independent cognitive process. It is used so often in reading task that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading task and a useful skill in its own right. It involves, in essence a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until general idea is formed.

b. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at a reading rate somewhat slower than

general reading comprehension (primarily due to rereading and reflection) strategies to help remember information.

c. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text require abilities to compose, select and critique information from a text.

d. Reading for general comprehension

Reading for general comprehension is the most basic purpose for general. Underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general information requires very rapid automatic processing of word, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

## **1.2 Factors Affecting Reading Development**

According to Smith and Johnson (1980:4) reading depends on many factors, namely (a) the reader's ability to comprehend the printed ideas. It means that readers must have good technique in reading. They must also have a large number of vocabularies, (b) the reader's background knowledge to which new information must be added. Before reading a text, students should have previous knowledge about the topic of the text so he / she can relate it to the new information



that he gets from the text, (c) the quality or lucidity of the writing itself. Good writing will enable students to get main point easily, (d) the reader's purpose or goal in reading material. Student's purpose in reading depends on their motivation to read. Students must have motivation to read. Students must have motivation whether is it intrinsic or extrinsic. Intrinsic motivation is more powerful determining the success of reading than extrinsic motivation.

### **1.3 Basic Skill of development of Reading**

Davis (1944) in Smith and Johnson (1980) sorted out and labeled nine skills judged by the reading authorities he consulte to be basic to reading comprehension, they are :

- a. Knowledge of word meanings. The reader must have a large number of vocabularies in order to know the meaning of the words in the text.
- b. Ability to select the appropriate meaning of the word or phrase in the light of its contextual setting. It means that readers must be able to give the right meaning for the words base on the context.
- c. Ability to follow the organization of a passage and to identify antecedents and references in it.
- d. Ability to identify the main through of a passage. Reader must be able to get the main points of the text.
- e. Ability to answer questions that are specifically answered in a passage. Reader must be able to give answer for the question which are directly stated in the text.

- f. Ability to answer questions that are answered in a passage, but not in the words which the question is asked. Readers have to know the synonym of word in the passage so that they can answer questions which are related to the text although they are different words.
- g. Ability to draw inferences from a passage about its contents. Reader must be able to make conclusion from the text.
- h. Ability to recognize the literacy devices used in a passage and to determine its mood. Reader should be able to recognize implied meaning in the text.
- i. Ability to determine a writer's purpose. Intent and point of view to draw inferences about a writer. The reader's must know the goals and the ideas of the writer in writing the text.

## **2. Reading Comprehension**

In reading comprehension, the students need to read a text to comprehend the relation of one sentence with others within a text and also becomes an evolving interaction between the text and the background knowledge of the students. In other words, the success of reading comprehension is whenever the learner is able to identify the meaning and understand the content from the text. Grabe and Stoller (2002:8) define reading comprehension is a success to develop a very complex ability then produces an understanding as something fun and easy to do.

According to Snow (2002) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. In comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension. In a simple way defines reading comprehension as interaction between thought and language.

Based on the definition above, it will concluded in reading comprehension the students comprehend the text that very complex ability as something easy. While the definition can be simply stated the rading comprehension is not simple to teach, learn, or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of written.

## **2.1 Level of Comprehension**

In this study there will be limited and focused on literasssl comprehension because of based on curriculum that both these reading material and achieve literal comprehension. According to Westwood (2008) reading comprehension devide into three different levels, that is literal, inferential and critical comprehension. The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly.

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how

well students can identify and understand information that is directly stated in a text. This idea is supported that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

The characteristics of literal comprehension are: (a) recall of main idea explicitly stated and knowledge of sequence of information presented in passage, (b) understanding of grammatical clues-subject, verb, pronouns, conjunctions, (c) knowledge of word meanings and recall of details directly stated or paraphrased in own words.

**Table 2.1**  
**Instrument and Indicator of Literal Comprehension (Vacca, 1986)**

Literal level	Instrument : These questions often start with but are not limited to:	Indicator 1: Level 1-4	Indicator 2: Level 5-8
Getting the information – main idea <i>reproducing what is found/heard in the text</i>	Who... What... Where... When... How... Thought processes could involve: naming, identifying, defining	- Identify facts, items, details - Locate/find details, key information - Recognize information - Follow instructions - Find - Identify sequence & location signals - Recognize common sentence patterns, phrases, symbols	- Identify key details, key information - Locate information - Follow instructions, directions - Retell

## 2.2 The Feature of Reading Comprehension

From the definition of reading mentioned above, it is reasonable to define when reading comprehension is. The following features are present in reading comprehension :

- a. Reading comprehension is a process. It means that a reader processes information in the text in his or her mind. What he reads clearly contains meaning is expressed in words, sentences and paragraphs. The meaning of a word should be related to the meaning of another word. Thus, there is coherence principle of the text. The reader should be able to reconstruct or rearrange the meanings in such a way as to form the totality of the text. There is a process of translation.
- b. Reading comprehension is interactive. It means that the reader's mind interacts with the text in two ways. The interactive processing is an interaction in which the linguistic units of the text are decoded to form a meaning. The syntactic rules in the language, for instance, should be familiar to the reader so that there is meaning construction. Then, the interactive processing is aimed at using existing knowledge (schemata) of the reader to figure out the meaning as intended in the text. What the reader has learned about the world will be applied in this processing to interpret the hidden meaning.
- c. Reading comprehension is strategic. It means that reader has a learning style. For example, in reading there is a strategy applied. The reader may find one strategy more effective than another. Scanning and skimming are some of the strategies used by a reader. A certain strategy is of course related to how the

long-term memory functions. What is retained in the memory is usually reactivated or stimulated to help the reader understand the text. By applying a strategy, the comprehension can be quickened or deepened depending on the effectiveness of the strategy. Personal strategies vary from one reader to another. Thus, it is difficult force the reader to use only one kind of strategy. Reading is a complex and strategies must be developed to fit the learning pace of the reader. The conclusion is that reading comprehension has something to do with how the reader actually chooses or applies a certain strategy so that he can construct the meaning that matches with the meaning of the author.

### **2.3 Teaching Reading Comprehension**

In teaching reading, teachers should realize that all aspects of the reading process have an effect on comprehension of written text. The teacher should provide students with a purpose for reading to anticipate different types of text which are stimulating their interest and do not have an over familiar content. Nunan (2003) states that there are eight aspects to teach reading, they are: (a) exploit the reader's background knowledge, (b) build a strong vocabulary base, (c) teach for comprehension, (d) work on increasing reading rate, (e) teach reading strategy, (f) encourage readers to transform strategies into skills, (g) build assessment and evaluation into your teaching, (h) strive for continuous improvement as a reading teacher.

## 2.4 Assesment for Reading Comprehension

Turner (1988:161) states that in scoring the students' reading comprehension. There are some aspects of measuring reading comprehension.

They are :

a. Difference of Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronounciations or the sounds that the students may say.

b. Paraphrase Recognition

Paraphrase recognitions means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also the coherency between the main idea with supporting ideas.

c. Information Transfer

The teacher assess the students' reading comprehension not only through their pronounciation, but also transfer the informatoon to others (listener).

d. Finding the Unstated Information

This study focuses on literal reading comprehension, it means that the teacher does not assess students through their findings on the unstated information but the teacher will assess them through their findings on the printed page.

In conclusion, those aspects of measuring students' reading comprehension are very important to be known so that the teacher will know what aspects that they should assess. Because this study will focus on literal comprehension, so the teacher assesses the students from the sound that they say, the way of paraphrase

recognition, the way of transferring the information and also from their findings on the stated and unstated printed information.

## **2.5 Strategies for Reading Comprehension**

Strategies are defined as ways of reaching a certain goal can be applied to enhance reading comprehension. According to Brown (2001: 306) states that “reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies.” In brief, reading strategies helps readers comprehend a text. Reading strategies, in practice, should be used before, while, and after reading. Students should preview and set purposes for reading first before reading, monitor comprehension and adjust their reading purposes while reading then summarize and evaluate the text they read after they finish reading.

In practice, students should use these strategies before, while and after reading. Besides using strategies before the students should be armed with the skills to raise and to answer the questions they have asked in the attempt to comprehend the text. These questionarising and answering are integrated with each reading strategies. In summary, a number of reading strategies help readers understand a text. These reading strategies are related to the bottom-up approach and the top-down approach to reading.



## 2.6 Narrative

There are various text types. Each type has a common and usual way of using language. In this paper, the research will focus on one text that is narrative text.

Anderson and Kathy (2003) states narrative text is a text that tells a story and, in doing so, entertains the audience. The purpose of narrative text is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). In addition, Anderson and Kathy (2003) describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features. According to Chatman (1993) classified narrative text into four basic elements as follows:

### a. Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

b. Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. A good writer will make the reader drawn to the plot of the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

The generic structures of narrative texts are follow : (a) orientation that sets the scene (when and where) and introduces participants/character (who), (b) complication where a crisis arises and something happened unexpectedly, (c) resolution when the crisis is resolved in which the characters finally sort out the complication, (d) a code which is closing to the narrative (an optional step) .

### 3. REAP (Read-Encode-Annotate-Ponder) Strategy

Read-Encode-Annotate-Ponder or REAP (Eanet and Manzo, 1976) was among the earliest strategies develop to stress the using of writing as a means of

improving thinking and reading. Reap does by teaching students a number of ways to annotate, or write short critiques of, what they have read. The various annotations serve as alternative perspectives from which to consider and evaluate information and ideas.

Annotation writing involves the reader in examining the writer's intention and possible motivations as well as the literal and inferential interpretations of the message. The reader also explores his or her own views and feelings (Manzo, 1985). This meaningful reprocessing material read help readers shape the "inchoate lump of meaning" gleaned from reading into a concise and coherent addition to their funds of knowledge and general schema. Research on writing suggests that efforts to develop annotation skill concurrently with reading and content result in enriched factual knowledge, conceptual development, and vocabulary acquisition (Eanet and Manzo. 1976).

*REAP* is a two level strategy: once students have learned the annotation forms, they can use *REAP* independently as a "study formula" to guide thoughtful reading, or the teacher can use it as an instructional activity. Steps in students use of *REAP* are follow, Read to discern the writer's message, after that Encode the message by translating it into your own language, and then Annotate by cogently writing the message in notes for yourself or in a thought book to share with others and the last, Ponder or reflect on what your have read and written, first introspectively and then by sharing and discussing it with others.

### 3.1 The Procedures of *REAP*

According to Allen (2004), the use of this strategy will cause the students to revisit the text during each stage of the *REAP* process. Through the procedures of *REAP* are follows :

**Table 2.2**  
**Procedure of *REAP* strategy**

<b>The procedures of <i>REAP</i></b>	
<p><b>R</b> : Read</p> <p>Read the text</p>	<p><b>E</b> : Encode</p> <p>Encode the text by putting the main ideas in your own words/language.</p>
<p><b>A</b> : Annotate</p> <p>Annotate the text by writing a statement that summarizes the important points.</p>	<p><b>P</b> : Ponder</p> <p>Ponder the text by thinking and talking about the what the learned.</p>

### 3.2 The Advantages of *REAP* Stragey

The advantages *REAP* strategy as follow:

- a. By using *R.E.A.P.* strategy the students can comprehend the new innovation in reading, not just by answering question like before.

- b. In *R.E.A.P* strategy the students can understand the text without trying hard to understand the meaning of each word in that text.
- c. In this strategy the students can develop their ability in encoding a text in their own language in *Encode* phase.
- d. In this strategy the student also can develop their skill in writing the annotation in *annotate* phase.
- e. By using *REAP*. strategy the student can share friend in group about the content of text in *Ponder* activity.

### **3.3 The Disadvantages of *REAP* Strategy**

In this strategy students must be guided in learning process, because if does not guided then the learning process becomes not effective.

### **B. Relevant Study**

Previous study is the result of research from the researcher before. This study covers about kinds of *REAP* strategic reading and how *REAP* strategic reading can help the reader in understanding about the content of text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with *REAP* strategic reading.

The first, previous research was done by Marantika, Jesi Putri and Fitrawati (2013). The researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The researcher conclude that the *REAP* strategy can be used as an

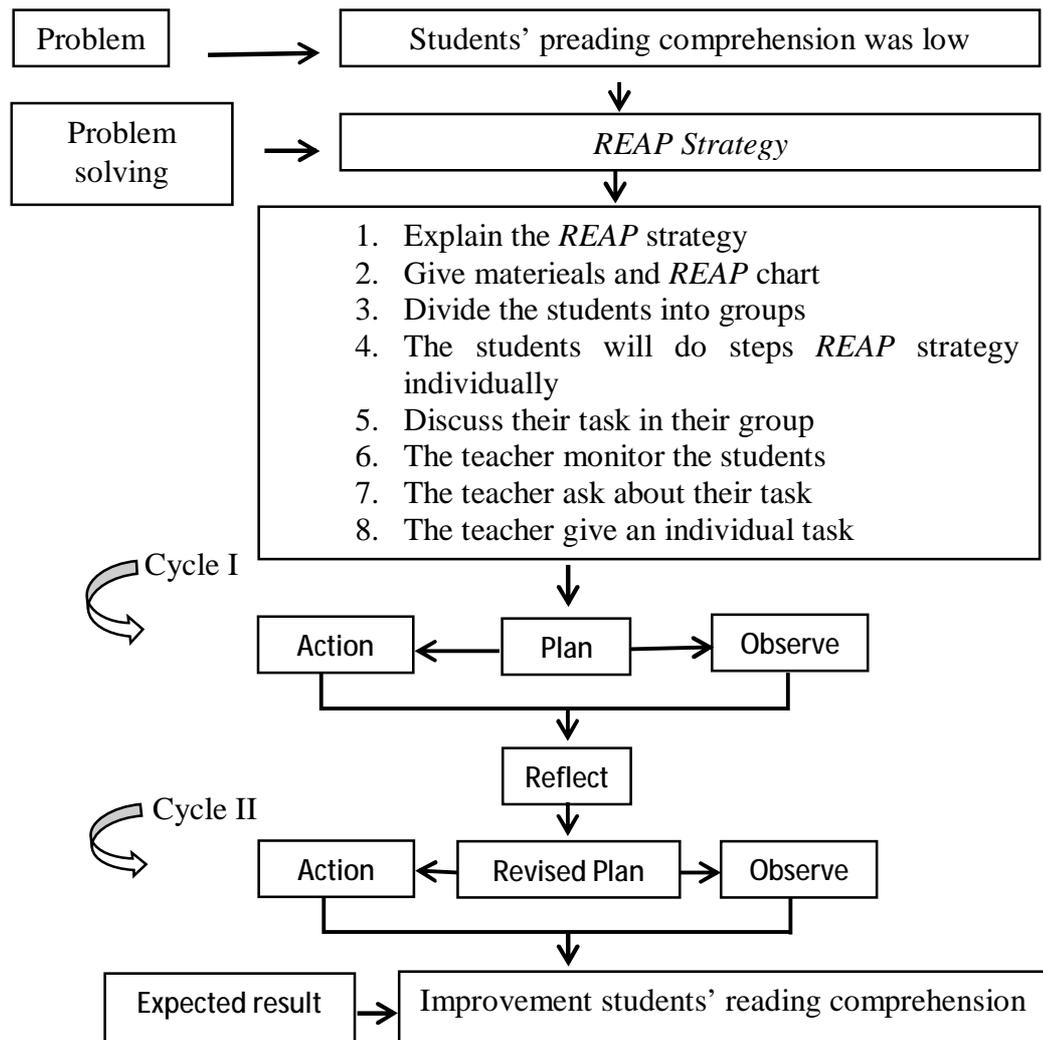
alternative strategy in teaching reading comprehension because when the students had difficulties in comprehend the text when they found new words and constructed the meaning in appropriate and through this journal students do not have to understand the word one by one in the text.

Another study was from Santi, Vera Maria (2015). She found that the students were difficult to comprehend a reading text. The students got difficulties to understand unfamiliar words and finding the main idea of the text. So the researcher want to improve the students' reading comprehension by applying REAP (Read, Encode, Anotate, Ponder) strategy. Based on the journal, this strategy was effective for use in reading class to improve student's reading comprehension and this strategy can be aplied when the material is interesting.

### **C. Conceptual Framework**

As in the conceptual framework, reading will make students can understand about content from text or article such magazine, newspaper, short story, novels, etc. The action research was conducted in eighth grade of SMP Asuhan Jaya Tanjung Mulia. The teacher and I used action research to improve students' reading comprehension. Here, the researcher used *REAP* Strategy to make students to reading comprehension by *REAP* (Read, Encode, Annotate, Ponder) refers to strategies to have students understand the main idea in the text easily.

This research was conducted within two cycles and the steps of the research include plan, act, observe and reflect. The conceptual framework can be seen in the following schema.



**Figure 1: Schema of Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Research**

This research was conducted at the eighth class of SMP ASUHAN JAYA at Tanjung Mulia of the academic year 2017/2018. The reason for choosing in this school because when the researcher PPL at the school, the researcher found some problem of the students in reading comprehension. The students' reading comprehension was low that influenced the teaching strategy in learning process and students were not interested to know about the material that given to them and last, students still lack of vocabularies.

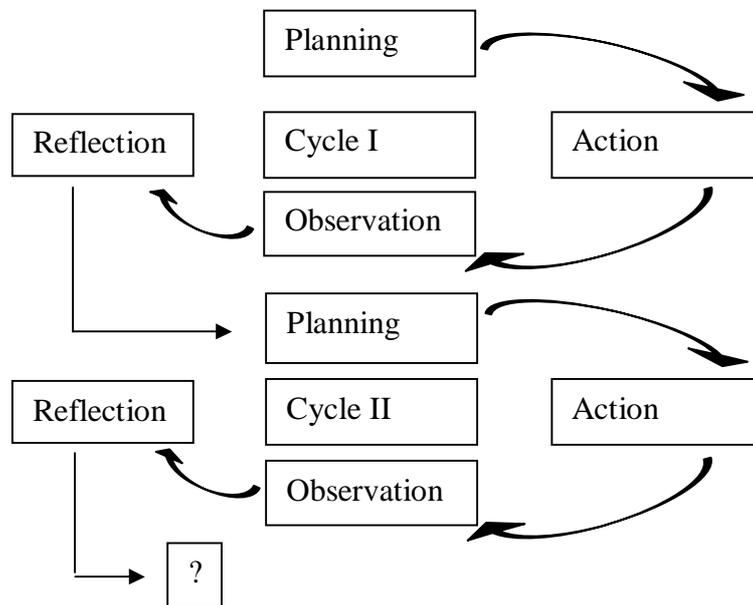
#### **B. Subject of Research**

The subject of research was the eighth grade students of SMP ASUHAN JAYA of 2017/2018. The researcher took one class as a research subject, class VIII<sup>C</sup> consist of 36 students. Because when the researcher did teaching practising program (PPL) in this class, the researcher found that the students were not able to comprehend the reading comprehension text.

#### **C. Research Design**

This research was conducted by applying Classroom Action Research. This classroom action research was conducted within two cycles. Each cycles consist of four steps as shown in the follow figure.





**Figure 2: Schema of Action Research Cycles (Arikunto, Suharsimi : 2015)**

#### **D. Procedure of Research**

The procedure of research was conducted within two cycles and each cycle consisted of four steps.

##### **1. Cycle I**

###### **a. Planning**

Plan means program of action that has done. Plan is to improve current practice. Plan is needed to arrange and prepared everything that was be need in action stage. The researcher prepared lesson plans by applying REAP strategy and reading materials in the English text book for class VIII and prepared the test to measure the result of the study. The activities of teacher in planning are: (1) Arranging a teaching schedule, (2) Preparing observation sheet and questionnaire,

(3) Preparing a lesson plan, (4) Preparing learning materials for the students, (5) Preparing tests for the students.

b. Action

Action was a process of doing. It was careful and thoughtful variation of practice. It was the implementation of planning. In this phase, the researcher acted the teaching learning process based on the plan applying *REAP* strategy. The activities of this step are: (1) the teacher explained the text, (2) the teacher explained what REAP strategy is and how it works, (3) the teacher explained the steps in REAP to comprehend the text, (4) the teacher gave the materials, (5) the teacher divide the students into several pairs, (6) the students have done the REAP steps individually. First, they read the text to get important points of the text. After that, the students write the title and the author of the text, (7) the students have done encode step of the text, (8) the students have done annotate steps of the text by putting a statement that summary the important points from the text, (9) the students have done ponder step of the text, (10) the teacher was gave an individual test to the student, a multiple choice test at the end of cycle. Then the teacher was arrange the seat and ask the students not to help each other.

c. Observation

The function of observation was to find out the information in the classroom when the teaching and learning process was being conducted. The observation was conducted to all the process and atmosphere of teaching-learning reading by using *REAP* strategy.

#### d. Reflection

In this step, whole data were analyzed. It included the data from the reading comprehension test, observation sheet and questioner. The researcher and the observer discussed together in analyzing the data. It was consist of the questions and answer about a success, such as the students' reading comprehension achieve the indicator of success or not and what else the difficulties was found by the students in the process of comprehending the text. The analysis of this stage was used as information in arranging the activities in cycle 2.

## 2. Cycle II

Cycle 2 was the continuous activity of the cycle 1. Actually, the activities in cycle I were similar to the cycle II, but there were some revisions of planning based on the result of the cycle 1 that was done in this cycle.

## E. The Instrument of Collecting Data

The instrument collecting the data of this research was written test, observation sheet, questionnaires and portofolio. The reading comprehension test was constructed based on th syllabus of the school. The observation sheet was intended to observe the teacher and students' action in the class during applying *REAP* strategy which aimed to investigate whether *REAP* strategy could improve students' reading comprehension, and questionnaires aimed to investigate the learning activities during the teaching and leanring proses. Then, Portofolio showed the development of the students' during learning reading comprehension.

## **F. The Technique of Collecting Data**

The researcher were use some techniques in collecting the data which consisted of quantitative data and qualitative data as the following explanation:

### **1. Quantitative Data**

The quantitative data was collected from the reading comprehension test. The reading comprehension test was constructed based on the syllabus of the school. The type of the test was multiple choices. There were 10 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-10 by accounting the correct answer. The correct answer was given 1 points while the wrong answer was given 0 point.. The test was implemented at the end of each cycle to get the cycle's result. This test was used to measure the students' reading comprehension.

### **2. Qualitative Data**

The qualitative data was used to describe the situation during the teaching process and by apply these data was expected to get the satisfying result. In the qualitative data, the researcher was use the observation sheet, questioner and interview in order to measure students' behavior, attitude, enthusiasm and participation during teaching and learning process. To make it clearer, here were the following details:

#### **a. Observation sheet**

The observation was conducted once during applying *REAP* strategy each cycles. In this technique, the data was taken from the observation sheet about everything happened during teaching learning process about the teacher's

treatment to the students, which strategy the teacher used and how the process worked. The observation about the students' responses and participation in teaching learning process. This strategy also as a barometer to do previous data collecting. By direct observing, there were possibilities to take some behavior, development, and so on, which happens any time.

b. Questionnaire

In this collecting data technique, to get the data was conducted twice, pre-action and after applying *REAP* strategy . It was used structured questionnaire in a list which contained the questions then put a check mark on the column . In this technique, the students were supposed to choose and check according to their personal estimation of each question. After conducting this phase, it resulted a percentage of students' response. Its aim to support other data to get a valid research result.

c. Portofolio

Portofolio was a form of assessment set of students' test organized within a certain period of time. This portofolio was collected during the learning. Portofolio was a collection of information that shows the development of students in learning reading comprehension by applying *REAP* strategy, such information can be a result of students' learning, the result of test reading comprehension (not value) or other information from the observation and questionnaires sheet.

### G. The Technique of Data Analysis

The technique of data analysis was taken from qualitative and quantitative data. The Quantitative will be used to analyze the student's score. The quantitative data was analyzed by using formula as follows:

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto, 2010)}$$

Notes :

$\bar{x}$  : The mean of the students' score

$\sum x$  : The total score of student

$N$  : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher was apply the following formula :

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2010)}$$

Where :

$P$  : The percentage of those who getting score

$R$  : The number of students' getting score

$T$  : The total number of the students

The qualitative data was analyzed by applying a category as proposed by Arikunto (2007). The value of students' motivation in learning was analyzed by applying a formula as follows :

$$P = \frac{R}{SM} \times 100\%$$

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

This chapter presents the research findings of applying of the *REAP* (Read, Encode, Annotate, Ponder) strategy to improve the grade eight students' reading comprehension at SMP ASUHAN JAYA. This research was conducted in one class consisting of 36 students. The data of this research include quantitative and qualitative data. Quantitative data were obtained from the students' score in a reading comprehension test of Narrative Text, and qualitative data was gained from the observation sheet and questionnaires. This research was divided into two cycles. Each cycle was conducted two meetings and each cycle involved planning, action and observation, and reflection.

The data of students' score in pre-test, cycle I, and cycle II can be seen as below:

**Table 4.1**  
**The Result Score of Pre-test, Cycle I and Cycle II**

<b>Names of Test</b>	<b>Pre-Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
Lowest Score	30	60	80
Highest Score	60	80	100
$\sum X$	1530	2650	3200
$\bar{X}$	42.50	73.61	88.88



## B. Data Analysis

### 1. Description of the Initial Conditions

Before this study was conducted, the first researcher conduct preliminary tests and questionnaire to obtained data about the initial conditions of the class that will be action, namely students VIII-C. Preliminary tests and questionnaire showed that the students have the ability and motivation to learn were low in learning reading comprehension. There were four students from 36 students gets a score by category successfully.

Starting from the initial conditions, the researcher planned class action research by applying *REAP* strategy. This classroom action research was conducted with the aim to improve the students reading comprehension. And the point of pre-test can be seen bellow (See appendix 4).

- a. The result of the evaluation of students' material mastery in pre-test.

From the table of pre-test, the total score of students was 1530 and the number of students who took the test were 36 students, so the students' mean was:

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

$$\bar{x} = \frac{1530}{36} = 42.50$$

From the analysis above, students' in reading comprehension was low. The mean of students was 42.50 and to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$P = - \times 100\%$$

$$P_1 = - \times 100\% = 11.11\%$$

From the table analysis, the students' reading comprehension was low. The mean of students were 54.23. Just six students passed in pre-test session (11.11%). It can be concluded that the students' in reading comprehension is still low.

From the explanation above, students' reading comprehension was classified low when conducting action research in pre-test. So, Post test continued in cycle I. So, to improve the students' literal comprehension, the teacher gave a strategy in teaching reading. In that time, the researcher was an observer. After the teacher had applied the strategy in the Cycle I, then the teacher gave them a test.

b. The result of students' questionnaire after applying *REAP* strategy

The score of students' questionnaire can be seen in the appendix (see appendix 11). The result of questionnaire before applying *REAP* strategy, can be seen in the table as follow:

**Table 4.2**  
**The Result Score of Students' Questionnaire before applying *REAP* Strategy**

No	Name	Questions							
		1	2	3	4	5	6	7	8
1	Total Score	20	15	22	20	21	19	17	21
2	Mean	55%	41.6%	61.11%	55%	58.3%	52.77%	47.22%	58.3%

From the result of questionnaire above, the researcher conclude that the teacher need applying *REAP* strategy. It causes the percentage of students' questionnaire in about students' interest and enjoyable were categorized average. Students' interest and enjoyable still need little improvement.

## **2. Cycle I**

### **a. Planning**

The plan was arranged based on the result of test and the initial questionnaire. First of all, the researcher prepared lesson plan which apply *REAP* Strategy. And preparing instrument used in teaching English by applying *REAP* Strategy, there were observation sheet, questionnaire, portofolio and multiple choice tests. After instruments completed, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

### **b. Action**

The application of the first cycle was done 2 sessions (4 x 40 minutes). Learning activity in this cycle were applied in accordance with a plan designed at the planning stage action. In the early stages, researcher should be first explain the steps that will be applied to the learning strategy and learning objectives to be achieved. In applying this strategy, the researcher collaborated with the English teacher. The action was done based on the plan. First, the teacher stood in front of the students and started to attract the students' attention, and asked their

knowledge about narrative text. The teacher explained how to apply *REAP* Strategy in teaching reading comprehension. The teacher integrated the narrative text with the students' environment and other subject. The teacher told students some examples of narrative text.

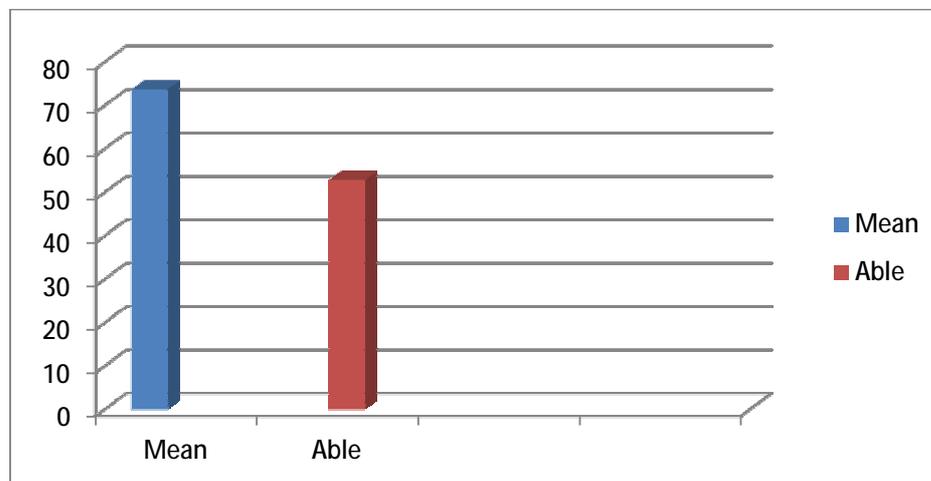
Then, the students have done the *REAP* steps, (1) they read the text to get important points of the text, the students write the title and the author of the text, (2) the students have done encode step of the text, (3) the students have done annotate steps of the text by putting a statement that summary the important points from the text, (4) the students have done ponder step of the text. Finally, the students were given multiple choice test and questionnaire test to be answered.

### **c. Observing and Evaluating**

#### **1. The evaluation of students' material mastery in cycle I.**

The quantitative data taken from the students' score in a reading comprehension test of narrative text. That consisted of 10 questions of multiple choices in each part of narrative text. With the ideal score of 100, The total score of the students could be seen in appendix (see appendix 5). The mean score in was 73.61, with details of values as follows: a score was 90 earned by 2 people, 80 was 17 people, 70 was 9 people, 60 was 8 people. The students who got score more than 75 was 19 students, and the percentage of the students who got score more than 75 in cycle 1 was 52.77%. Students score in cycle I shown on chart below:

**Chart 3**  
**The Score of Students in Reading Comprehension in Cycle I**



During the teaching learning process, most of the students just guessed the answer because they found it difficult to comprehend the text. Most of them cheated their friend's work. Some students still applied conventional method in reading comprehension by translating word by word.

2. Observation activity of students in the learning process.

Students' activity was observed after the first meeting in cycle I based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.3**  
**Activity Score of Students' in the Learning Process of Cycle I**

No	Aspects of Observation	Score
1	Interest	45.62%
2	Attention	56.25%
3	Participation	59.37%
4	Presentation	63.12%
<b>Means</b>		<b>62.32%</b>

The data above showed that the students' activity of learning activities by *REAP* strategy in reading narrative text reached the active category at 45.62% of interest, 56.25% of attention, 59.37% of participation, and presentation was

63.12%. One of the data showed that the activity level of students in learning in cycle I was the highest on the presentation aspect. And the lowest was interest aspect, because the students' score still very low. The means level of students' activity in teaching and learning conditions in the first cycle was 62.32%. The total score of students' observation could be seen in appendix (see appendix 8).

### 3. Observation of teacher's activities in the learning process.

The results of the observation on teacher's activity in the learning process by applying the REAP strategy to teaching reading of narrative outlined in the table could be seen in the following table:

**Table 4.4**  
**Score of Teacher's Activity in the Learning Process of Cycle I**

No.	ACTIVITY	Score
1.	Aperseption	3
2.	Material Explanation	3
3.	Explanation of read, cover, remember, retell strategy on reading comprehension	3
4.	Technique dividing groups	3
5.	Classroom management	2
6.	The use of media	2
7.	Voice	3
8.	Management of discussion	3
9.	Guidance to groups	2
10.	Away question or quiz	3
11.	Ability to evaluate	3
12.	Rewarding individuals or groups	2
13.	Determining scores	2
14.	Concluding learning materials	3
15.	Closing the learning	3
<b>Total Score</b>		40
<b>Value</b>		66,67
<b>Category</b>		Good

The exposure of the table above shows that the ability of teacher in applying *REAP* strategy in teaching reading of narrative already looked good. This was evident from the means value of the observation of the teacher's activities, amounting to 66.67%, with the ideal score of 100%. It could be concluded that the teachers' activities in learning activities were quite good. The total score of teacher' observation could be seen in appendix (see appendix 10).

#### **d. Reflection**

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle I as follows:

1. The level of students mastery of the learning materials that are not yet maximal. In other words, the level of achievement of students still has not succeeded, which the mean score in pre-test was 42.50 and in the first cycle was 73.61.
2. Students were not familiar yet with learning activities using *REAP* strategy. Students tended to still be individualized, so the majority of students' motivated were less. It could be seen from the students' mastery still had not maximal. The students who got score more than 75 was 19 students and the percentage of the students who got score more than 75 in cycle I was 52.77%.
3. The students' learning activity by *REAP* strategy in reading narrative reached the active category. It could be seen from the means results of the observation of the students' activity in the learning process with the percentage rate was 62.32%.

4. The score of students' questionnaire in about students' interest and enjoyable were categorized average. Students' interest and enjoyable still need little improvement. Then, from the result of students' questionnaire also presented that the students do not have good responses during teaching and learning process. The students think learning reading comprehension is not easy. Based on the result above, the researcher decided to continue the action to the cycle II.

All of the activities in first cycle have been done. And the researcher had collected the students' activity. Based on the result of the first cycle, it determined to continue into second cycle because the result showed their achievement in reading was still poor.

### **3. Cycle II**

#### **a. Planning**

In the second cycle, the plan were follow up of problems or obstacles encountered in the application of the first cycle. The main issues contained in the first cycle regard to the learning experience of students using *REAP* strategy and the level of students participation in learning. Learning on the second action aims to improve students learning activities in order to achieve the specified indicators. The second cycle was substantially similar to the execution of the first cycle.

#### **b. Action**

Applying the action in the second cycle was in principle the same as the first cycle. In this cycle, the study was conducted in two meetings. At the



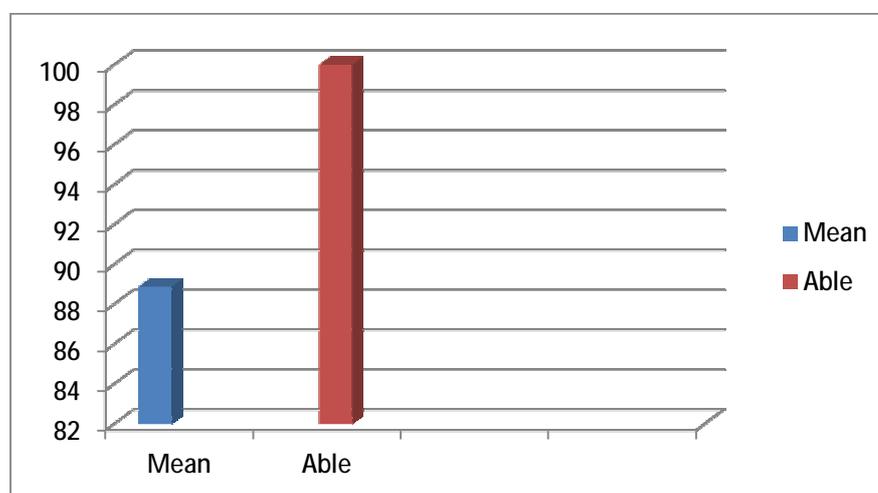
beginning of the learning process in this cycle, a technical description of the *REAP* strategy in reading narrative still be given to students in order to improve students' ability to take advantage of the strategy. Then, the next learning process was similar to previous meetings, but with the same learning materials.

### c. Observation

#### 1. The result evaluation of students' material mastery in cycle II

The total score of the students could be seen in appendix (see appendix 6). Students' score of learning materials in the second cycle was getting better with the means score was 88.88. A detailed of the activity value as follows: 8 people earn a score of 80, 24 people with a score of 90, 4 people with a score of 100. Then, the percentage of the students who got score more than 75 was 100%. Thus, based on the means score of this percentage could be concluded that students' score on the second cycle increased significantly. Students score in cycle II shown on chart below:

**Chart 4**  
**The Score of Students in Reading Comprehension in Cycle II**



2. Observation of students' activities in the learning process.

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.5**  
**Activity Score of Students' in the Learning Process of Cycle II**

No	Aspects of Observation	Score
1	Interest	73.12%
2	Attention	75.00%
3	Participation	77.50%
4	Presentation	70.25%
<b>Means</b>		<b>82.81%</b>

Based on the table above could be explained that in the process of teaching and learning activities of students had showed a good development with means percentage was 82.81%. With the four aspects of these observations, the participation aspect of the highest score that was 77.50%, while the lowest for the aspects of the presentation aspect that was 70.25%. The table above also showed that the students' activity in the learning process in the second cycle increased significantly. This means there were increased of the students' activity in learning between the first and second cycle, either individually or in group ability.

This was evident from the means score of student' activity between the first cycle, 62.32% and second cycle, 82.81%, with a margin of 20.49% comparative figures. The figure suggests that students' in the learning activity increased significantly from the previous cycle. The total score of students' observation could be seen in appendix (see appendix 9).

### 3. Observation of teacher's activities in the learning process

Results of the observation on teacher's activity in the learning process by applying the REAP strategy to teaching reading of narrative outlined in the table could be seen in the following table:

**Table 4.6**  
**Score of Teacher's Activity in the Learning Process of Cycle II**

No.	ACTIVITY	Score
1.	Aperseption	4
2.	Material Explanation	4
3.	Explanation of read, cover, remember, retell strategy on reading comprehension	3
4.	Technique dividing groups	3
5.	Classroom management	3
6.	The use of media	3
7.	Voice	4
8.	Management of discussion	3
9.	Guidance to groups	4
10.	Away question or quiz	4
11.	Ability to evaluate	3
12.	Rewarding individuals or groups	3
13.	Determining scores	3
14.	Concluding learning materials	3
15.	Closing the learning	3
<b>Total Score</b>		50
<b>Value</b>		83.33
<b>Category</b>		Very Good

Exposure the data on the table showed that the ability of teacher in applying applying the REAP strategy to teaching reading of narrative already looked very good. This was evident from the means value of the observation of the teacher's activities, amounting to 85%, with the ideal score of 100%. It can be concluded that the teacher's activities in learning activities were quite very good.

The total score of teacher' observation could be seen in appendix (see appendix 11)

4. The result of students' questionnaire after applying *REAP* strategy

This activity have done in the last meeting. The score of students' questionnaire can be seen in the appendix (see appendix 12). The result of questionnaire, can be seen in the table as follow:

**Table 4.7**  
**The Result of Students' Questionnaire after applying *REAP* Strategy**

No	Name	Questions							
		1	2	3	4	5	6	7	8
1	Total Score	30	32	35	29	30	30	29	35
2	Mean	83.3	88.8	97.2	80.5	83.3	83.3	80.5	88.8
		%	%	%	%	%	%	%	%

5. Portofolio

The collection test in learning reading comprehension by applying *REAP* strategy that shows the development of students' literal comprehension. Portofolio could be seen in the appendix (see appendix 14).

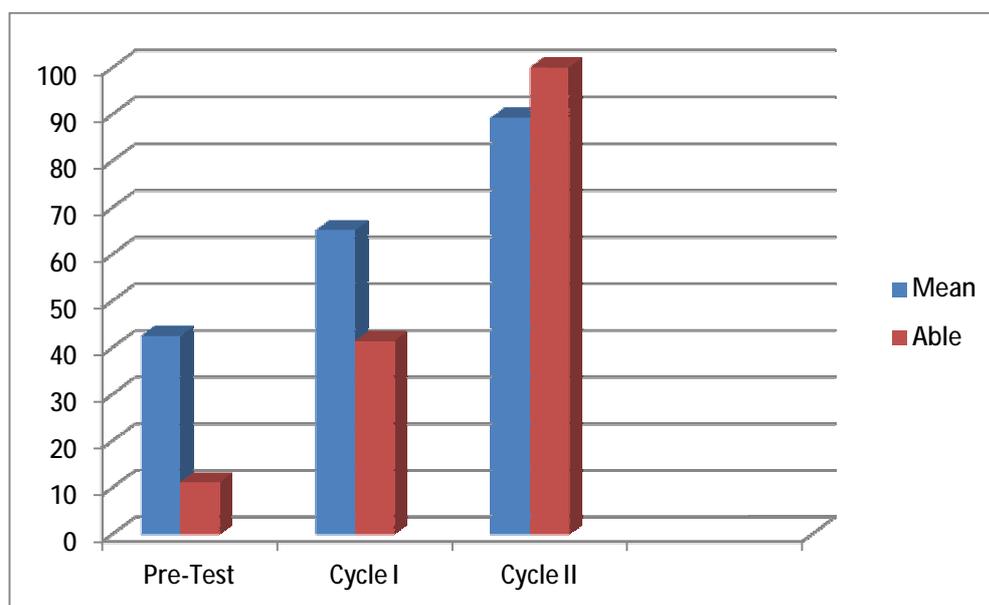
**d. Reflection**

The reflection was conducted based on the data take from observation. The successes and failures in cycle II as follows:

- Changes students' score in learning material looked significantly based on the data of the means value of the results of the second cycle evaluation was 73.61 in the first cycle with the students who got score more than 75 was 52.77%, in the second cycle was 88.88 with the students who got score more than 75 was 100% success. The Students score from the first meeting until

fourth meeting could see in the appendix. (See appendix 6). The Improvement of Students' Score in Pre-Test, Cycle I and Cycle II shown on chart below:

**Chart 5**  
**The Score of Students in Reading Comprehension from Pre-Test until Cycle II**



2. In the process of teaching and learning, students' activities already tended to be better towards *REAP* strategy in reading narrative text. This was evident from the inability of students already participate more actively to carry out the tasks assigned by the researcher, and were able to take advantage of the narrative as a medium of learning active and effective as well. This condition could be seen from the increased activity of students better than 62.32% in the first cycle to 82.81% in the second cycle.
3. There were improvement of the students during teaching and learning process after applying *REAP* strategy in the cycle II. It can be seen from the result of

students response between pre-test and cycle II. It showed that there significant improvement. Then, from the result of students' questionnaire also presented that the students have good response during teaching and learning process. The learning reading comprehension easier by applying this strategy. They also enjoyable in teaching, learning, and exercising reading comprehension.

Based on the result above, the researcher decided to stop the action because it had already succeeded.

### **C. Research Findings**

This Chapters are a discussion of the results of research that has been described in the results section. At this stage of students' reading comprehension level are still very low and did not reach the percentages of graduation. These results indicated that the level of learning achievement are still relatively less successful. The mean score in cycle I was 73.61, and the percentage of the students who got score more than 75 in cycle I was 52.77%. The average value of student activity in the learning process is 62.32%. Students did not accustomed to the learning process by applying *REAP* stratgey in reading comprehension as a medium of learning that needs to be improved on the action II.

The second cycle starting from the problem at the cycle I. Results measures the average value of the ability of students to mastery of the material obtained in act II was 88.88, with a graduation rate of 100%. The average value of student activity in the learning process is 82.81%. It means there are improvement of the students' in learning reading comprehension.

Based on the data analysis, it showed that the students' reading comprehension had been improved through applying of *REAP* strategy. It also could be seen from qualitative data that were observation sheet, questionnaire and portofolio. It could be concluded that *REAP* strategy could improve the students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of a classroom action research can be concluded that there were improvement of students reading comprehension by applying *REAP* strategy. It meant that *REAP* strategy was a good strategy in teaching reading comprehension. The means value of the percentage of students passing the evaluation result mastery of the learning material in the first meeting in cycle I were 11.11% and the second meeting were 50% to the first meeting in cycle II were 73.61 and the secong meeting were 100% . Besides the students learning activities increase by the means percentage of 88.88%.

The results of the students' observation shows that an increase in activity of students in teaching and learning from the first cycle to the second cycle, the means value of 43.88% in cycle I to 87.50% in the second cycle by the differences in numbers 44.38%. The results of the students' questionnaire shows that there were improvement of the students during teaching and learning process from the first cycle to the second cycle. *REAP* strategy was able to increased the motivation and participation of students in learning and particularly relevant to contextual learning.



## **B. Suggestion**

In connection with the results above that the study by applying *REAP* strategy can improve the activity and learning outcomes, Suggestion was stage as followed:

1. For English teacher, it was better to use *REAP* strategy to improve students' reading comprehension because it could make the students could comprehend the text in reading comprehension.
2. For students, to use *REAP* strategy in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.
3. To the researcher, the research suitable by *REAP* strategy in teaching reading in the classroom.

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