THE EFFETIVENESS OF READ, ENCODE, ANNOTATE, PONDER (REAP) STRATEGY TOWARD STUDENT'S READING COMPREHENSION ON EXPOSITION TEXT

(An Experimental Research at the Eleventh Grade Students of Islamic Senior High School Mathla'ul Anwar Menes Center in the Academic Year of 2016/2017)

A PAPER
Submitted to English Education Department
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Student Result of Pretest and Posttest (Experiment Class)

NO	NAME	PRE TEST	POST TEST
1	DA	65	75
2	AIS	85	85
3	AF	65	75
4	NH	80	80
5	MSS	45	75
6	SN	70	80
7	AW	60	75
8	ANA	60	75
9	DBN	60	65
10	SA	75	85
11	APS	70	75
12	RFPW	70	65
13	R	60	65
14	SAR	35	50
15	NA	60	65
16	FH	40	60
17	LM	70	85
18	VF	75	90
19	LM	75	85
20	VY	75	85
21	RDA	75	80
22	SD	55	60
23	RAH	40	60

Student Result of Pretest and Posttest (Control Class)

NO	NAME	PRE TEST	POST TEST
1	AM	50	60
2	MA	55	60
3	BF	30	50
4	ONR	35	50
5	DV	55	70
6	NA	50	45
7	M	60	55
8	IN	45	45
9	RR	65	70
10	DA	50	65
11	EW	35	30
12	DAA	50	50
13	EF	65	70
14	AEV	60	70
15	R	40	35
16	TH	35	40
17	AAA	55	60
18	TO	50	65
19	NB	55	70
20	YARA	60	70
21	EN	60	65
22	F	50	60
23	M	70	75

STATEMENT OF ORIGINALITY

I here with declare that the research paper as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English education department, the faculty of education and teacher training wholly constitutes my own original scientific writing.

As or the other persons' work whose ideas were quoted in this paper had been referred to appropriately in accordance to the prevailing legal and intellectual ethnic in the world scientific writing tradition.

However, if the originality of this paper ether partially on wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as loos my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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Amaliatul Khoiriyah, 2017, **"*The Effectiveness of Read, Encode, Annotate, Ponder (REAP) Strategy Toward Student's Reading Comprehension on Eksposition Text*** (An Experimental Research at the Eleventh Grade Students of MA Mathla'ul Anwar Menes Center in the Academic Year of 2016/2017) Adviser **Dra. Hj. Fitri Hilmiyati, M.Ed., Eulis Rahmawati, M. Pd.,**

ABSTRACT

This research investigates the effectiveness of Read, Encode, Annotate, Ponder (REAP) strategy in improve students' reading comprehension on analytical exposition text. The research is conducted based: 1. How is the students' reading comprehension using REAP strategy? 2. Is there any significant effect of REAP strategy in comprehending Exposition reading text. The objectives of this research were to find out the ability of the eleventh grade students in comprehending exposition reading text by using REAP strategy, and to obtain the effect of using REAP strategy toward reading comprehension.

To answer the questions, the writer collected from 46 students, by divided them into two classes, one class as the experiment class as much as 23 students and the other class as control class as much as 23 students. The population as much as 156 students of the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center. The method of this research is experiment method. The instrument use tests there are pre-test and post-test.

In this research, the writer used t-test, the alternative hypothesis is accepted, so there is significant effect of Using REAP Strategy to improve students' reading comprehension, as much as $H_a : t_o > t_t$. The writer used level significance 1% and 5%. Based on t_{table} with level significance 5% = 2,02 with t_{table} level significance 1% = 2,70 and t_{count} = 2,88 so 2,02 < 2,88 > 2,70 so $H_a = t_o > t_t$. Using REAP Strategy in Reading Exposition Text more effective than without REAP strategy. The writer concludes that REAP strategy can be applied by teacher to improve students' reading comprehension especially exposition text.

A BRIEF BIOGRAPHY

The writer's name is Amaliatul Khoiriyah, she was born in Pandeglang November, 26th 1995, she is the fifth child from six. Her father name is Samanhudi and her mother name is Hj. Eulis Nurmawati.

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THE BOARD OF EXAMINERS' APPROVAL

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DEDICATION

This paper is dedicated to my beloved parents Samanhudi and Hj. Eulis Nurmawati, my elder sisters, my elder brothers, my little sister and all of my family.

All my lecturers, all of my teachers and all of my friends (especially CAP) who always support me and pray me to finish this paper.

MOTTO

There are no shortcuts to any place worth going. Deep down you know this is true. There are some things other can't do for you. Brace yourself up and believe you can

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In the name of Allah lord of the world. The most gracious and most merciful His blessing that the writer can finish her paper as one of requirement for achieving graduate degree of education faculty.

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Serang, Oktober 2017

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CHAPTER I

INTRODUCTION

A. The Background of Research

Reading is the one of important skill in language skill, the importance of reading becomes an aspect that should be considered among language skill. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[1] Therefore, to find out the information of reading text, the reader should have a good comprehension skill. Comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps that are used to comprehend.[2] A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, a good reading comprehension will show the reader reading ability.

[1] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students,* (Maryland: Rowman and Littlefield Education, 2008), 3

[2] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, 110-111

Therefore, a good comprehension is necessary in comprehending the meaning what the writer writes.

There are some reason why we learn to read, for L1 (first language) learn to read may mainly attributed to obtaining nonlinguistic outcomes: we read for getting information to suit our different purposes at the time of reading, for gaining pleasure and stimuli, for attaining social advancement, etc., in L2 (second language) reading is often taught as a means of learning language.[3] However the reason of reader, a reader should have the best strategy to obtain a good comprehension of the messages in reading text. That is why, reading learning process is necessary to get a well comprehension. In learning reading process, a teacher uses several reading strategies in teaching reading. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create an active learning.

The active learning has been available in School Based Curriculum. School Based Curriculum is a curriculum that demands the active learning to the students. Nowadays, many schools have

[3] Brian Tomlinson and Contributors, *Developing Materials for Language Teaching,* (London: Bloomsbury Publishing Pic, 2013), 370

applied this curriculum in Indonesia. Islamic Senior High school Mathla'ul Anwar Menes Center is one of the schools applying School Based. In this school curriculum, reading is one skill of the English subject taught since the first year of English teaching period. In teaching reading at the first year, the students learn about some of texts such as descriptive, narrative and news item. On the second semester, the students learn exposition reading text.[4] The passing score of English course that is settled by this school is 7,8. In teaching reading, the teacher explain that the students' reading comprehension is not still maximal although the teacher uses the strategy namely discussion and other conventional strategies.

For example, the teacher explains the material and asks the students learn with the small groups and the teacher gives a text. Then, they are asked to read the reading text. If they find out the difficulties words, they can open dictionary. After that, the students are asked to determine the communicative purposes of text. Then they answer the questions about the text. After that, the students are asked to answer the question together. In this case, the text that is given by the teacher explain in this semester at the eleventh grade is

[4] *Syllabus of MA Mathla'ul Anwar Menes Center* 2016/2017. Unpublished.

Exposition text. Exposition text is a text that persuades a reader or listener by presenting one side of an argument. By taking a point of view and justifying it, we aim to convince others to see only that side of an issue

Ideally, the students should be able to comprehend about the reading text and comprehend what they are reading. In fact, they still find out difficulties to comprehend about the reading text even though the teacher has given the learning strategy. The difficulties of the students' reading comprehension can be showed into 5 phenomena:

1. Some of the students are not able to identify about the reading for meaning
2. Some of the students are still not able to find out the factual information of reading text.
3. Some of the students are not able to find out the main idea of the reading text.
4. Some of the students are not able to find out the meaning of word references or similar meaning.
5. Some of the students are not able to identify the communicative purpose of the reading text.

Based on the researcher's preliminary study, the students have reading desirability, but the use of discussion strategy is not able yet to improve their reading comprehension. It can be seen from the degree of the students' passing score. When the teacher consider how important reading is within the classroom and everyday life, it is not surprising that students who find reading difficult often become embarrassed, boring, frustrated, distraught. To anticipate this situation, the teacher should refurbish the strategy to be more appropriate one in teaching reading, in order that the students are able to comprehend texts that are given by the teacher. In this research, the researcher offers one strategy in reading comprehension namely REAP strategy. REAP (Eanet and Manzo, 1976), was among the earliest strategies developed to stress the use of writing as a means of improving thinking and reading. REAP does so by teaching students a number of ways to *annotate*, or write short critiques of, what they have read.[5] This after reading strategy helps students check for understanding and clarify and synthesize

[5] Anthony V. Manzo, Ula Casale Manzo, *Content Area Reading, A Heuristic approach*, (Ohio: Columbus Merrill Publishing Company, 1990), 221

their thinking; it is intended to improve their comprehension, thinking and writing skills.[6]

REAP is an acronym for:

1. **R**ead the text
2. **E**ncode into your own words
3. **A**nnotate by writing the message (the annotations can be personal connections, questions, notes, or a personal reaction to the text)
4. **P**onder the meaning of the text.[7]

The researcher finds out that the readers have to use some active comprehension strategies to help them understand a text. There are three stages in the reading process pre reading, during reading, and after reading.[8] In general, the following reading strategies are used by the learners in the reading process: finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text,

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[6] Roberta L. Sejnost, Sharon M. Thiese, *Building Content Literacy, Strategies for The Adolescent Learner*, (California: Corwin, 2010), 66

[7] Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers, 100 Reproducible Organizers that Helps Kids with Reading, Writing, and the Content Areas*, (San Francisco: Jossey Bass, 2010), 140

[8] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, (Maryland: Rowman and Littlefield Education, 2008), 111-116

making conclusions about the text, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making predictions about the meanings of unknown groups of words or sentences in the text. Therefore, REAP strategy can be considered as a strategy toward the students' reading comprehension. Based on the explanation and the problem above, the researcher is interested in conducting a research entitled The Effectiveness Of Read, Encode, Annotate, And Ponder (REAP) Strategy Toward Reading Comprehension On Exposition Text.

B. Limitation of Problem

In order to make easy in the research, the researcher limits the problem into:

1. Students reading comprehension in Islamic Senior High School of Mathla'ul Anwar Menes Center.
2. The application of Read, Encode, Annotate, Ponder (REAP) Strategy in reading comprehension on analytical exposition text.
3. The effectiveness of Read, Encode, Annotate, Ponder (REAP) strategy in reading comprehension on analytical exposition text.

C. Statements of Problem

1. How is the students' reading comprehension at the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center using Read, Encode, Annotate, Ponder (REAP) strategy in teaching reading comprehension?.
2. Is there any significant effect of Read, Encode, Annotate, Ponder (REAP) strategy in comprehending Exposition reading text at the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center?

D. The Objective of Research

1. To find out the ability of the eleventh grade students of Islamic Senior High School Mathla'ul Anwar Menes Center in comprehending exposition text by using Read, Encode, Annotate, Ponder (REAP) Strategy
2. To obtain the effect of using Read, Encode, Annotate, Ponder (REAP) Strategy toward reading comprehension in Exposition Text of the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center.

E. The Importance of Research

This research has the importance for us to develop our education, the researcher proposes the importance as follows:

1. The importance for the researcher:
   a. Researcher can know Read, Encode, Annotate, Ponder (REAP) strategy can be applied in teaching reading comprehension especially in exposition text.
   b. As a partial fulfillment of the requirements for the Degree of "Sarjana Pendidikan".
2. The importance for the students:
   a. For help to improve students on reading comprehension
   b. For make an activity reading class
   c. for help students to explore their reading comprehension especially on exposition text.
   d. For help students to make easy in understand a passage and increase their ability in reading comprehension.

F. The Organization of Writing

The research paper is divided into five chapters as follows:

Chapter 1 is introduction, consist of the background of the research, the limitation of the problem, the statement of the problem, the objective of the research, the importance of research, and the organizing of writing.

Chapter II is theoretical framework, consists of theoretical framework, previous study, and hypothesis.

Chapter III is research methodology, consist of the time and place of the research, research method, the population and the sample, the research variable, instrument and the technique of data collecting and the technique of data analyzing and statistic hypothesis.

Chapter IV is the result of and discussion of the research.

Chapter V is closing consist of conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Definition of Reading

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people.

As M. F. Patel, Praveen M. Jain, this skill is more important than speaking and writing. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

According statements above, the researcher make conclusion that reading is the one important skill from other skills (speaking, writing, listening) because reading activity is not only search information by read but with reading we need

more concentration to comprehend what we read, reading is the basic skill from other skills.

a. Types of reading

According to M. F. Patel, Praveen M. Jain there are two types of reading:

1) Intensive reading, this reading can be called text reading or passage reading. In this type of reading the learner needs the text to get knowledge. Reading is done to carry out to get specific information
2) Extensive reading is the reading for pleasure, the reader wants to about something. The reader does not care about specific or important information after reading. Usually people read for keep them update.[1]

There are two types of reading, usually in the school the student do the intensive reading, because with the intensive reading the students can get more knowledge and it help the students to get the specific information.

[1] M. F. Patel, Praveen M. Jain, *Language Teaching (Methods, Tools, & Techniques)*, (Jaipur: Sunrise Publishers, 2008), 115

b. Micro skills, Macro skills and strategies for reading

1) Micro skills

Micro skill is Ability to recognize more specific things in the reading, such as in terms of word structure, tenses, basic words in a word. The micro skills those are:

a) Discriminate among the distinctive lengths in short-term memory.

b) Retain chunks of language of different lengths in short-term memory.

c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of words, and interpret word order patterns and their significance.

e) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralisation), pattern, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

Macro skill is Ability to comprehend reading in general, either about the purpose of reading or meaning. The macro skill those are:

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meanings.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.

3) Principal Strategies for Reading Comprehension

In understanding a reading comprehension there are several strategies that can be applied those are:

a) Identify your purpose in reading a text.

b) Apply spelling rules and conventions for bottom-up decoding.

c) Use lexical analysis (prefixes, roots, suffixes, etc.,) to determine meaning.

d) Guess at meaning (of words, idioms, etc.,) when you aren't certain.

e) Skim the text for the gist and for main ideas.

f) Scan the text for specific information (names, dates, key words)

g) Use silent reading techniques for rapid processing.

h) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

i) Distinguish between literal and implied meanings.

j) Capitalize on discourse markers to process.[2]

Those several principles above can help the students to make their reading comprehension more effectively, if they can apply that all several principles in reading comprehension.

c. Reading Comprehension

In Merlin Helentina Napitupulu research (The Effect of Teaching Strategies and Cognitive Style on Reading Comprehension) according to Brook describe that comprehension is not a separate, isolated skill but involves the relationship of the Students' knowledge and organizations of that knowledge as it relates to the material

[2] H. Douglas Brown. *Language Assessment Principle and Classroom Practice,* (San Francisco: Pearson Education Inc., 2004), 187-189

read. And according to Piaget points out that comprehension is a process involving assimilation of incoming information onto the students' existing knowledge.

From those statements that reading comprehension is not process reading and we and we get the information from the text, but it is the complex thing it is one skill that engaging the students' background knowledge and the knowledge the students get from the text.

Comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps, that are used to comprehend.[3] So, for do the reading comprehension is has many steps, and for reach reading comprehension effectively we must do reading comprehension step by step. Reading comprehension has three steps of comprehension skills those are:

1) **Pre-reading Comprehension Skills** are used primarily to preview the structure of the text to be read or to

[3] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students,* (Maryland: Rowman and Littlefield Education, 2008), 110-111

connect new information to knowledge might already know.

2) **During Reading Comprehension Skills** are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading.

3) **Post Reading Comprehension Skills** are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article. [4]

2. Analytical Exposition Text

a. Definition of analytical exposition text

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

[4] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, 111-116

opinions that support the idea or topic.[5] The analytical exposition is the one of the argument text that contains author's thinking that contain negative or positive effect from the case and the analytical exposition text is To reveal the readers that something is the important case. Usually analytical exposition text is use to persuade the readers or listeners that the opinion is correct by analyze the text and give the argument.

b. Generic structure of analytical exposition text

From the generic structure, what make big different is that analytical exposition ends with paragraph to strengthen the thesis while hortatory makes a recommendation for readers.

1) **Thesis**: This pre-conclusive paragraph states the writer's point of view about the topic discussed. Writer has shown himself in clear position of the discussed topic. Paragraph 1 is the thesis of this analytical

[5] http://www.nurdiono.com/generic-structure-of-analytical-exposition-text.html, (November,20th201)

exposition text. It states the fact of the very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not a good habit.

2) **Arguments**: Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before. In this example of analytical exposition text, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smokers themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

3) **Reiteration**: This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. The last paragraph of this example of analytical exposition points again that smoking is not good for smokers and people around

smokers. However smoking is very good for Cigarette Companies.[6]

c. Language features on analytical exposition text

1. Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. Use thesaurus to find an appropriate word. For example:

   - Instead of using *"bad"*, USE *appalling, unfavorable, ghastly, terrible* .

   -Instead of using *"good"*, USE *fantastic, incredible, momentous, remarkable.*

   -Instead of using *"persuading"*, USE *convincing, urging, enticing, realistic.*

   - Instead of using *"persuasive"*, USE *credible, realistic, rational, sane, coherent.*

2. Use present tense such as *lions live; I eat; cheetahs run.*

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[6] https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/(August,08th2011)

3. Use mental verbs such as *I believe; I prefer; I agree; I doubt; I disagree.*
4. Use saying verbs to support the argument such as *people say; it is said; research indicates*, etc.
5. Use connecting words to link to arguments so that the flow of argument is logical and fluent. Some examples are:

   - additionally, furthermore, not only, also, in addition, moreover, like wise etc.
6. Use causal conjunction to indicate cause or reason of what is being stated. For example:

   - because, consequently, despite, due to, for that reason, in case, otherwise, yet, first, second, etc.
7. Use words that express the author's attitude- to qualify or confirm. For example:

   - will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability etc.
8. Use persuasive techniques:

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinion, testimony or quotes.
- Use exaggeration to make things or issues appear better or worse than they actually are.[7]

d. The Example of Exposition text:

Laptop as Students' Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in

[7] Kementrian Pendidikan dan Kebudayaan, "*Bahasa Inggris",* (Jakarta:2014), 114

demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop

types. Students just need to decide which type they really need.[8]

3. Read Encode Annotate Ponder (REAP)

a) The definition of REAP

REAP is the other comprehensive multiple strategy instruction that encompasses many of the important individual strategy instructions (Eanet & Manzo, 1976). In Dawit Tibebu Tirunch's research (The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students) REAP is an acronym for the following stages of reading: *Read, Encode, Annotate and Ponder.* This reading strategy is noted as useful in helping students actively interact with the text and construct meaning while reading. Eanet and Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students' higher-order thinking and writing skills.[9]

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[8] https://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/(December,9th 2012)

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

REAP is 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.[10]

There are steps in students use of REAP:

a. R: *Read* to discern the writer's message
b. E: *Encode* the message by translating it into your own language
c. A: *Annotate* by cogently writing the message in notes for yourself or in a thought book to share with others
d. P: *Ponder*, or reflect, on what you have read and written, first introspectively and then by sharing and discussing it with others and as a study aid in test preparation.[11]

In Dawit Tibebu Tirunch's research (The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students) Eanet

[10] Anthony V. Manzo, Ula Casale Manzo, *Content Area Reading, A Heuristic approach*, (United States of America: Columbus Merrill Publishing Company, 1990), 221

[11] Anthony V. Manzo, Ula Casale Manzo, *Content Area Reading, A Heuristic Approach*, 221-222

and Manzo noted that at the heart of the REAP strategy is teaching students how to annotate or summarize a text. They pointed out that writing annotations force students to attend to various aspects of text which typically would be overlooked and the reader is required to discriminate and synthesize the ideas presented by the writer, translate these into his/her own language, and crystallize the result in writing (Eanet & Manzo, 1976).[12]

In Rini Susanti research (Teaching Teading by Combining REAP Strategy and Exit Slips Strategy at Senior High School) according to Sejnost and Thiese state that REAP is after reading strategy that helps students check for understanding and clarify and synthesize their thinking.

In conclusion, this strategy guide the students to understanding the texts 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.

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[12] Dawit Tibebu Tirunch, "The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students", *International Journal of Education*, Vol. VI, No.3, (2014), 84

b) Annotation styles

There are seven different annotation styles, which students can use singly or in combination:

1) A *heuristic* annotation is a statement, usually in the author's words, that has two purposes: to suggest the ideas of the reading selection and to provoke a response. To write the statement, the annotator needs to find the essence in a stimulating manner. The quotation selected must represent the theme or main idea of the selection.
2) A *summary* annotation condenses the selection into a concise form. It should be brief, clear, and to the point. It includes no more or less than is necessary to convey adequately the development and relationship of the author's main ideas. For a story, the summary annotation is a synopsis—the main events of the plot.
3) A *thesis* annotation is an incisive statement of the author's proposition. As the word *incisive* implies, it cuts directly to the heart of the matter. With fiction, it can substitute for a statement of theme. One approach is to ask, "What is the author saying? What one idea or

point is being made?" The thesis annotation is best written in precise wording; unnecessary connectives are removed to produce a telegram-like but unambiguous statement.

4) A *question* annotation directs attention to the ideas the annotator consider most germane; the question may or may not be the same as the author's thesis. The annotator must first determine the most significant issue at hand and then express this notation in question form. This annotation answers the question "What questions are the authors answering with the narrative?"

5) A *critical* annotation is the annotator's response to the author's thesis. In general, a reader may have one of three responses: agreement, disagreement, or a combination of the two. The first sentence in the annotation should state the author's thesis. The next sentence should state the position taken with respect to the thesis. The remaining sentences are devoted to defending this position.

6) An *intention* annotation is a statement of the author's intention, plan, or purpose as the student perceives it—in writing the selection. This type of annotation is particularly useful with material of a persuasive, ironic, or satirical nature. Determining intention requires that the annotator bring to bear all available clues—both intrinsic, such as tone and use of language, and extrinsic, such as background knowledge about the author.
7) A *motivation* annotation is a statement that attempts to speculate about the probable motive behind the author's writing. It is an attempt to find the source of the author's belief system and perceptions. Motivation annotation is a high form of criticism, often requiring penetrating psychological insight.[13]

From seven annotations above the researcher choose the summary annotation for the research, because this research because this annotation is clear, brief and to the point.

[13] Judy S. Richardson, Raymond F. Morgan, Charlene Fleener, *Reading to Learn in the Content Areas* (Belmont: Wadsworth Cengage Learning, 2009), 366-367

c) Advantages and Disadvantages of REAP

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

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. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.

6) The Ponder step allows the students to make a personal connection between the texts with their understanding.

The disadvantages of REAP:

1) Need much times to applying the REAP strategy
2) Many steps in REAP strategy.

B. The Previous Study

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

Aprilia Puwandari, "Picture Media in REAP (Read, Encode, Annotate, Ponder) Technique To Improve the Students Reading Comprehension and Writing" (An Experimental Research in the Academic Year 2010/2011), the point of her research is using REAP strategy to improve students reading comprehension and writing, the difference of my research that my research focus on reading comprehension on exposition text.[14]

[14] Aprilia Puwandari, "Picture Media in REAP (Read, Encode, Annotate, Ponder) Technique To Improve the Students Reading Comprehension and Writing", (Paper, The State Institute for Islamic Studies Sultan Maulana Hasanudin Banten, 2011)

Solemah, "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.[15]

Fanny Dwi Pratiwi "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

[15] Solemah, "Developing Student Reading Comprehension on Narrative Text Through Read, Encode, Annotate, Ponder (REAP)", (Paper, The State Institute for Islamic Studies Sultan Maulana Hasanudin Banten, 2016)

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_o) 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.[16]

C. Hypothesis

Hypothesis is a formal question that he intends to resolve[17]. A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study.[18]

Kinds of hypothesis which are used here are: Zero hypothesis (Ho), is the hypothesis which state that there is not any significant effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis (Ha), is the

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[16] Fanny Dwi Pratiwi, "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", (Paper, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012) , p. vi.

[17] C. R. Kothari, *Research Methodology Methods and Techniques*, (New Delhi: New Age International (P) Limited, 2004), 184.

[18] Alison Mackey, Susan M Gass, *Second Language Research Methodology and Design*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005) 100

hypothesis which state that there is any significant effect of the object of the research. It is also called with positive hypothesis.[19]

The criteria of the test of hypothesis as follow:

Ha : There is a significant effect of using Read, Encode, Annotate, Ponder (REAP) strategy to improve students' reading comprehension at the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center in the academic year of 2016/2017.

Ho : There is not any significant effect of using Read, Encode, Annotate, Ponder (REAP) strategy to improve students' reading comprehension at the eleventh grade of Islamic Senior High School Mathla'ul Anwar Menes Center in the academic year of 2016/2017.

[19] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2003), 65-66.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Location

To collect the data research, the researcher make a plan to conduct the research in May 2017 in second semester, and the researcher will conduct the data during 2 weeks, two meetings in every class both control class and experiment class.

To collect the data research, the researcher will conduct a field research of Islamic Senior High School Mathla'ul Anwar Menes Center. The researcher chooses this school because after researcher do the observation to this school, this school has the problem with reading comprehension especially in Exposition text. Because of that the researcher wants to do the research here. The researcher wants to know the effectiveness of Read, Encode Annotate Ponder (REAP) Strategy toward reading comprehension especially in Exposition text.

B. Research Method

In this research, the researcher uses the Experimental research that has control and experiment class and also both pretest and posttest in each class., and in this research the writer uses the quantitative design to achieve the purpose. The design to conduct his study because the researcher wanted to compare between teaching reading comprehension with Read, Encode, Annotate, Ponder (REAP) strategy to teaching reading comprehension with other method

C. Research Design

Table 3.1

Research Design

Class	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	✓	T2
Control	T3	X	T4

The table above showed that the researcher only conducted the treatment in the experimental class and the researcher did not give the treatment in the control class, but two classes got the same

pre-test and post-test. The effect The effect of using REAP strategy toward reading comprehension in exposition text of the eleventh grade student at Islamic Senior High School of Mathla'ul Anwar Menes Center is (T2-T1)- (T4-T3).

D. Population and Sample

1. Population

Population is generalization area that consisting: object / subject that have quality and specific characteristic those set by researcher to learning and then make the conclusion[1]. The researcher will take the participants of this research are the students of eleventh grade of Islamic Senior High School Mahla'ul Anwar Menes Center.

[1] Sugiyono, *Metode Penelitian Kombinasi,* (Bandung: Alfabeta,2016) 119.

Data of the population are:

Table 3.2

Data of Population

Class	Male	Female	Total
XI IPA I	8	15	23
XI IPA II	5	18	23
XI IPA III	5	15	20
XI IPA IV	8	25	33
XI AGAMA	10	14	24
XI IPS	11	17	28
		Total	151

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[2] Because the total population is big, the researcher took the sample by using cluster random sampling. All the member selected groups have similar characteristics. Therefore,

[2] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education. Inc, 2012), 142

the researcher took two classes to represent the population having similar characteristics. The similar characteristics intended for the both of class are: the students were taught by the same teacher of English, the students had the same level, and the students had the same material about learning of reading.

The researcher will take the sample of this research are the students of XI IPA I consist of 8 male and 15 female (total: 23) as experiment class and the students XI IPA II consist of 5 male and 18 female (total 23) as control class.

E. Instrument and Technique of Data Collecting

1) Instrument

A reading comprehension test, which serves as the research instrument is used to find out the students ability in reading comprehension and to find out the influence of Read, Encode, Annotate, Ponder (REAP) in teaching students reading comprehension as a strategy in in teaching students reading comprehension. To find out about it, the researcher used the multiple choice question test technique to determine the students achievement in reading comprehension of eleventh

grade of Islamic Senior High School of Mathla'ul Anwar. The research instrument that took by the researcher is a multiple choice question test.

A multiple choice is a part of the test; it focuses on the choosing of the right answer. It is an objective test. This instrument is given to students on pretest and posttest. In this case, objective test is easily to score. The test consists of twenty items of multiple choice related to the students reading comprehension. Each question is given 5 (five) if the answer is true and 0 (zero) if the answer is wrong.

2) Technique of Data Collecting

a. Pretest

The pretest will do before the treatment, the pretest intent on to looking for the difference student's reading comprehension before and after the students using Read Encode Annotate Ponder (REAP) strategy, this pretest do by the researcher give an exposition text and ask to students to answer the question about the text. The question is 20 questions of multiple choice test.

b. Treatment

After the researcher do the pretest in the day before, the researcher do the treatment, that is teaching reading comprehension using Read Encode Annotate Ponder (REAP) strategy in experiment class and teaching reading by discussion in control class. The following treatment as a collection of procedures of the implementation of Read, Encode, Annotate and Ponder (REAP) strategy can be seen as the following:

a. Read

a) The teacher asks the students to read an exposition text.

b) The teacher asks the students to comprehend the text by identifying the aspects involving in the text.

c) The teacher asks the students to catch the main idea of analytical exposition text.

b. Encode

a) The teacher asks the students to translate the writer's word into the students' own words.

b) The teacher asks the students to put their comprehending about the information in their mind.

c. Annotate

a) The teacher introduces to the students several forms of annotations.

b) The teacher asks the students to response their comprehending by transferring in written form. Kinds of annotation can be chose based on the level of students. If desire, the students can work alone or in small group to make the annotation.

d. Ponder

a) The teacher asks the students to ponder or reflect on the significance of the passage and their writing.

b) The teacher asks the students to share what they have read and written to whole class.

c) The teacher asks the students to discuss their work.

d) The teacher evaluates what the students have done.

The indicators of discussion strategy that is used by the teacher in teaching reading in control class as following:

1. The teacher divides the students into small group. The teacher can choose their partner by the students themselves.
2. The teacher gives the text about Analytical Exposition text.
3. The teacher asks the students to read the text and asks to find the difficulty words. The students translate the difficulty words with their partner.
4. The teacher asks the students to comprehend the meaning of the text.
5. The teacher evaluates what the students do and correct the answer that the students do.

The indicators of variable Y as a dependent variable (the students' reading comprehension) are:

1. The students are able to identify analytical exposition text about the reading for meaning.
2. The students are able to find out about the factual information of exposition text.
3. The students are able to find out the main idea of analytical exposition text.

4. The students are able to find out the meaning of word references or similar meaning.
5. The students are able to find out the communicative purpose of the reading text.

c. Posttest

Posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment. In our example, this would be assessing students' attitudes toward smoking at the end of the semester after the experimental treatment[3]. The researcher will do the posttest after the treatment and pretest to measure the effectiveness of reading comprehension using Read Encode Annotate Ponder (REAP) Strategy. The researcher give the multiple choice test for the post test.

[3] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education. Inc, 2012), 297

F. Technique of Data Analysis

The situation in two samples are small sample (N less than 30) so, the steps to obtain t_o are: [4]

a. Mean Variable X (Variable I):

$$M_x = \frac{\sum x}{N1}$$

b. Mean Variable Y (Variable II)

$$M_y = \frac{\sum y}{N2}$$

c. Standard Deviation Variable I, with the formula: 12

$$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{N1}\right)^2$$

d. Standard Deviation Variable II, with the formula:

$$\sum y^2 = \sum y^2 - \left(\frac{\sum y}{N2}\right)^2$$

e. Search t_o

$$t_o = \frac{Mx - My}{\sqrt{\frac{\sum x2 + \sum y2}{Nx + Ny - 2}\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2013), 354

CHAPTER IV

RESULT AND DISCUSSION OF THE RESEARCH

As described in previous pages that the written conducted both library and field research. In order to know using various pictures, the writer conducted the field research. The writer held the field research by taking student's score of the tests (pretest and posttest). The pretest given before the treatment and posttest given after the treatment.

A. The Data Presentation

1. The Processing of Pre Test Score

Pretest was given to the sample before using REAP (read Encode Annotate Ponder) strategy was applied to the class, the purpose of pretest is to measure and analysis student's reading skill. The score of pretest is gotten from 20 items of multiple choice, in every question get 5 score if the answer is true. The assessing and the result of pretest can be seen on the table below:

Table 4.1

Students' Score of Pretest

NO	Control Class		Experiment Class	
	NAME	SCORE	NAME	SCORE
1	AM	50	DA	65
2	MA	55	AIS	85
3	BF	30	AF	65
4	ONR	35	NH	80
5	DV	55	MSS	45
6	NA	50	SN	70
7	M	60	AW	60
8	IN	45	ANA	60
9	RR	65	DBN	60
10	DA	50	SA	75
11	EW	35	APS	70
12	DAA	50	RF	70
13	EF	65	R	60
14	AEV	60	SAR	35
15	R	40	NA	60

16	TH	35	FH	40
17	AA	55	LM	70
18	TO	50	VF	75
19	NB	55	LM	75
20	YAR	60	VY	75
21	EN	60	RDA	75
22	F	50	SD	55
23	M	70	RAH	40

Based data on the table above, the highest score in control class in the pretest is 70 and the lowest score is 30, and the highest score in control class in the pretest is 85 and the lowest score is 35

2. The Processing of Post Test Score

The post test was given to the sample after using REAP (Read, Encode Annotate Ponder) Strategy to the class, the purpose of the post test is to measure and analysis students' reading skill after applying REAP strategy to teach English reading especially in exposition text. This posttest is like pretest that is use 20 multiple choice and in every true answer given 5 and for wrong answer

given 0. The assessing and the result of posttest can be seen on the table below:

Table 4.2

Students' Score of Posttest

NO	Control Class		Experiment Class	
	NAME	SCORE	NAME	SCORE
1	AM	60	DA	75
2	MA	60	AIS	85
3	BF	50	AF	75
4	ONR	50	NH	80
5	DV	70	MSS	75
6	NA	45	SN	80
7	M	55	AW	75
8	IN	45	ANA	75
9	RR	70	DBN	65
10	DA	65	SA	85
11	EW	30	APS	75
12	DAA	50	RF	80
13	EF	70	R	65

14	AEV	70	SAR	50
15	R	35	NA	65
16	TH	40	FH	60
17	AA	60	LM	85
18	TO	65	VF	90
19	NB	70	LM	85
20	YAR	70	VY	85
21	EN	65	RDA	80
22	F	60	SD	60
23	M	75	RAH	60

Based data on the table above, the highest score in control class in the posttest is 75 and the lowest score is 30, and the highest score in experiment in the posttest is 90 and the lowest score is 50.

From the tables above, it could be seen that the score of experimental class before applying REAP strategy was higher than before applying REAP Strategy and the score of experiment class after applying REAP strategy higher than control class after applying the discussion method. The higher

score in experiment class after applying REAP strategy is 90, the higher score in experiment class before applying REAP strategy is 85 and the higher score in control class after applying discussion method is 75. It meant that the experimental class after applying REAP strategy was higher than before applying REAP strategy.

B. The Data Analysis

1. Comparing The Pre Test and The Post Test

In this part, the writer compares the pre-test score and the post test score to find out the effectiveness of using REAP strategy in reading comprehension. The writer compares both of them by using test calculation, and the data of the pretest and the post test can be seen on the table below:

a. Data of Pre Test and Post Test Experimental Class

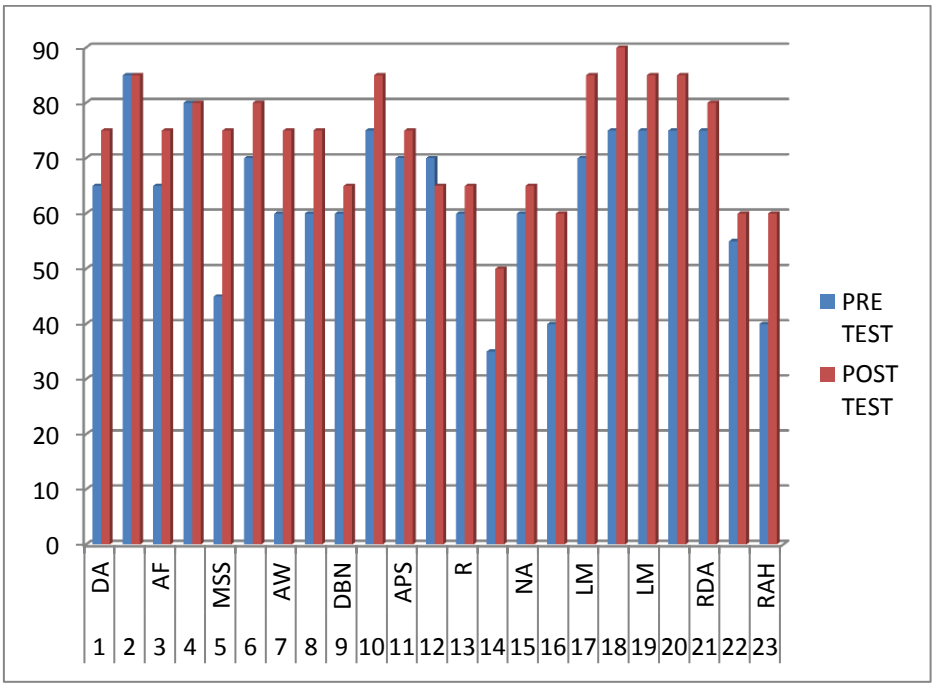
Table 4.3

The Data of Pre Test and Post Test Experimental Class/Variable X

NO	NAME	PRE TEST	POST TEST	DEVIATION ($X = x_2 - x_1$)	SQUARE DEVIATION (X^2)
1	DA	65	75	10	100
2	AIS	85	85	0	0
3	AF	65	75	10	100
4	NH	80	80	0	0
5	MSS	45	75	30	900
6	SN	70	80	10	100
7	AW	60	75	15	225
8	ANA	60	75	15	225
9	DBN	60	65	5	25
10	SA	75	85	10	100
11	APS	70	75	5	25
12	RFPW	70	65	10	100
13	R	60	65	5	25

14	SAR	35	50	15	225
15	NA	60	65	5	25
16	FH	40	60	20	400
17	LM	70	85	15	225
18	VF	75	90	15	225
19	LM	75	85	10	100
20	VY	75	85	10	100
21	RDA	75	80	5	25
22	SD	55	60	5	25
23	RAH	40	60	20	400
				$\sum X = 245$	$\sum X^2 = 3675$

From the table above we can make the graphic improving score result for the experiment class before and after applying REAP strategyto make easier to see the increasing score of the experiment class:



From the graphic above we can see who is the students that getting of the ground or the other way. The student that initial VF is has the higher score than another in posttest and the student that initial SAR has the lowest score than another.

Determine Post Test of Experimental Class

1) Determine Mean of Posttest Experimental class

   (Variable X/ Variable 1)

   $M_x = \frac{\Sigma x}{N1}$

   $= \frac{245}{23} = 10{,}65$

2) Standard Deviation of Postest Variable X / Variable 1

$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{N1}\right)^2$

$= 3675 - \left(\frac{245}{23}\right)^2$

$= 3675 - \left(\frac{60025}{23}\right)$

$= 3675 - 2609,78$

$= 1065,22$

Based on the calculating of posttest in experimental class (Variable X/ Variable I), mean found was 10,65, and standard deviation was 1065,22.

b. Data of Pre Test and Post Test Control Class

Table 4.4

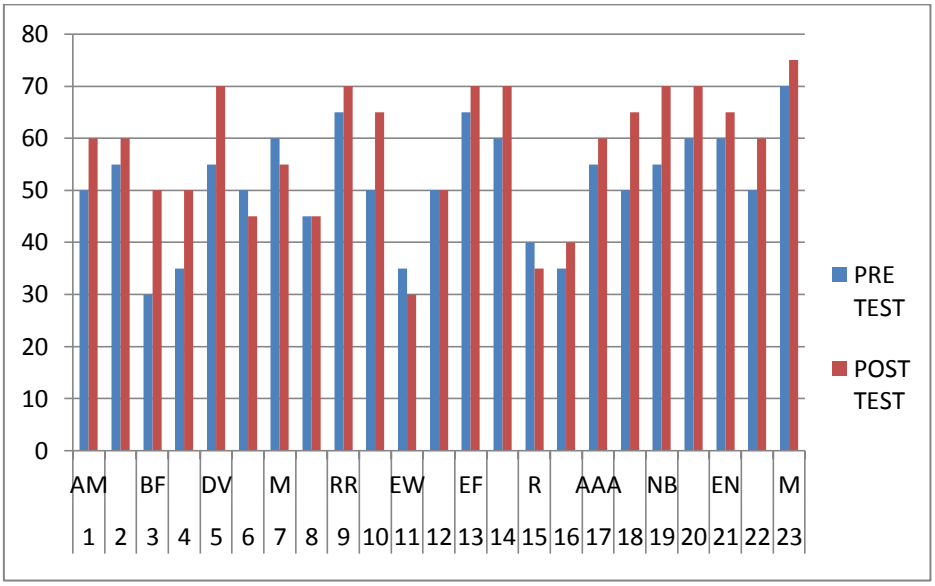
The Data of Pre Test and Post Test Control Class (Variable Y)

NO	NAME	PRE TEST	POST TEST	DEVIATION ($Y = y_2 - y_1$)	SQUARE DEVIATION (Y^2)
1	AM	50	60	10	100
2	MA	55	60	5	25
3	BF	30	50	20	400

4	ONR	35	50	15	225
5	DV	55	70	15	225
6	NA	50	45	-5	25
7	M	60	55	-5	25
8	IN	45	45	0	0
9	RR	65	70	5	25
10	DA	50	65	15	225
11	EW	35	30	-5	25
12	DAA	50	50	0	0
13	EF	65	70	5	25
14	AEV	60	70	10	100
15	R	40	35	-5	25
16	TH	35	40	5	25
17	AAA	55	60	5	25
18	TO	50	65	15	225
19	NB	55	70	15	225
20	YARA	60	70	10	100
21	EN	60	65	5	25
22	F	50	60	10	100

23	M	70	75	5	25
				$\sum Y = 150$	$\sum Y^2 = 2200$

From the table above we can make the graphic improving score result for the experiment class before and after applying discussion method to make easier to see the increasing score of the control class:



From the graphic above we can see who is the students that getting the ground or the other way. The student that initial M is has the higher score than another in posttest and the student that initial EW has the lowest score than another.

Determine Post Test of Control Class

1) Mean of Posttest Control class (Variable Y / Variable 2)

$M_y = \frac{\sum y}{N2}$

$= \frac{150}{23}$

$= 6,52$

2) Standard Deviation of Postest Variable Y / Variable 2

$\sum y^2 = \sum y^2 - \left(\frac{\sum y}{N2}\right)^2$

$= 2200 - \left(\frac{150}{23}\right)^2$

$= 2200 - \left(\frac{22500}{23}\right)$

$= 2200 - 978,26$

$= 1221,74$

Based on the calculating of posttest in control class (Variable Y/ Variable II), mean found was 6,52, and standard deviation was 1221,74.

2. Search "t" / "t_o"

To find out the ability of the eleventh grade students at Islamic Senior High School Mathla'ul Anwar Menes Center in comprehending exposition reading text without

using Read, Encode, Annotate, and Ponder (REAP) strategy and by using Read, Encode, Annotate, and Ponder (REAP) strategy, the data was analyzed by using independent t-test formula.

$$t_o = \frac{Mx - My}{\sqrt{\frac{\sum x2 + \sum y2}{Nx + Ny - 2}\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{10{,}65 - 6{,}52}{\sqrt{\frac{1065{,}22 + 1221{,}74}{23 + 23 - 2}\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$= \frac{4{,}13}{\sqrt{\frac{2286{,}96}{44}\left(\frac{2}{46}\right)}}$$

$$= \frac{4{,}13}{\sqrt{51{,}97(0{,}04)}}$$

$$= \frac{4{,}13}{\sqrt{2{,}07}}$$

$$= \frac{4{,}13}{1{,}43}$$

$$= 2{,}88$$

Then, to complete the result of the research, the writer tries to find out the degree of freedom (df) with formula:

Df = N – 1

= N1 + N2 – 2

= 23 +23 – 2

= 44

The result above shows about the score of sample both experimental and control class. The writer used 46 students as sample for research. 20 students from XI IPA 1 as control class and XI IPA 2 as experimental class.

Comparing "t" has been tested in calculating (t_o = 5,18) and df= 44. There is no df (degree of freedom) for 44, so the writer used the closer "df" from 40, which has been tested on "t" table (t_t 5% = 2,02) and (t_t1% = 2,70). It can be known that 2,02 < 2,88 > 2,70.

C. Interpretation of Data

The data showed that the highest score in the two classes in pretest was different that was class XI IPA 2 as an experimental class got 75 and XI IPA 1 as control class got 70. The lowest score of pretest in both classes was 35 for experimental class and 30 for control class.

The highest score of posttest of XI IPA 2 as experimental class is 90 and XI IPA 2 as control class is 75. The

lowest score posttest of experimental class is 50 and the lowest score of control class is 30.

From the interpretation above t-count > t table means there is significance effect of using REAP strategy toward reading comprehension.

Testing hypothesis is to know the significant of both variables, and tested as follow:

Ha = $t_o > t_t$

Ho = $t_o < t_t$

Note:

Ha = Alternative Hypothesis

Ho = Null Hypothesis

To = the value of t-count

Tt = the value of t-table

To prove the data hypothesis, the data obtained from an experimental class and control are calculated by using t-test formula with assumption as follows:

If $t_o > t_t$ = The alternative hypothesis is accepted. It means there is significant effect by using REAP strategy toward students reading comprehension.

If $t_o < t_t$ = The alternative hypothesis is rejected. It means there is no significant effect by using REAP strategy toward students reading comprehension.

From the result calculation above, the value of t_o = 2,88 the degree of freedom (df) = 40, the writer used the degree of significant 5% = 2,02 and 1% = 2,70. It means that Ha (Alternative Hypothesis) of the writer is accepted and Ho (Null Hypothesis) is rejected.

After getting the data, the writer compared it t_t both degree of significant 5% and 1% $t_o > t_t$ 5% and $t_o > t_t$ 1%, it means 2,02 < 2,88 > 2,70. It means (Alternative Hypothesis) of the research is accepted.

Based on criteria above, the writer inferred that his alternative hypothesis (Ha) Teaching Reading comprehension using REAP strategy improves students' reading comprehension is accepted. On the other hand, null hypothesis (Ho) teaching reading comprehension without using REAP strategy doesn't improves students' reading comprehension is rejected.

Based on the result of the test, the writer has conclusion that is t_o experimental class is bigger than t_o control class, it

means that REAP strategy has shown the true influence for students' reading ability and this strategy can be used as a good strategy to teaching reading comprehension.

Moreover, from the result of writer's view it showed that the students motivation was good after given a treatment. It could be seen from the students' participation during the teaching learning process and doing the tasks. It was observed their activeness in working in group and in following the activities in teaching. As the result, the teaching and learning process ran well in which all of the students got involved in the activity. Besides, during the class was conducted, all of them were present that made the teaching learning process could be followed by all students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data by using Independent t-test formula, the researcher found that the result of t_o was higher than t_{table}. (2.02 < 2,88 > 2.70). It showed that the different treatment used in teaching reading gave the different result.

1. The students' ability of the eleventh grade students at Islamic Senior High School of Mathla'ul Anwar in comprehending Exposition text reading text by using Read, Encode, Annotate, and Ponder (REAP) strategy had higher score. It can be seen from the students' score of post-test, the higher score of posttest using REAP strategy (experiment class) is 85 and the lowest score is 50.
2. There is significant effect of using Read, Encode, Annotate, and Ponder (REAP) strategy in comprehending exposition reading text of the eleventh grade students at Islamic Senior High School of Mathla'ul Anwar it can be seen on t_o was higher than t_{table}. (2.02 < 2,88 > 2.70).

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions about teaching reading comprehension by Read, Encode, Annotate Ponder (REAP) Strategy, that the writer would like to state:

1. For the English Teacher

   Based on the research finding, REAP can effects the students' reading comprehension. Therefore, for the candidate of the teacher or the teacher can use REAP strategy as a variation strategy in the teaching reading.

2. For The Students

   The students can use this strategy to make them be more active. Therefore, the students should use the strategy to improve the reading comprehension.

3. For the Other Researcher

   For the other researcher who want conducting research about REAP strategy, they can focus on the others skill such as writing, listening, or speaking.

4. For the Library

To support this strategy used in the class, in the library should have the book that supply this strategy like the book that contain material of reading comprehension.

5. For The Headmaster

The headmaster should give opportunities and supports to teachers in term of developing their competence in reading activities through conducting experiment research to improve their professionalism in teaching and learning process that can influence the students' quality in learning especially in learning English.

DOCUMENTATION

Pretest

Treatment

Posttest