

**THE USE OF REAP (READING, ENCODING, ANNOTATING, AND
PONDERING) TECHNIQUE TO IMPROVE READING
COMPREHENSION AT THE TENTH GRADE STUDENTS
OF MA DARUSALLAM KOTA BENGKULU
ACADEMIC YEAR 2019/2020**

THESIS

Submitted as A Partial Requirements for the degree of S.Pd (*Sarjana Pendidikan*)
in English Language Education



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Students Of MA Darussallam Kota Bengkulu Academic Year 2019/2020.

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MOTTO

“True knowlegde exists in knowing that you know nothing that makes you the
smartest of all”

(Socrates)

DEDICATION

This thesis is dedicated to:

- ❖ My Greatest God, Allah SWT, I really thank to You because without your blessing, I am nothing in this world.
- ❖ My beloved father and mother, thank for yours prayer, advice, patient, love, and support.
- ❖ My beloved brother and sister who always give me support, laughing, smiling, and love. Thanks for your joke. I do love you.
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- ❖ My second advisor (Mrs. Mrs.Fera Zasrianita, M.Pd.) who always give me guided, advice, spirit, and others.
- ❖ The headmaster, English teacher mam Eka Dian Permata, S.Pd and students of MA Darussallam Kota Bengkulu.
- ❖ My friend all of friends of TBI 2015, thanks for all the happiness we've passed together. I love you guys.
- ❖ My almamater IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled: "THE USE OF REAP (READING, ENCODING, ANNOTATING AND PONDERING) TECHNIQUE TO IMPROVE READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MA DARUSALLAM KOTA BENGKULU 2019/2020" is my masterpiece. All things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT

Desy Ari Santi. NIM. 1516230055. 2020. *The Use of REAP (Reading, Encoding, Annotating And Pondering) Technique To Improve Reading Comprehension At The Tenth Grade Students Of Ma Darusallam Kota Bengkulu 2019/2020.* Thesis. English Education Study Program, Tarbiyah and Tadris Faculty. IAIN Bengkulu..

Advisors: 1. Dr. Syamsul Rizal M.Pd., 2. Fera Zasrianita, M.Pd

Keywords: *Reading Comprehension, REAP technique*

The problem of this study is that students' reading comprehension is very low, the students have difficulty understanding the text, the students lack English vocabulary, the teacher used a technique that is not quite right in teaching reading, and the students got reading comprehension scores below the minimum completion criteria (KKM). The purpose of this research explain whether using REAP (Reading, Encoding, Annotating, and Pondering) techniques to improve students' reading comprehension at the tenth grade students MA Darussallam kota bengkulu in the academic year 2019/2020. The method used in this research is classroom action research (CAR). The research design used in this study is collaborative classroom action research. The researcher collaborative with an English teacher at MA Darussallam kota bengkulu as an observasi and collaborative. The subjects of this study were 20 students, consisted 11 females and 9 males. The subject Instrument used in this research is reading comprehension test, teacher observation cheklits and field notes, student observation Cheklist and field notes, interview and documentation. This research was conducted in three cycles which included plans, actions, observations and reflection. The evaluation of students conducted at the end of each cycle. Each cycle consists of four meetings. From the average results in each cycle there is an increase in students' reading comprehension ability on the pre-assessment is the average student reaches, (55.14%), cycle 1 (62.15%), cycle 2 (70.14%), and cycle 3 (75.65%). That avarega students score increase and got standardization of school. Based on the result in cycle three it indeed REAP technique could increasing students' reading comprehension text.

ABSTRAK

Desy Ari Santi. NIM. 1516230055. 2020. *The Use of REAP (Reading, Encoding, Annotating And Pondering) Technique To Improve Reading Comprehension At The Tenth Grade Students Of Ma Darussallam Kota Bengkulu 2019/2020.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris. IAIN Bengkulu.

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Kata kunci: *Pemahaman membaca dan REAP technique*

Masalah dari penelitian ini adalah pemahaman membaca siswa sangat rendah, siswa sulit memahami teks, siswa tidak memiliki cukup kosa kata, guru menggunakan teknik yang kurang tepat dalam mengajar membaca dan siswa mendapat skor pemahaman membaca dibawah kriteria ketuntasan minimum (KKM). Tujuan dari penelitian ini adalah apakah menggunakan REAP teknik bisa meningkatkan pemahaman membaca siswa di kelas sepuluh MA Darussallam kota Bengkulu di tahun akademik 2019/2020. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Desain penelitian tindakan kelas yang digunakan dalam penelitian ini yaitu penelitian tindakan kelas kolaboratif. Peneliti bekerjasama dengan guru bahasa Inggris di MA Darussallam kota Bengkulu sebagai pengamat dan kolaboratif. Subjek penelitian ini berjumlah 20 siswa, 11 perempuan dan 9 laki-laki. Pengumpulan data yang digunakan dalam penelitian ini adalah tes pemahaman membaca, lembar observasi guru dan catatan, lembar observasi siswa dan catatan, wawancara dan dokumentasi. Penelitian ini dilakukan dalam tiga siklus yang meliputi rencana, tindakan, observasi dan refleksi dan evaluasi siswa dilakukan di setiap akhir siklus. Setiap siklus terdiri empat kali pertemuan. Dari hasil rata-rata dalam setiap siklus ada peningkatan terhadap kemampuan pemahaman membaca siswa pada tes awal adalah rata-rata siswa mencapai, (55,14%), siklus 1 mencapai (62,15%) siklus 2 mencapai (70,14%) dan siklus 3 (75,65%). Jadi penelitian ini membuktikan bahwa nilai rata-rata siswa telah mencapai target penelitian. Dengan demikian bahwa teknik REAP bisa meningkatkan pemahaman membaca siswa dalam memahami teks.

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Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu,
The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is the most important aspect for communication. Through language residents can express their ideas and opinions. This is also as a way to interact and exchange acquaintances with others. People language in everyday life to making facilitates communication. When they wanted to talk with others, of course they need a mean of communication that can be understood by their listeners. Without language, it's hard to imagine how people can interact and cooperate with each other.

So many languages in the world that mastering one language is not enough. In the world, of course we need other languages. In the era of globalization, English as one of the important languages is used by most people in the world. It is spoken by people all over the world as their first language, second language and foreign language. Indeed, it is now a world language. The connecting language for each country to communicate with other countries. People cannot use their national language anymore if they want to communicate with other people from other countries, they must be master English.

English is referred to as an international language and also as a second language from many countries in the world. Therefore, people realized that the importance of communication with this language. When someone know English, they could interact and communicate with people

from some countries in the world, without any confusion in expressing their feelings and thoughts. The position of English is also increasingly used, which is not only in the world of education but in all fields such as science, technology, economics, politics, trade, banking, culture, art and others. For this reason, why English can be said to be one of the largest languages used in the whole world and English is also the most important language for learning.

There are four skills for learning in English, namely speaking, reading, writing, and speaking skills. Reading is one of the four skills that must be mastered by students because it has an important role in human life¹. They are important to master, but the most valuable thing to master is reading skills, because reading is one of the most important skills. This is also the main pillar where the teaching and learning process. Reading is one of the factors that influence students to succeed in the learning and teaching process. That's because most teaching and learning materials are in written form. In order for the reading process to succeed, an individual must process basic intellectual abilities or background knowledge and experience related to the topic of reading, reading is usually understood as a solitary activity in which the reader interacts with the text separately. This means that students need to improve their reading skills to understand teaching and learning material.

¹Mislaini, "Improving students' reading comprehension of Narrative text by using fable at the grade x SMA 1 Bonai Darussalam", *University of pasir pengaraian*, 2015. p. 2

Reading is part of language skills. it is closely related to other components that are speaking, writing, and listening. These language skills are inseparable from each other. The important thing about reading is understanding the text besides knowledge of letters and punctuation and readers need skills to understand reading. This emphasis is intended to encourage students to enjoy reading and reading skills.

Comprehension in reading is very important that must be processed by students in order to understand the text. Reading is also a public place for teacher education that tends to be taught by the teacher with the method used by the teacher who teaches them. Reading is one of the skills students must learn. Because reading is an important skill, when readers read, they also learn and have a goal to gain knowledge, they use thinking, skills or strategies to deduce what they mean. Another definition of reading comprehension strategy is as cognitive or behavioral action that is applied under certain contextuels.

Teaching reading is not easy because teachers don't just have to make students read the text but they also have to think about how students can understand all aspects of English in it². To make students interested in learning English, teachers must have various techniques in teaching English. There are many reading comprehension strategies, such as: PQ4R strategies, S3QR strategies, Critical Reading Techniques, and REAP Techniques.

²Muslaini, "Strategies for teaching reading comprehension", *English education journal (EEJ)*, Vol. 8, No. 1, 2017.P. 69

Based on observations in researchers in MA Darussalam Kota Bengkulu, on January 22th, 2019, I get some information about the situation activities students. The First, the building is very good for students to learn there, such as comfortable and large library rooms, canteen, and many class for each devided into some departments, a total of thirteen classrooms with a total 150 students and a total of 25 teachers. The Second, researchers also found adequate media, such as blackboards, markers, tables, chairs and so we can see that this school is a good infrastructure. However, many students got reading comprehension scores below the minimum completion criteria(KKM) of 75. And researchers also found,the teacher used a technique that is not quite right in teaching reading. Thus, students get bored easily and cause them difficulty in understanding a text and students also find it difficult to understand the meaning of words in the text. Although it is clear that students' self-efficacy seems to have a lot of influence on their reading skills.³

Based on the results of interviews with English teachers and one of the students at the MA Darusallam Kota Bengkulu. The researcher found several problems that existed. Based on the results of interviews with English teachers and one of the students at the MA Darusallam Kota Bengkulu. The researcher found several problems that existed. Firstly, many students got reading comprehension scores below the minimum completion criteria (KKM). Secondly, students are less efficient in reading

³ Observasi Of Activities Of Students MA Darussalam Kota Bengkulu January 22th 2019

because they lack independent reading. In other words, if the students read rarely, they might have problem in acquiring vocabulary. Third, students are unable to use context clues to guess the word meaning. If the students come across with the difficult words, they tend to ignore the words and it makes them discouraged and stop reading. Fourth, students have difficulty understanding the text. Difficulties are caused by several factors, such as incomprehensible text, vocabulary difficulties, and length of texts, so some of them have scores in KKM. Fifth, the students lack English vocabulary, which is why students find it difficult to understand texts and students also find it difficult to get text messages and they cannot read and construct sentences correctly. Sixth, the teacher uses a technique that is not quite right in teaching reading. So in this case, students feel bored and do not understand how to read texts and students are also lazy to practice reading. Finally, the students read the text is monotonous. There is no innovative way for students to read the text comprehensively. Students cannot learn effectively without teacher guidance. When teachers use appropriate techniques that can overcome the problems identified, students can be more active and interested in reading activities. Therefore, techniques are needed to solve the problem.

Based on the problem above, researcher was help students how to get information and understand the text. To help students understand the text, there are several learning strategies in teaching that can be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP)

techniques. Read, Encode, Annotate, and Ponder (REAP) are techniques to help readers read and understand texts. The purpose of the REAP technique is to develop so that students better understand the role of the writer in writing and improve their reading comprehension.

The REAP technique was help students to connect text and their words to enable them to communicate their understanding of the text. By using the techniques of Read, Encode, Annotate, and Ponder (REAP), students are expected to be able to improve their reading comprehension. It is assumed that Read, Encode, Annotate, and Ponder (REAP) is suitable for dealing with problems of tenth grade students of MA Darussalam kota Bengkulu.

Therefore, researchers conducted this study entitled: " The use of REAP (reading, encoding, annotating, and pondering) technique To improve reading comprehension at the tenth grade students of MA Darusallam Kota Bengkulu in Academic year 2019/2020.

B. Identification of Problem

Based on the background above, the author found some information about the problem of the reading teaching and learning process at the tenth grade students of MA Darusallam Kota Bengkulu. (1) The students got reading comprehension scores below the minimum completion criteria (KKM). (2) The students are less efficient in reading because they lack independent reading. (3). The students are unable to use context clues to guess the word meaning. (4) The students have difficulty understanding

the text. (5) The students lack English vocabulary. (6) The teacher used a technique that is not quite right in teaching reading. (7) The students read the text is monotonous.

C. Limitation of the problem

The limitation of this research , on the focus use REAP technique in teaching reading comprehension. And also the research is focus on reading narrative text text at the grade tenthstudent of MA Darussallam kota bngkulu in academic year 2019/2020.

D. Research Question

Based on the explanation above the problem of this research is formulated as the following Question. “How can the use of the REAP (reading, encoding, annotating, and pondering) technique to improve reading comprehension at the tenth grade students of MA Darusallam kota bengkulu?”

E. Research Objective

Based on the problem above, this study aimed to improve students comprehension in reading through the implementation in REAP (reading, encoding, annotating, and pondering) techniqueat the tenth grade students of MA Darussallam kota Bengkulu.

F. Signification of the study

1. For the teacher

The results of this study can help them to carry out the teaching and learning process, because this technique can be used as one of the techniques in the learning process of English which makes students more interested in learning and understanding the text.

2. For the students

Through the results of this study, it is expected that the existence of this technique can help improve reading comprehension of students in the teaching and learning process in MA Darussalam kota Bengkulu

3. For further researchers

The author hopes that this research can enrich teacher knowledge and and with this research can also be used or made reference for other researchers whose problems are similar to findings in the field of teaching reading comprehension.

G. Defination of key terms

a. Reading comprehension

The ability to read is the most important thing right now and no one can get it success without having this ability. According to Suponoreading is an interactive process as a transaction between

readers and writers through text.⁴ Moreover, understanding is not something that happens after reading. This is the thought done before, during, and after reading. The ability, knowledge, and experience of the reader influence the act of reading.

b. Reading, encoding, annotating, and pondering (reap)

REAP technique is one of teaching technique in reading, there are four steps in REAP technique: Reading, Encoding, Annotating and pondering. According to Tierney, Readence, and Dishmer REAP is an alternative to Directed Reading Activities and Guided Reading Understanding. In the REAP technique students learn to take the main ideas from the text by following four steps: the first step Read the text quickly. The second step encodes the text in your own language. the third annotates the text by writing the message conveyed, and the latter ponder your own message and the student next to you.⁵

⁴Supono in Khairil Razali, "Strategies in improving reading comprehension through vocabulary acquisition", *Englisia*, Vol. 1, No. 1, November 2013, p. 3

⁵Dismher in Fitrah Mutia, "Applying read, encode, annotate and ponder (REAP) technique to develop reading comprehension of the grade X student", *E-journal of english language teaching society (ELTS)*, Vol.4, No. 1, 2016, p.3

CHAPTER II

LITERATURE REVIEW

A. Reading Skill

1. Definition of Reading

Reading is very important for us. For example, to do chemistry training, students must know what questions mean, if they cannot read, students cannot do their exercises. And because by reading we can enlarge and improve our knowledge. Allah SWT suggested on the holy Al-Qur'an in Surah Al-Alaq 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ
مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ
بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: " Read: In the name of thy Lord who createth, Createth man from a clot. Read: And thy Lord is the Most generous, Who teacheth by the pen, Teacheth man that which he knew not".(Al-Alaq 1-5).⁶

The verse above means that to get more expression or getting more information they have to reading expect that students can be more active and creative for development their knowledge , because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning.

⁶https://quranenc.com/id/browse/english_saheeh/96

According to Patel, reading is an important activity in life with which one can update his/her knowledge. Reading is the most useful and important skill for people; this is more important than speaking and writing.⁷ Reading is a source of joy. Good reading is that which keeps students regular in reading, which provides them both pleasure and profit. Reading is the most important activity in any language class. In addition, Richards and Schmidt states reading is the activity of perceiving text written to understand its contents.⁸ Reading is an active and interactive activity for reproducing words mentally and vocalizing to understand the contents of the text.

Based on the above definition, the researcher concluded that reading is one of the most important aspects in education in the world, especially for educated people in learning foreign languages and reading is a combination of several components that produce an action known as reading. Reading requires you to think and feel. Reading does not only see and pronounce words in the text clearly and from the pronunciation of words correctly, no more than recognizing the meaning of words but also understanding all components of the text and reading can also expand and enhance knowledge.

2. Reading Comprehension

Reading needs not only comprehension to understand it but also the experience and background of knowledge, reading with comprehension

⁷M.F. Patel and Praveen M. Jain. *English Language Teaching :Methods, Tools & Technique*. (Sunrise Publishers & Distributors. 2008),113.

⁸Richards and Schmidt in Agus Rahmat, "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba", *Journal of English Language, Literature, and Teaching*, Vol. 1, No. 2, Oktober 2017.P. 21

it means people understand what they read. So, people do not only read but also comprehend the text in order to extract some ideas from the text.

According to Catherine, comprehension has three elements:

1. The reader who is doing the comprehending.
2. The text that is to be comprehended.
3. The activity in which comprehension is a part.⁹

Reading Comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education. Snow states that reading comprehension is a process of extracting and forming meaning simultaneously through interaction and involvement with written language.¹⁰ According to Nunan, reading is an understanding that refers to reading to get meaning, understanding, and entertainment. With that, reading comprehension is reading a text to get meaning and can understand the contents of the text.

Based on the definition above, it can be concluded that comprehension is the process of obtaining meaning from a connected text. Reading comprehension is designed to help readers become better readers. Understanding of reading refers to meaning, understanding, and entertainment. It involves the knowledge of words and thoughts and reasoning. Therefore, understanding is not a passive process, but active

⁹Chatrine E. Snow. Reading for: *Understanding Toward and R&D Program in Reading comprehension*. (RAND, 2002), p.11

¹⁰Snow in Suryani, "Teaching Reading Narrative Texts Through Story Impression Strategy To Islamic Junior High Students", *Jurnal Pendidikan dan Pengajaran*, Vol. 4, No. 2 December 2017, p.42

readers actively engage with text to build meaning. this active involvement includes utilizing prior knowledge. it draws conclusions from the words that the writer uses to communicate information, ideas, and points of view.

3. Skill of Reading

There are some skills for reading which are developed using a variety of difficult based on Greenall:

1. Extracting main idea

It is important to help the learner look for the main ideas of passage and to avoid getting distracted by unfamiliar vocabulary. Typical activities which develop this skill are matching exercises, text with picture, text with heading, etc. Sometimes, there may be an extra sentence or an extra picture. This only makes the reader think a bit more.

2. Understanding text organization

It is sometimes difficult to understand what information is important in a passage and where it should come. Text organization activities help the reader to see what belongs to a passage, and how sentences are joined together in logical way.

3. Inferring

A writer may want you to understand more than the actual words you read. Inferring activities draw the reader's attention to the overall atmosphere of the passage. They also help build their vocabulary.

4. Predicating

Before learners reading a text, it may be helpful to encourage them to look at the subject or the title of the passage, and to think about the possible content. But remember, it doesn't matter if the learner do not predict correctly. The activity still help prepare them for reading.

5. Dealing with unfamiliar words.

In this research there will be many word which the learner will not understand. This is because all the passage is example of real life written english. It is important to try and guess the general sense of a difficult word, and there are number of activities which help the reader deal with unfamiliar vocabulary without using dictionaries or asking the teacher to explain and translate.¹¹

It can be concluded that to comprehend the text, the reader have master some skills of the reading comprehension above, depends on his/his purpose or aims.

Another to expert, Beside understanding the definition of reading and type reading performance, in order to determine the improvement in teaching and learning reading, we also need to know the skills, micro- and macro skill of reading, especially for reading comprehension, as well.

Below are the macro and micro skills of reading stated by Brown:

¹¹Greenall in Rini Satria. *The implementation of snowballing technique to improve student's reading comprehension*. (Bengkulu:English study program faculty department Islamic education and faculty state institute Islamic for students of IAIN Bengkulu unpublished thesis,2017). P. 21-23.

1. Micro skill

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- 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, etc.), system (e.g. tense agreement, pluralization), patterns, 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

- 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, 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.¹²

4. Characteristic measuring of reading comprehension

According Sharpe identified five types of questions that are commonly used in reading tests.¹³The five types of questions are: (1) questions to find the main ideas (reading for main ideas), (2) vocabulary questions in context (using context for vocabulary), (3) scanning for searching details (scanning for details), (4) making inferences, and (5) finding references (locating references), and questions that refer back to references (referring to the passage).

5. Type of reading

a. Extensive reading

Extensive reading is the reading for the pleasure. The reader just want to know about something and not can about the specific or important umformation after reading. the porpuse of the extensive reading will be to train the student to read directly and fluency in the target language for enjoyment, without the aid of the teacher.

b. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for

¹²H. Douglas Brown, *Language principles and classroom practices*(Logman, California,2004),187-188.

¹³Sharpe in Syamsul rizal,"desain pengembangan bahan ajar english for spesificPurpose berbasis study islam dalam matakuliahBahasa inggris perguruan tinggi keagamaan islam," NUANSA, vol. XII, no. 1, 2019, p. 128

explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the txt to get knowledge or analysis.

c. Aloud reading

Aloud reading is the reading a text by using loud voice. It enables learners to develop the skill of reading very well by speaking expressing ideas.

d. Silent reading

Silent reading is very important skill in teaching of English. Silent reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of impormation. Teacher has to make them read silently as and when they are to read without my difficulties. It is of habit in which are enabled to read without any audible whisper.¹⁴

6. Teaching and Reading Activities

Reading is an activity carried out to find written text ideas or information. By reading, the reader will get important knowledge in it Main activities in daily life. For students in school, reading is an activity that can motivate them to be active in increasing their knowledge and activating the thinking process. Because during reading they capture and achieve many things.

¹⁴M.F. Patel and Praveen M. Jain. *English Language Teaching :Methods, Tools & Technique*. (Sunrise Publishers & Distributors. 2008),115-123.

According to Linse the teaching of reading comprehension is teaching students how they obtain meaning and also analyze or synthesize what they have read. This shows that teaching reading comprehension means not only teaching students how to read well, but also teaching them how to get an in-depth understanding of what they read. The teacher also teaches students how to understand and capture the meaning of the text. This helps students to understand to get the text. In teaching reading, there are three main activities that must be considered by the teacher.

There some principle of teaching reading, there are eight principles of teaching reading:(1) Exploit the readers background knowledge. (2)Build a strong vocabulary base. (3) Teach for comprehension. (4) Work on increasing reading rate. (5) Teach reading strategies. (6) Encourage students to transform strategies into skills. (7) Build assessment and evaluation into your teaching. (8) Strive for continuous improvement as a reading teacher.¹⁵

Harmer state that there are six principles behind the teaching of reading. They are as follows: (1) Reading is not a passive skill. (2) Students need to be engaged with what they are reading. (3) A student should be engaged to respond to the content of reading a text not just to the languages. (4) Prediction is a significant factor in reading. (5) Match the Task to the Topic. (6) Good teachers exploit reading text to the full.¹⁶

According to Brown the activity of teaching reading includes:

¹⁵David Nunan. *Practical English Language Teaching*, (New York:Hill Companies, 2003),74-77.

¹⁶Jeremy Harmer. *How to Teach English* . (Pearson Education Limited new edition. 2017),101-102.

1. Pre-reading activities

In this activity students have not entered into reading activities, the teacher tries to activate students' knowledge of the topic being discussed. Students are guided to recognize topics and some state information through skimming and scanning activities. Students are also guided to get used to some of the vocabulary included in the reading text. This activity is carried out only to attract students' interest, motivation and enthusiasm until the end of the reading activity.

2. Reading activities

This activity is usually regarded as the core of the reading process. The students begin to read the text and understand all the information in the text. The students are also guided to identify the main ideas in each paragraph, understand all information comprehensively and try to make some vocabulary instructions. In this activity the teacher encourages students to focus on reading, so students will easily understand and know what they have read so far.

3. Post reading activities

In this activity the teacher tries to evaluate students' understanding of the reading text. The assessment includes vocabulary, grammar, meaning, and summary of the author's goals.

In addition, to find out these items, the teacher gives training to students.¹⁷

7. The importance of teaching reading

- a. The ability to read a wide range of texts in English. This is the longrange goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- b. Building a knowledge of language which will facilitate reading ability
- c. Building schematic knowledge.
- d. The ability to adapt the reading style according reading purpose (skimming, scanning)
- e. Developing an awareness of the structure of written texts in English
- f. Taking a critical stance to the contents of the texts.¹⁸

8. Strategies for Reading Comprehension

According to Richard and Smith, the strategy is reading to teach reading comprehension as a way of accessing the meaning of the text¹⁹. And according to Brown Reading Comprehension has the following: strategies: (a). Identify the purpose in reading, (b). Use grapheme rule and patterns to aid in bottom-up decoding (especially for beginning level), (c). Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advced level), (d). Skim the text for main idea, (e). Scan the

¹⁷Brownin Muhammad Khairi Ikhsan,"The Alternative Strategies For Teaching Reading Skill For EFL Student" Komposisi: Jurnal Pendidikan, Vol. XVIII, No. 1, 2017, P. 111

¹⁸Hesham," Teaching Reading Comprehension To ESL/EFL Learners," *Journal Of Language And Learning*, Vol. 5 ,NO. 1, 2006. P.67

¹⁹Richard and Smithin Nurhayati",Qar Strategy For Effective Teaching Of Reading Comprehension, *English Education Journal (Eej)*, 10(1), 95-111, January 2019.P.98

text for specific information, (f). Use semantic mapping or clustering, (g). Guess when you are not certain, (h). Analyze vocabulary, (i). Distinguish between literal and implied meanings, (j). Capitalize on discourse markers to process relationship.²⁰

There are also strategies for reading comprehension according to Chamot and O'Malley has three categories; metacognitive, cognitive and social-affective. (a). Metacognitive strategies means knowing what we know or monitoring our own thinking, (b). Cognitive strategies are characterized by making inferences, visualizing, and predicting during reading process, (c). Sosio- Affective Strategies are characterized by cooperative learning and asking questions for clarification.²¹

9. Narrative Text

a. Defination narrative text

Narartive text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. Generic structure

a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is invloved in the story.

²⁰ H. Douglas Brown, *teaching by principles An interactive approach to language pedagogy (second edition)*, (Logman,2003),306-310.

²¹Chamot and O'Malley in Nurhayati",Qar Strategy For Effective Teaching Of Reading Comprehension, *English Education Journal (Eej)*, 10(1), 95-111, January 2019.P.98-99

b. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c. Resolution

The problem (the crisis) is resolved, either in a happy ending or in sad (tragic) ending.

d. Re-orientation/coda

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

c. Language feature

a. Past tense (killed, drunk, etc))

b. Adverb of time (once upon a time, one day, etc)

c. Time conjunction (when, then, suddenly, etc)

d. Specific character, the character of the story is specific, not general. (Cinderella, Snow white, Alibaba, etc)

e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

f. Direct speech. It is used to make the story lively. (Snow white, "My name is snow white"). The direct speech uses present tense.²²

B. Reading Encoding Annotating and Pondering (REAP) Technique

One of the techniques in teaching reading by using REAP technique, REAP is a technique for helping a reader read and understand a text. Reading, Encoding, Annotating and Pondering, in this technique the teachers guide the

²²Sumarsi, *Modul Pengayaan Bahasa Inggris untuk SMA/MA semester 2*, Putra Nugraha, 2018, p. 43

students to comprehend a Narrative Text easily. REAP is an acronym for Reading, Encoding, Annotating, Pondering. According Eanet and Manzo that this technique starts from the premise that readers best when asked to communicate the ideas gleaned from a passage they have read The REAP technique consist of:

R: Read to gather the author's ideas;

E: Encode the author's ideas into one owns' Language.

A: Annotate those ideas in writing for one or for sharing with others;

P: Ponder the significance of the annotation.²³

Another definition, of REAP technique aims to help the students as readers to become more effective readers and to think critically about the material that they have read.²⁴Some more explanation about REAP technique as follow:

1. Reading is the first step in REAP technique. In this step, the reader read the whole text. The purpose of this activity is to catch the main idea or the main content of the text. In reading step, the reader can read the text about one or two times, the others may be three time. It is catching the idea from the text.
2. The second step are encoding, in this step reader explore the idea into their words. In encode step it is demanded the critical thinking of the

²³Eanet and Manzo in Jesi Putri Marantika, The R.E.A.P Technique for Teaching Reading a Narrative Text at Junior High Scool Students, *jurnal of English language teaching*, Vol. 1, No. 2, 2013, P. 72.

²⁴Hoover, J. John. Study skills and the education of students with learning disabilities. *Journal of Learning Disabilities*,2000. p.g 46 <http://intl-idx.sagepub.com>

reader to concept the idea of the text into their own understanding. Every reader may be has different way and different language to understand the text.

3. The third step is Annotating, this is a key process of the REAP technique. In this step students use their abilities on how to summarize information from the text based on the generic structure of narrative text consisting of orientation, complications and resolution. Then with this step the readers write what they get in the Reading and Encoding step.
4. The last step in the technique is Pondering, this step is done by reviewing by the reader itself, then sharing and discussing with the others.²⁵ The steps in REAP technique includes into four steps:

The first steps in REAP technique is Read step. In this step, the students will be asked to read a text selection by the teacher. After that, in Encoding step, the students try to encode by putting the gist of what they read in their own words. Then, the students follow Annotate step. In this step, students will be asked to annotate the text by writing down the main ideas (notes, important words, and quotes) and the author's message. This can help students easily understand narrative texts. That happens because the annotation summary is a kind of writing strategy to capture information by compacting the selection into a concise form. This can be information about the plot synopsis and the main characters in fiction and the detailed statements of important ideas in nonfiction. Finally, the students do Pondering step. In this step, the students

²⁵Eanet and Manzo in Dawit Tibebu Tiruneh, The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students, *Macrothink Institute*, Vol.6, No.3 , 2014, P. 83-84

ponder what they have read by thinking and talking with others in order to make a personal connection, develop the questions and connect their reading with others reading. Those all steps are designed to guide the students to comprehend a text and interpret the text clearly by their own words.²⁶

Reap technique is also assist in combining several skill to facilities discussion about reading material, Generally REAP is based on premises: a) A text becomes more meaningful when readers communicate its information to themselves or others. b) Students read with added attention when they are to write about it afterward, so the once passive reading becomes more actives. c) Students tend to process information more deeply and more meaning when they write about it afterward. There were some advantages of REAP technique, explained that REAP technique develop in a student greater of the author's role in writing and to improve reading comprehension.²⁷ This technique help students build between the text and their own words to enable them to communicate their understanding of the text.

Based on the steps in REAP, the REAP technique has some advantages to help students comprehending a text. Firstly, the students can revisit the text several times as they work through the REAP process. Secondly, students can understand the text by restate main ideas and important points of the text in their own words. Thirdly, the students also can make a personal connection between the texts with their understanding. And

²⁶ Allen, Janet. 2004. Tools for Teaching Content Literacy. Portland, Maine: Sten house.

²⁷Clark in Rini Susanti, Teaching Reading by Combining Reap (Reading, Encoding, Annotating, Pondering) Technique and Exit Slips Technique at Senior High School, *Jurnal kependidikan Discovery*, Vol. 2, No. 1, 2014.P. 4

the last, annotating steps can improve the students' attention and make reading a more active process. So, REAP is a technique to guide students to comprehend a text by connecting between a text with their own words. REAP is an acronym for four steps. First, students read a text independently. Secondly, students encode the text by writing the ideas in their own words. Thirdly, they annotate a text using quotes, phrases or words. Fourthly, they ponder the text by engaging in group discussion or peers.

C. Previous Studies

There are many researchers who had conducted research that related with this study. One of them is research by Ikrima Aulina (2018) entitled "The Effectiveness Of Read, Encode, Annotate, And Ponder (Reap) Strategy Toward The Students' Reading Comprehension Ability On Narrative Text (experimental studies of Eighth Grade Students At Mts Sunan Ampel Ringinrejo Kediri 2018/2019 academic year). The purpose of this study was intended to analyze whether there were significant differences in students' reading comprehension skills before and after learning by using the strategies of Reading, Encode, Annotate, Ponder (REAP) in eighth grade students of MTs Sunan Ampel Ringinrejo Kediri. This research used quantitative approach with pre-experimental design. The population of this research was the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri consisting of three classes (A, B and C). The sample was B class of the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri. This class consist of 18 students. The research instrument was test (pre test and

post test).The results of the study show that it can be concluded that there is a significant difference in the reading comprehension ability of students before and after being taught using Read, Encode, Anotate Strategy, and Ponder (REAP). It is proven by the post test average is 85.28 higher than average. - test pre test is 75.28²⁸.

The second by Purwandari, (2011) entitled "Picture Media in REAP Technique (Read, Encode, Annotate, Ponder) to Improve the Students' Reading Comprehension and Writing (an Experimental Research in XI Grade Students of SMA Negeri 1 Bawang in the Academic Year 2010/2011). The purpose of this experimental study is to find out whether the media images in the REAP technique are used in teaching reading comprehension and writing results in better learning achievement. This study uses a pre-post-test control group design. Research subjects are the experimental group and the control group. The experimental group (XI IPA 2) consisted of 31 students. There are 14 females and 17 males. The control group (XI IPA 3) consisted of 31 students. There are 12 females and 19 males, and there are still other classes that have the same level of competency for the pilot group to use (XI IPA 1). The results showed that, it can be concluded that there was a significant difference between students' reading and writing comprehension between

²⁸Ikrima Aulina:”*The Effectiveness Of Read, Encode, Annotate, And Ponder (Reap) Strategy Toward The Students’ Reading Comprehension Ability On Narrative Text Of The Eighth Grade Students At Mts Sunan Ampel Ringinrejo Kediri,(Tulung Agung: Iain Tulung Agung Unpublished Thesis, 2018),P.54*

students who were taught using REAP and the media for pictures and those who were taught using REAP without picture media.²⁹

The third by Vera maria santi (2015) the title "improving students' reading comprehension by using reap (read, encode, annotate, ponder) strategy". the purpose of this study is to explain the extent to which using the reap strategy can improve students' reading comprehension and factors increasing students' reading comprehension in the second year of viii.2 students of smpn 14 bengkulu city. the subjects of this study were 37 students, consisting of twenty-two (22) males and fifteen (15) females. the research instrument was reading comprehension tests, student and teacher observation lists and field notes, and interviews. this research was conducted in two cycles which included plans, actions, observations, and reflects. evaluation tests are given at the end of each cycle. the results of this study indicate that using the reap strategy has succeeded in increasing students' reading comprehension. there were 83.7% of students achieving the excellent category or getting a score of ≥ 75 . the improvement was influenced by the use of selected interesting materials, reap strategies, and teacher attitudes towards students.³⁰

The difference between the previous research with this research is the research design, method and the subject entitled " The use of REAP (reading,

²⁹Aprilia Purwandari. "Picture Media in REAP Technique (Read, Encode, Annotate, Ponder) to Improve the Students' Reading Comprehension and Writing (an Experimental Research in XI Grade Students of SMA Negeri 1 Bawang in the Academic Year 2010/2011)". Under Graduates thesis, Universitas Negeri Semarang 2011.

³⁰Vera Maria Santi Under The Title: "Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy At Eight Grade Of SMPN 14 Kota Bengkulu", *Journal Of Linguistics And Language Teaching*, Vol.2 No 1, July 2015.

encoding, annotating, and pondering) technique To improve reading comprehension at the tenth grade students of MA Darusallam Kota Bengkulu in Academic year 2019/2020. The similar in the previous research which were focused on improving students' reading comprehension and a study of reading comprehension achievement and these problems were seen about students' difficulties in reading comprehension. On the other hand, this research focuses on applying techniques to improve students' reading comprehension by using REAP (Reading, Encoding, Annotating, and pondering) technique.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The design of this study used classroom action research (CAR). Classroom action research is a form of gathering effective investigations of self under the social situation of participants taken to improve the rational practice of their own social education. According to Kemmis & Taggart via Madya This research is classroom action research is a form of collective self-reflexive research conducted by participants in social situations to improve the reasoning and fairness of their educational practices and social practices, as well as their understanding of practices and the situation of the place practices³¹. The purpose of classroom action research is to improve the quality of the classroom learning process and improve practice rather than generating knowledge.

Based on the explanation above, the researcher can conclude that classroom action research is an action taken by the teacher to know the ability of students until the teacher can make a strategy or technique by using methods or techniques to solve problems in the classroom.

Type of classroom action research according to Kemmis and Mc. Taggart the series of research models for class action are planning, acting, observation, and reflecting.

³¹Kemmis and Mc. Tagartin Siti Khasinah,"Classroom Action Research,"*Jurnal Pionir*, Vol. 1, No. 1, Juli-Desember 2013. P.109

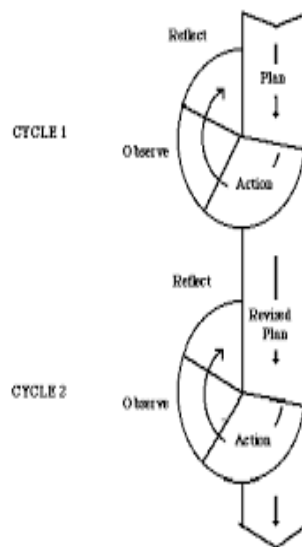


Figure 1: Classroom Action Research

B. Research Setting

This researcher would involved the tenth grade students at SMA Darussalam kota bengkulu in academic year 2019/2020. The researcher took the tenth grade student at MA Darussallam in academic year 2019/2020. As the subject of this research because, based on observation, those student had a problem in reading comprehension. They could not able to comprehend the text that had been gave by the teacher easily. Based on the problem the reserch tried to out they solution for the students so they could to comprehend the text using the REAP technique as the strategy in teaching reading comprehension. The object of this researcher was the student of class ips, which were consist of 20 students in the classroom. There were 9 males and 11 females. The Researcher chosen this class because some of the students in this class usually had low scores in English subjects or below Minimum Completion criteria (KKM), especially in reading text comprehension.

C. Data Collection Technique

The research collected data through interview, observation, documentation and tests.

a. Interview

Data collection were by asking teachers and students verbally to have direct information about the teaching and learning process. This means that researcher was conduct interviews with teachers before and after applying classroom action research. That is to find out a general description of the learning process of reading reading comprehension, the situation of students in reading activities, and the teaching strategies commonly used by teachers in teaching reading comprehension.

b. Observation

Observations in this study was conducted by researchers and English teachers. That is to get the implementation of learning data. This data is obtained from the results of research and teacher observation taken in each cycle.

c. Test

Test is a process to measure students' abilities and knowledge about the material provided, competencies, intelligence, and talents that can belong to individuals or groups. Tests can be constructed primarily to assess student performance in language. Therefore in this study researchers was conduct pre-assessment and evaluation in each cycle. Reading comprehension tests are used to measure their ability to read

reading material given by the teacher, using multiple choice tests, which consist of 30 questions about narrative text. Multiple choice items are usually arranged in such a way that the candidate is asked to choose an answer from a number of choices given, only one is correct, the researcher was gave a test at the end of each cycle.

d. Documentation

Documentation is supports research in the form of several photographs while applying techniques in reading comprehension. This technique is also used as a technique to determine the condition of the teacher, staff, students, and the location of the school.

D. Research Insrument

The research, there were some instrument. They were observation checklist and field note, interview list, reading comprehension test, and documentation.

a. Observation checklist and field Notes

This study was used an observation sheet to measure participants in the teaching and learning process. Then for observation, the study was collaborated with an English teacher. There are two types of observation lists in this study. There are student and teacher observation checklists.

The list of student observations is used to collect data about student attitudes in the teaching and learning process in the first cycle and is also used to design planning for the next cycle.

There is a teacher observation checklist. it is used to find out about how the teacher teaches students, how the teacher explains the material to students. This is used to find out how the teacher manages the teaching and learning process, how to manage students, etc. Observation result presented in the form of field notes consisting of students behavior, teacher actions, and everything that happens in the process teaching and learning.

Tabel 3.1
Teachers' observation checklist and field notes

No	Teachers' observed activity	Yes	No	Note
1	The teacher deliver the material will be teach			
	- The teacher greet and prepare the students to learn			
	- The teacher give apperception and ask the students to predict the material that will be learned			
	- The teacher explain about defination narrative text, generic structure and language features of narrative text.			
	- Students give comments or ideas toward the material give			
2	The teachers explain of using reading, encoding, annotating, and pondering technique			
	- The teacher explain what is reading, encoding, annotating, adn pondering technique			
	- The teacher' explain the procedure in reading comprehension narrative text using reap technique			
3	Teacher teach reading comprehension in narrative text by using REAP technique			
	- The teacher guide and assist the students to do their activity			
	- The teacher makes some group and every group consist of four or five students			
	- The teacher gives students material about narrative text.			
	- The teacher monitor and control the activity in the classroom			
	- The teacher guide, monitore, and controllled the students in answering steps.			

Tabel 3.2
Student's Observation checklist field notes

No	Student's perparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need learning activity			
2.	Students' interest toward using REAP technique and the material give			
	- Student paid attention to the explanation about narrative text			
	- Student pay attention the explanation about the steps of using REAP technique.			
	- Student show their interest toward using REAP technique and the material is given.			
	- The students give comments or ideas toward the material is gave.			
3.	Students attitude toward using REAP technique			
	- Students give participation during read a narrative text.			
	- Student get enthusiastic ideas in reading a narrative text by using REAP technique.			
	- Student active in teaching learning process and gave maximal answer, opinion or ideas in answer step.			

b. Interview List

Interview this study was conducted interviews by asking teachers and students to get direct information about the teaching and learning process. Then the research interviewed the teacher and before and after applying classroom action research. It is to find out a general description of the learning process of reading comprehension, the situation of students in reading activities, and technique that are usually applied by the teacher in teaching reading.

Tabel 3.3
Interview list with english teacher

No	Question
1	What method did you use in learning English?
2	What curriculum do you use in MA Darussallam kota Bengkulu?
3	Did you adjust the material in the lesson plan that you created?
4	Do you have difficulty teaching?
5	How are students' activities in the classroom?
6	What is the English learning evaluation system?
7	How do you overcome obstacles in the classroom?
8	Do you often practice your students' reading comprehension?
9	How do you practice that understanding?
10	How do you respond when your students have difficulty understanding the text?
11	How are the results of student training in English?
12	How is the follow up on students who score low?

Tabel. 3.4
Interview list with student

No	Question
1	do you think you would rather learn to use the REAP technique or previous techniques?
2	What are the obstacles you faced while learning to use this technique?
3	What is the difference after learning to understand reading narrative texts using the REAP technique using the previous technique?
4	What do you think about reading, encoding, annotating, and pondering (reaping)? Are you interested or not?
5	Can this REAP technique help you in understanding and answering questions about narrative texts?
6	Do you agree that REAP is useful when you read and analyze narrative texts? If you agree or not, explain
7	Do you get into trouble when you read narrative texts using REAP techniques? What is that? Give explain?
8	What is the reason you like the REAP technique?

c. Reading comprehension test

Tests are a number of questions, exercises and so on that are carried out to measure competencies, intelligence, abilities, and talents that individuals or groups can have. The test was be used to measure students' abilities in the text both before the implementation of the actions and after the implementation of the action. The test uses guidelines for reading narrative text. The text used is narrative text because the material was be tested based on the school syllabus. Here the item chosen is multiple choice chosen to be a measure of students' reading comprehension through reading comprehension tests.

Tabel 3.5
Blueprint Reading Comprehnson Test

No	Basic competencies	Material of the subject	Question indicator	Test form	Question Number
1	3.8 Distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simply, in accordance with the context of their use.	<ul style="list-style-type: none"> • Social Functions The pupose of narrative text is to amuse or to entertain the reader with a story. • Generic Structure Can include: <ul style="list-style-type: none"> - orientation - Complications - Resolution - Re orientation • Language feature <ul style="list-style-type: none"> - Sentences in simple past 	Given the narrative text students can:	PG	25
			1. Determine the function / purpose of narrative text		
			2. Determine the general idea/topic paragraph/conersat ion/text	PG	11,14,17
			3. Determine the main idea of the paragraph	PG	15
			4. Determine the detailed information contained in the text and moral values	PG	1,2,3,4,5,6,7,8,9,12,13,16,18,19,20,21,22,23,24,26,27,28,29,30

		<p>tense, past continuous, and others that are relevant.</p> <ul style="list-style-type: none"> - Adverb of time (once upon a time, one day, etc) - Specific character. The character of the story is specific, not general. - Action adverb. A verb that shows an action. (killed, dug, walked, etc) - Direct speech. It is make the story lively. 	5. Determine the reference words	PG	10

d. Documentation

That is the last instrument used by research. The researcher takes pictures during the teaching and learning process.

Tabel 3.6
Documentations

No	Documentation of activities
1	The teacher greet and prepare the student learn
2	Teacher explain defination and generic structure narrative text
3	Student pay atention to the explanation abou REAP technique
4	Teacher explain narrative text using REAP technique
5	Students discussion about the material

E. Data Analysis Technique

1. Quantitative Data

Quantitative research is a process of finding knowledge that uses numerical data as a tool to analyze information about what researchers want to know. Therefore in quantitative research a test was given to student so that we can know whether or not an objective is being achieved in this study. The test used is multiple choice. The researcher uses criteria of scoring reading skill in each cycle as mentioned on the table below:

Table 3.7
Criteria of scoring reading skill

Variabel	Sub-Variabel	Indicator
Reading comprehension	Main Idea	They student can identify the main idea of the reading passage well
	Understanding text organization	The students can understand well about the organization or the order of the text
	Inferences	The students can understand where the text is refers to. So, they can understand even the vocabulary of the text were changed in its pronouns, etc.
	Predicating	The students can encourage them selves to look at the subject of the passage, and to think about the possible content. It doesn't matter if the learner do not predict correctly. The activity still helps prepare them for reading.
	Vocabulary	The students can try and guess the general sense of difficult word, and there are a number of activities which help the reader deal with

		unfamiliar vocabulary without using dictionary or asking the teacher to explain and translate.
--	--	--

After collected a complete data of students score, the researcher count the mean score by used the following formula:

Total Score

$$\text{Mean of students' score} = \frac{\text{Total Score}}{\text{Number of students}} \times 100$$

Number of students

Then, the reseacher would count the percentage of student score in each cycle. The formula bellow would be used find students percentages.

$$P = \frac{X}{Xi} \times 100$$

The explanation:

P: percentage

X: The total of the students' correct items

Xi: The total of items³²

Table 3.8

Table of Students' score Interval³³

INTERVAL	QUALIFICATION
86-100	Very good
71-85	Good

³²Sujana in Rosma Hartiny Sam's. *Model Penelitian Tindakan Kelas*. Teras. 2010. P. 94

³³ Nurgiyantoro, Burhan. *Penilaian dan Pengajaran Bahasa Indonesia dan Sastra*. Yogyakarta: BPFE. 2011. P 83.

56-70	Fair
≤ 55	Poor

1. The researcher took a result of students' achievement in the reading comprehension test. The students passed the test if they reached the very good category or got score ≥ 75 (based on the indicator of success).
2. To see the students' improvement, the researcher compared the result of students' achievement to the previous result of the test.

2. Qualitative Data

Qualitative data was analyzed according Huberman and Miles Data analysis procedure such as":³⁴

a. Data reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As has been found, the longer researchers go to the field, the more data was be more complex, complex and complicated. For this reason, it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns. Thus the reduced data was provide a clearer picture, and make it easier for researchers to conduct further data collection.

³⁴Sugiyono, *Metode penelitian kuantitatif,kualitatif, dan R&D*, (Alpabeta,Bandung, 2018), P. 247-252

b. Data display

After the data has been reduced, the next step is to display the data. If in qualitative research can be done in various forms such as tables and graphs. More than that, the presentation of bus data is carried out in the form of brief descriptions, charts, relationships between categories, and flowcharts. Miles dan Huberman state “the most frequent form of display data qualitative research data in the past has been narrative text”. The most frequently used to present data in qualitative research is the narrative text.

c. Conclusions/verification.

Collusion or verification is the last step in the data analysis process. In this section the researcher expresses conclusions from the data that has been obtained. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. But if the conclusions put forward at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

F. The Research Procedure

The procedure of this research was be as follow:

a. Pre-assessment

The purpose of Pre assessment was to get the first data about teaching and learning process in the classroom, The researcher given test

for the students by given students reading text and asked students to read it and researcher gave scores to know students' reading achievements before implementing REAP technique. After that, the researcher analyzed the result or the score of students' reading.

b. Cycles

In classroom action research, there are there cycles. In its implementation, each cycle was follow the stages in the classroom action research. There are four components in classroom action research that must be considered. They are plan, action, observation, and reflection. In each cycle, there was be:

a. Plan

The Activities carried out at this stage, researchers identify problems that arise in teaching learning and find alternative ways to solve problems, there are several activities carried out by researchers, this type of activity, such as: arranging schedules, preparing learning plans (RPP) and syllabus, preparing materials for free tests / text narratives to try, preparing materials for the teaching and learning process at each meeting, preparing student observation checklists and teacher observation checklists activity and also, prepared alternative to teaching reading comprehension by using REAP technique for students.

b. Action

In this step, researchers and collaborations carry out the learning process that has been made in learning in a learning plan that teaches reading comprehension using REAP techniques. The researcher applied the teaching technique which took to solve the problem. There are some steps of action, such as;

1. The researcher made some discussion group.
2. Every group procedured a text about narrative text
3. Th researcher explain defination, generic structur, language feature of narrative text.
4. Students take the steps individually, namely:
 - a. Reading : students read in general (guesing based on the picture and title of narartive text given a narrative text .
 - b. Encoding :The teacher have the students put the gist in their own word about what the text say.
 - c. Annotating:In this step students make a summary of the topic by using word / topic analysis on their own using their abilities on how to summarize information from the text based on the generic structure of the narrative text consisting of orientation, complications and resolution.
 - d. Pondering :After three points above the students have conclusion and explain the text reading and talking with

other/discussion with another group what they think about the text.

c. Observation

Observation is a method of collecting data through observation of the objectives of the researcher. Observations were made during the action. Researchers observe the teaching and learning process, student attitudes, and then, student grades. Observation is a direct method of student attitudes in social situations. Data is collected used a list of observations, including observation sheets with field notes. The study will also interview English teacher, students, and research collaborators.

d. Reflection

In this action, the results of observations and evaluations are analyzed to measure the level of success of implementation in cycle 1. The results are taken as consideration for the next cycle whether the next cycle is needed or not.

G. Indicator of Success

1. This classroom action researcher would be success if the using REAP technique that will improve students' reading comprehension of the tenth grade of MA Darussalam kota bengkulu with mean score of reading achievement is 75.

2. The teaching and learning process in improving students' reading comprehension had been effective and motivated student in learning english especially students reading comprehension.

CHAPTER 1V

RESULT AND DISCUSSION

A. Result

The results of the study are presented in this chapter. The results showed the use REAP technique to improve reading comprehension at the tenth grade students of MA Darussllam Kota Bengkulu in the academic year 2019/2020. This can be seen from the results of the pre-assessment conducted by researchers on September 25th, 2019, because researchers tried to improve students' reading comprehension using REAP techniques. The results of students' reading comprehension are analyzed and compared through the percentage of each step in this study. In this study consists of four steps: pre-assessment, cycle 1, cycle 2 and cycle 3.

1. Pre- Assessment

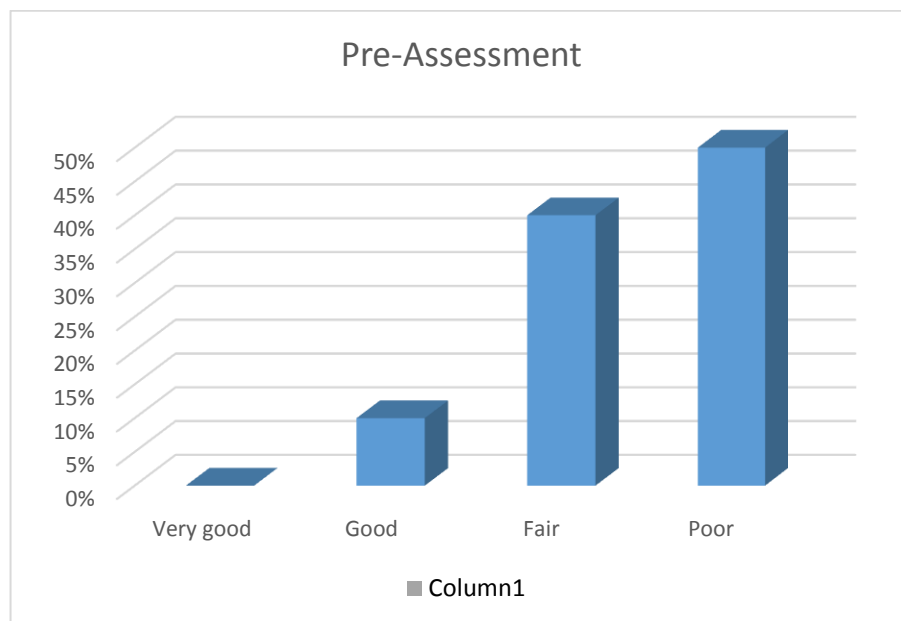
Before taking action in each cycle, researchers provide initial assessment to determine students' reading comprehension. In conducting an initial assessment to determine students' reading comprehension, researchers do not use REAP techniques and researchers test students as the teacher normally does. students are given an initial assessment to determine students' abilities in reading comprehension. Researchers provide texts to students to read and understand texts about narrative texts individually. Material is taken from the internet, the material chosen is suitable for class tenth. That was done to get an understanding of the reading score before giving action or taking class action. Pre-Assessment is given on September

25th, 2019. The test consists of 30 questions. Text is multiple choice in the form of narrative text. The test was given to 20 students in tenth grade MA Darussallam kota Bengkulu. From the pre-assessment, the researcher obtained the results of the follow (see appendix 1).

Table 4.1
The Result of Reading Comprehension Test Pre Assessment

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	2	10%
3	56-70	Fair	8	40%
4	≤ 55	Poor	10	50%

Based on the table above, it shows that there are no students who get a very good category. There are only 2 or (10%) students who get good categories, and there are 8 or (40%) students get fair categories, and there are also those who get poor categories, there are 10 or (50%) students. Student scores in pre-assessment averaged 51.65. After the researcher knows the students' ability to read comprehension has a bad category that the researcher will apply the REAP technique to improve students' reading comprehension. To get even clearer information about understanding reading percentage of students, we can see the following chart:

Chart 4.1 . The Result of Pre-Assessment

From the chart above, the study collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table.

The data above shows the scores obtained by students in class. none of the students got very good grades, 2 students got good categories, 8 students got fair categories and 10 students got poor categories. By knowing the percentage in the Pre-assessment, this study concludes that there are several factors that cause students' reading comprehension to be categorized poor, because students have some problems such as difficulty finding the main ideas in the text, lack of motivation, even students think that reading is not interesting. and they are difficult and easily bored. So, by knowing the student's problem, the researcher feels that a learning technique or model is

needed, namely the REAP technique, which is appropriate for improving students' reading comprehension comprehension.

2. Description of cycle 1

Cycle 1 is based on the results of the Pre-assessment. In this step, researcher and collaborator apply the REAP technique in teaching students.

a. Planning

After seeing the results of students' reading comprehension in pre-assessment, the study prepared a lesson plan: choosing materials based on syllabus for teaching and learning through REAP techniques. The reading material is narrative text taken from many source such in the internet. In addition, researchers prepared observation checklist, interviews and also reading comprehension tests for students in a multiple choice consisting of 30 items. Planning is the beginning of classroom action research. In this planning, researchers prepare materials and methods for solving students' problems while in the learning process.

Activities in planning are:

- a. The teacher makes a schedule
- b. The teacher prepares lesson plans
- c. The teacher prepares learning material,
- d. The teacher prepares reading comprehension material for students who are students of narrative text type

- e. Prepare a list of interviews, check student and teacher observations
 - f. Create groups of students, each group consisting of 4-5 students
 - g. explain the REAP technique to students
- b. Implementation of action

In the action stage. Researchers conducted cycle 1. in four meetings starting on Monday, October 1th, 2019, Thursday, October 3th, 2019, Friday October 4th, 2019, and Monday, October 8th, 2019. researchers applied the REAP technique to improve students' reading comprehension. Researchers use the lesson plans that have been designed and prepared previously as a guide for research in the teaching and learning process.

After preparing the English teaching instruments and materials that will be used in this cycle, the researcher carries out the implementation which consists of three steps, namely pre-teaching activities, while teaching activities, and post teaching activities. In this cycle, researchers apply the REAP technique. The implementation procedure is used in cycle 1 as follows:

- a. Pre-Teaching Activities
 - 1. The teacher greeting
 - 2. The teacher invites students to pray together

3. The teacher checks the presence of students psychologically and physically to follow the learning process
 4. The teacher gives students motivation to learn contextually according to the benefits and application of teaching material in daily life.
 5. The teacher asks questions about the relationship between prior knowledge and the material to be learned.
 6. The teacher explains about the learning objectives or basic competencies that will be achieved.
 7. The teacher invites students to prepare textbooks and stationery.
 8. Before entering into the subject matter, the teacher provides brain storming to students.
- b. While teaching activities
1. The teacher explains definition of narrative text, generic structure text and language feature
 2. The teacher explains what the REAP technique is and how it works
 3. The teacher explains the steps in REAP to understand the narrative text.
 4. The teacher gives narrative text material to students
 5. The teacher divides students into groups

6. Students take the REAP steps individually, namely:
 - a. reading: students read in general (guessing based on the picture, and title) of the narrative text given by the teacher's aim to get the main idea of the contents of the story.
 - b. The second activity is coded, in this phase the teacher directs students to explore their ideas about narrative texts into their own words, as well as some difficult vocabulary and discuss with their own groups.
 - c. Furthermore, annotated, in the annotation step, students must write their ideas about the content about the narrative text given previously. To make it easier for students to make a general structure of the narrative text that they have read. such as orientation, complications, and story reculation. in this activity the students work alone.
 - d. The final step, is to ponder in this stage student work based on groups. Considering the importance of the text, by thinking, discussing or speaking with group members later, makes one perfect summary of the narrative text given to them beforehand.
7. The teacher monitors students to do their assignments.

8. The teacher asks students to choose one group member to read a summary of their text in front of the class.
9. The teacher gives a comment about their summary and then, to find out whether students understand or not about the explanation and techniques that have been used.
10. The teacher will conduct training and give assignments to students is a multiple choice test conducted at the end of each cycle.

c. Post teaching activities

1. Before closing the lesson, the teacher explains again or draws conclusions about today's material
2. The teacher gives exercises or assignments at home about the lessons that have been delivered
3. The teacher delivers the lesson plan for the next meeting
4. The teacher closes the lesson by saying I Think enough for today, thank you for your attention and wassalamualaikum
Wr, Wb.
5. See you next week

c. Observation

During the action 1 process carried out, in this observation, the researcher asked for help from collaborators to pay attention to all activities that have been carried out by researchers in the class such as researchers' performance, student responses in class

activities and class situations. Collaborators used the observation checklist to collect data. Through this observation, researchers and collaborators discover student progress in reading comprehension shown by students. However, researchers and collaborators also still find some students who find it difficult to answer questions from the narrative text. This is because students are not familiar with teaching methods.

d. Reflection and evaluation

From the action 1, the researcher marked that the REAP technique was effective enough to improve students' reading comprehension, especially in MA Darussallam kota Bengkulu. it can be seen in the results of cycle 1 that are better than the Pre-assessment. the results of cycle 1 can be seen through the table (see Appendix 2).

Table 4.2

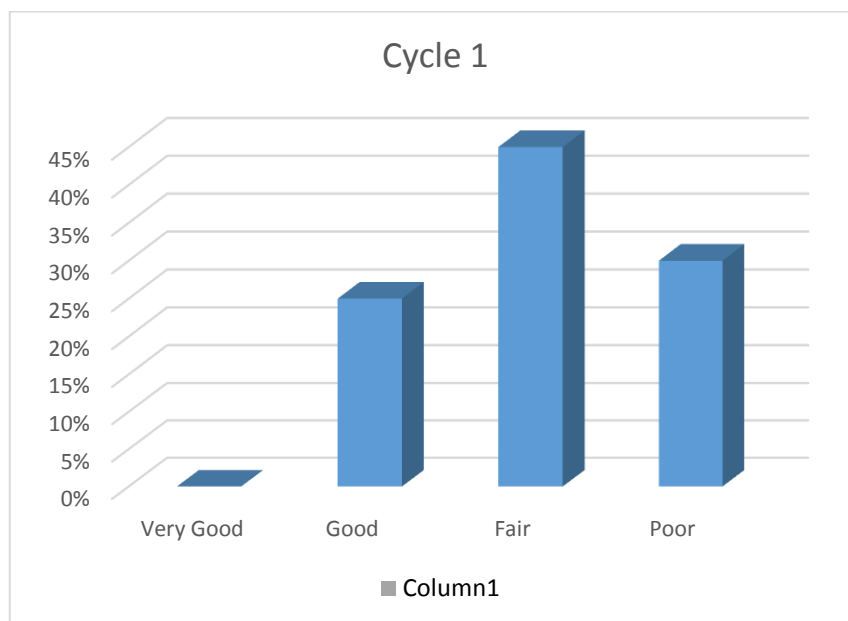
The Result of Reading Comprehension Test Cycle 1

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	5	25%
3	56-70	Fair	9	45%
4	≤ 55	Poor	6	30%

From the table above it can be seen above that the results of the students' reading comprehension test consisted of 0% of

students who received a very good category, 5 or 25% of students who got a good category, 9 or 45% of students who got a fair category. and 6 or 30% of students who got the poor category. The mean score value is 62.15. Based on the above table it can be said there is an increase in the reading comprehension results. To get even clearer information about understanding reading percentage of students, we can see the following chart:

Chart 4.2. The Result of Reading Comprehension Test Cycle 1



From the chart above, the study collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table.

The data above shows the scores obtained by students in class. none of the students got very good grades, 5 students got good categories, 9 students got enough categories and 6 students

got poor categories. With this result in cycle 1, the researcher feels that the REAP technique is good for students, and must be applied in the teaching and learning process to get better results in the next cycle. On the other hand, the condition of students, such as motivation, interest, and their confidence must be improved properly. Because researchers still find problems about aspects that occur in students as they find it difficult when they read text, low vocabulary, and are not accustomed to good reading techniques due to the difficulty of expressing their ideas. When they practice their reading in classroom. In addition, the standard of school achievement has not yet been reached. Therefore, the researcher must proceed to the next cycle.

3. Description of cycle 2

Cycle 2 is based on the results of cycle 1. In this step, researchers and collaborators apply the REAP technique in teaching students.

a. Planning

After seeing the results in cycle 1, the researcher re-prepared the English teaching material, to improve students' reading comprehension in cycle 2. The researcher believes that students' understanding of reading will be better through the REAP technique. The study re-prepared the lesson plan: selecting materials based on syllabus for the teaching and learning process

through REAP techniques. Reading material is narrative text taken from sources LKS. In addition, researchers prepare observation checklist, and also reading tests for students in a multiple choice consisting of 30 items. Planning is the beginning of classroom action research. In this planning, researchers prepare materials and methods for solving students' problems while in the learning process

Activities in planning are:

- a. The teacher makes a schedule
 - b. The teacher prepares lesson plans
 - c. The teacher prepares learning material,
 - d. The teacher prepares reading comprehension material for students who are students of the narrative text type
 - e. The teacher prepares a student and teacher observation checklist
 - f. The teacher creates a group of students, each group consisting of 4-5 students
 - g. The teacher explains the REAP technique to students
- b. Implementation of action

In the action stage. Researchers conducted cycle 2. in four meetings starting on Thursday, October 10th, 2019, Friday, October 11th, 2019, Tuesday, October 15th, 2019, and Thursday, October 17th, 2019. Researchers applied the REAP technique to improve

students' reading comprehension. Researchers use the lesson plans that have been designed and prepared previously as a guide for researchers in the teaching and learning process.

After preparing the English teaching instruments and materials that will be used in this cycle, the researcher carries out the implementation which consists of three steps, namely pre-teaching activities, while teaching activities, and post teaching activities. In this cycle, researchers apply the REAP technique. The implementation procedure is used in cycle 2 as follows:

a. Pre-Teaching Activities

1. The teacher greeting
2. The teacher invites students to pray together
3. The teacher checks the presence of students psychologically and physically to follow the learning process.
4. The teacher gives students motivation to learn contextually according to the benefits and application of teaching material in daily life.
5. The teacher asks questions about the relationship between prior knowledge and the material to be learned.
6. The teacher explains about the learning objectives or basic competencies that will be achieved.

7. The teacher invites students to prepare textbooks and stationery.
 8. Before entering into the subject matter, the teacher provides brain storming to students.
- b. While teaching activities
1. Teacher explains definition of narrative text, generic structure and language feature narrative text.
 2. The teacher explains again what the REAP technique is and how it works
 3. The teacher explains again the steps in REAP to understand the narrative text.
 4. The teacher gives narrative text material to students
 5. The teacher divides students into groups
 6. Students take the REAP steps individually, namely:
 - a. Reading: students read in general (guessing based on pictures, and titles) from the narrative text given by the teacher's aim to get the main idea of the contents of the story.
 - b. The second activity is coded, in this phase the teacher directs students to explore their ideas about narrative texts into their own words, as well as some difficult vocabulary and discuss with their own groups.

- c. Furthermore, annotated, in the annotation step, students must write their ideas about the content about the narrative text given previously. To make it easier for students to make a general structure of the narrative text that they have read. such as orientation, complications, and story reculation. in this activity the students work alone.
 - d. The final step, is to ponder in this stage student work based on groups. Considering the importance of the text, by thinking, discussing or speaking with group members later, makes one a perfect summary of the narrative text given to them beforehand.
7. The teacher monitors students to do their assignments.
 8. The teacher asks students to choose one group member to read a summary of their text in front of the class.
 9. The teacher gives a comment about their summary and then, to find out whether students understand or not about the explanation and techniques that have been used.
 10. The teacher will conduct training and give assignments to students is a multiple choice test conducted at the end of each cycle.

c. Post teaching activities

1. Before closing the lesson, the teacher explains again or draws conclusions about today's material
2. The teacher gives exercises or assignments at home about the lessons that have been delivered
3. The teacher delivers the lesson plan for the next meeting
4. The teacher closes the lesson by saying I Think enough for today, thank you for your attention and wassalamualaikum Wr, Wb.
5. See you next week

d. Observation

In this observation, the researcher asks collaborators to pay attention to all activities that have been carried out by researchers in the class such as researchers' performance, student responses in class activities and class situations. Collaborators use the observation checklist to collect data, the observation checklist consists of two types, namely the student observation checklist and the teacher observation checklist. By observation, researchers can see that there are some improvements shown by students, such as: they are very enthusiastic, some students give questions to researchers if they are confused about the material and they feel more interesting

with the techniques applied, but researchers still find that students are not focused .

And then, the students give a positive response when the researcher explains about the REAP technique, as long as the researcher explains the students ask the researcher to explain in more detail and at the end of each meeting, students discuss with researchers about some of the problems they face in the learning process.

e. Reflection of evaluation

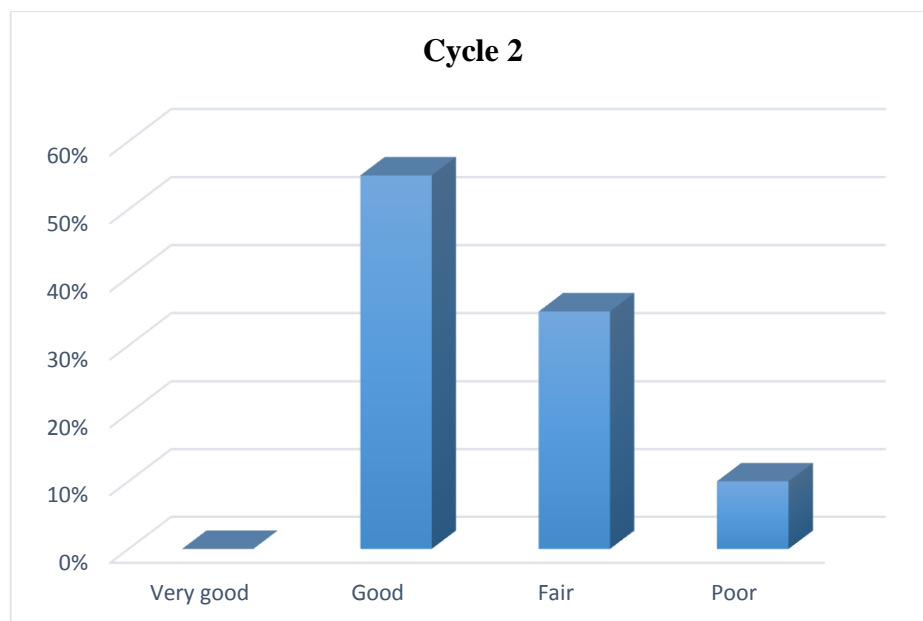
mentioned in the above observations which are some of the progress shown by students in cycle 2. The researcher has several notes for students. It was found that almost all students whose motivation was poorly interested in learning reading comprehension. Very helpful to develop their reading comprehension. However, about the material and they find it more interesting with the techniques applied, but researchers still find that students are still out of focus. It seems like they need a little time to get used to using this technique. some information and forgot to write down the information, for the results or progress achieved by students in cycle 2 can be seen in the following table (see appendix 3)

Table 4.3

The Result of Reading Comprehension Test Cycle 2

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	-	-
2	71-85	Good	11	55%
3	56-70	Fair	7	35%
4	≤ 55	Poor	2	10%

From the table above it can be seen above that the results of the students' reading comprehension test consisted of 0% of students who got a very good category, 11 or 55% of students who got a good category, 7 or 35% of students who got a fair category, and 2 or 10% of students who got the poor category. The mean score value is 68.31. Based on the above calculations it can be said there is an increase in the reading comprehension results. To get even clearer information about understanding reading percentage of students, we can see the following chart:

Chart 4.3 The Result of Reading Comprehension Test Cycle 2

From the chart above, the study collected data on the percentage of students' reading comprehension. the percentage can be seen in the following table.

The data above shows the scores obtained by students in class. none of the students got very good grades, 11 students got good categories, 7 students got enough categories and 2 students got poor categories. by knowing the percentage in cycle 2, researchers and collaborators discuss the actions in cycle 2. the results are obtained as consideration for the next cycle.

Considering the above results, the researcher must improve the teaching material or instruments that will be used in the teaching and learning process for the next cycle. In addition, researchers must

manage well the condition of class activity and motivate students to become better in the next cycle.

4. Description of cycle 3

In cycle 3 this was carried out on Friday, October 18th, 2019, Tuesday, October 22th, 2019, Thursday, October 24th, 2019, Friday, October 25th, 2019. After seeing the results in cycle 1, researchers prepared the REAP technique which was interested in the appropriate level for the students in reading comprehension. The cycle 3 procedure is carried out as follows:

a. Planning

After seeing the results of students' reading comprehension from Cycle 1 and Cycle 2, the study prepared a lesson plan: choosing materials based on syllabus for teaching and learning through REAP techniques. The reading material is narrative text taken from many sources such as in the Internet. In addition, the researcher prepared an observation sheet, and also a reading test for students in a multiple choice consisting of 30 items taken from student worksheets. Planning is the beginning of classroom action research. In this planning, researchers prepare materials and methods for solving students' problems while in the learning process. Activities in planning are:

b. Implementation of action

After preparing the English language teaching instruments and materials that will be used in this cycle, the researcher carries out cycle 3 which consists of three steps, namely pre-teaching activities, while teaching activities, and post teaching activities. In this cycle, the researcher applies the REAP technique. The implementation procedure is used in cycle 3 as follows:

a. Pre-Teaching Activities

1. The teacher greeting
2. The teacher invites students to pray together
3. The teacher checks the presence of students psychologically and physically to follow the learning process.
4. The teacher gives students motivation to learn contextually according to the benefits and application of teaching material in daily life.
5. The teacher asks questions about the relationship between prior knowledge and the material to be learned.
6. The teacher explains about the learning objectives or basic competencies that will be achieved.
7. The teacher invites students to prepare textbooks and stationery.

8. Before entering into the subject matter, the teacher provides brain storming to students.
- b. While teaching activities
1. Teacher explains again the meaning of narrative text, types of narrative text, generic structure and language feature
 2. The teacher explains again what the REAP technique is and how it works
 3. The teacher explains again the steps in REAP to understand the narrative text.
 4. The teacher gives narrative text material to students
 5. The teacher divides students into groups
 6. Students take the REAP steps individually, namely:
 - a. Reading: students read in general (guessing based on pictures, and titles) from the narrative text given by the teacher's aim to get the main idea of the contents of the story.
 - b. The second activity is coded, in this phase the teacher directs students to explore their ideas about narrative texts into their own words, as well as some difficult vocabulary and discuss with their own groups.
 - c. Furthermore, annotated, in the annotation step, students must write their ideas about the content about the narrative text given previously. To make it easier for

students to make a general structure of the narrative text that they have read. such as orientation, complications, and story reculation. in this activity the students work alone.

- d. The final step, is to ponder in this stage student work based on groups. Considering the importance of the text, by thinking, discussing or speaking with group members later, makes one a perfect summary of the narrative text given to them beforehand.

R: Reading Title of the text	E: encoding - Main idea - Difficult vocabularies synonyms
A: Annotating - Orientation - Complication - Resulotion	P: Pondering - Question to be discussion with group - Summary, conclusion, and moral value.

7. The teacher monitors students to do their assignments.
8. The teacher asks students to choose one group member to read a summary of their text in front of the class.

9. The teacher gives a comment about their summary and then, to find out whether students understand or not about the explanation and techniques that have been used.

10. The teacher will conduct training and give assignments to students is a multiple choice test conducted at the end of each cycle.

c. Post teaching activities

1. Before closing the lesson, the teacher explains again or draws conclusions about today's material

2. The teacher gives exercises or assignments at home about the lessons that have been delivered

3. The teacher delivers the lesson plan for the next meeting

4. The teacher closes the lesson by saying I Think enough for today, thank you for your attention and wassalamualaikum
Wr, Wb.

5. See you next week

c. Observation

In this step, researchers are assisted by collaborators to observe the teaching and learning process. All data from the observation phase in cycle 3 is also collected using the student observation checklist and the teacher observation checklist. Furthermore, the results of the student observation checklist in cycle 3 are good categories; Student attitudes during the learning

process and teacher performance improve and student responses in class activities and class situations. Collaborators use the observation checklist to collect data, the observation checklist consists of two types, namely the student observation checklist and the teacher observation checklist. Based on the observations there were some improvements in students' teaching and learning in the classroom. The first, based on a list of observations of student activities. Most students show good preparation both in dealing with the learning process and in preparing all the things needed in learning activities. Second, students' interest in the REAP technique and the material provided is quite good. Student attention to narrative text explanation is also good. They are more interested and provide positive feedback for an explanation of the REAP technique. Some students dare to share their knowledge or ask something about the material and techniques used and their motivation to learn is very enthusiastic.

d. Reflection and evaluation

Based on the test results of reading comprehension students in the last cycle in this are really satisfied. Because there are some significant improvements in students' reading comprehension, such as their interest in learning and reading, their motivation increases well. and the researchers also concluded that there were some improvements, based on the results of the observation checklist and

field notes. good attitude and create enthusiasm for students during the learning process. And very different from the results in the pre-assessment, cycle 1, cycle 2 and 3 The results of students' reading comprehension can be seen in the table (see appendix 4).

Table 4.4

The Result of Reading Comprehension Test Cycle 3

No	Score Interval	Categories	Frequency	Percentage (%)
1	86-100	Very Good	1	5%
2	71-85	Good	15	75%
3	56-70	Fair	4	20%
4	≤ 55	Poor	-	-

Through the results of the table above, we can see that students' reading comprehension is greatly improved effectively, compared to actions in the previous cycle where there are still students who get poor categories in improving reading comprehension. But the results above show that the percentage of students no longer gets poor categories. The results above indicate that the percentage of students in reading comprehension got a fair category of 20% or 4 students, and there are 75% or 15 students who got a good students category in improving their reading comprehension, and 5% or 1 student got a very good category in reading comprehension activities, the mean score

is 75.65. it happens because students can minimize and reduce their problems in reading activities properly through the use of REAP techniques. This means that most students are active in this cycle. To get clear information about the percentage of students for their reading comprehension skills in reading activities, we can look at the following chart:

Chart 4.4. The Result of Reading Comprehension Test Cycle 3



The results of cycle 3 show there is an increase in students' reading ability. in other words, students' reading comprehension in this cycle is better than in the pre-assessment, cycle 1, and cycle 2 ,. When compared with the results in cycle 3, there are significant differences between the results of pre-assessment, cycle 1, cycle 2 and cycle 3. in the pre-assessment, cycle 1 and cycle 2, most students still have some problems that make them difficult to read ,

low motivation, do not have enough vocabulary, feel ashamed when they are told to read, and are still confused when they answer their questions, are not accustomed to good techniques to answer read texts easily. In addition, teaching techniques applied previously are not interesting, and motivate students to learn activities and are effective. Conversely, in cycle 3, most students can minimize the problems they face in the pre-assessment and the previous cycle. Based on the explanation above, it can be concluded that the REAP technique is quite effective in increasing students' reading comprehension, especially in MA Darussallam kota Bengkulu which can minimize students' problems in increasing their reading comprehension and this cycle successfully achieves indicators of success.

B. Data Analysis

The analysis of this research was carried out through a process of observation and evaluation of the results of students' reading comprehension in each cycle, including pre-assessment and all cycles. Through each cycle we can see that students have learned hard in reducing their reading problems and improve their reading comprehension through REAP techniques, they try to show their best performance in reading when the teaching and learning process of English is done in class. The results in the cycle indicate that the REAP technique is very effective in increasing students' reading comprehension in MA Darussallam kota Bengkulu . This

can be seen through the results of students' reading comprehension in each cycle. The complete results can be seen and compared in the following table:

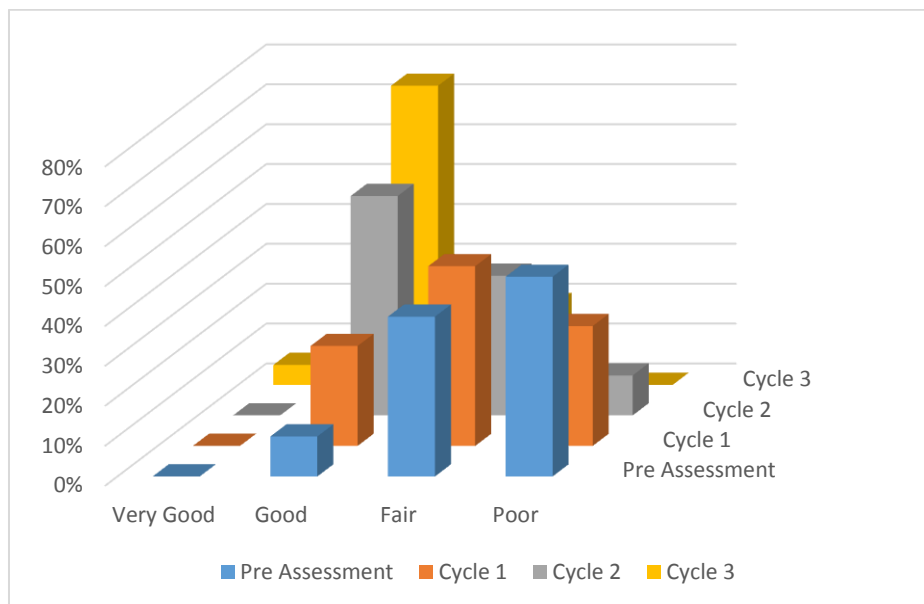
Tabel 4.5

The result of reading comprehension test Pre Assessment, and All each Cycle

The qualification of students reading comprehension				
Cycle	Very Good	Good	Fair	Poor
Pre assessment	0%	10%	40%	50%
Cycle I	0%	25%	45%	30%
Cycle II	0%	55%	35%	10%
Cycle 3	5%	75%	20%	0%

Based on the table above, we can see that the percentage of students' reading comprehension increases in each cycle. the results of students 'reading comprehension occur from assessment to cycle 3. it shows that the REAP technique is effective for improving students' reading comprehension in MA Darussallam kota Bengkulu . To got clear information about improving students' reading comprehension. we can see the following chart:

Chart 4.5 The charts were compared to Results for Pre Assessment, and All Each cycle



Based on the chart above, we know that the average value of students increases in each cycle. can be seen pre-assessment assessment with an mean score of **55.14**, the mean score of students from cycle 1 is **62.15**, cycle 2 is **70.14** and the mean score value of cycle 3 is **75.65**, it explains that, if seen of students' reading comprehension increased by using the REAP technique. because, in cycle 3 the mean score is **75.65**. It has reached the success indicator which is **75**. And the researcher can conclude that the REAP technique is effectively used to improve students' reading comprehension and also make students interested, motivated, and enjoy in the teaching and learning process.

C. Discussion

Based on the analysis of the data above, the pre-assessment test results show that students' reading ability is very low. Of the 20 students, most of them scored poor in that there were no students who got very good categories. There are only 2 or 10% of students who got good categories, and there are 8 or 40% of students who got fair categories, and there are also those who got poor categories, there are 10 or 50% of students.

The results of cycle 1 there is an increase in the achievement of students' reading comprehension from pre-assessment and cycle 1 is still low. No score of students in cycle 1 who got a very good category, 5 or 25% of students who got a good category, 9 or 45% of students who got fair categories, and 6 or 30% of students who got a poor category. It has not yet reached the indicator of success.

So, with the results of the score of students in cycle 2 is no one got a category of reading comprehension that is very good, 11 or 55% of students who got a good category, 7 or 35% of students who got fair categories. and 2 or 10% of students who got the poor category. Also in this cycle, students are still out of focus. It seems like they need a little time to get used to using this technique.

In the other hand, the observations for researchers during the teaching and learning process in cycle 1 were quite good from the pre assessment. Furthermore, the score of students in cycle 3 is good. It has also achieved indicators of success, which is 75. None or 0% students who

a got a poor category, 4 or (20%) students who got a fair categories, 15 or 75% students got a Good category, and 1 or 5% students who got a very good category. Based on the observation checklist, the researcher found that most of the students were active and interested in the learning process in class. Besides their motivation also looks better than the previous cycle, it happened because students can minimize and reduce their problems in reading activities properly through the use of REAP techniques.

Furthermore, the REAP technique used by researchers is a good technique in teaching and learning of students' reading comprehension, especially in narrative texts. reading technique increase reading comprehension not only to succeed in comprehension, but for continuous reading problems and finally they can become better and understood readers. The students show their interest and enthusiasm while studying. They learn actively and are highly motivated to continue to learn reading comprehension. It can be seen from the gradual increase in their percentage results.

Finally, from the above explanation, the researcher concludes that using REAP techniques is effective in improving students' reading comprehension and also facilitating students to be creative and motivated in the teaching and learning process. And very helpful for understanding narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is the reader's process of getting information by learning about words and then understanding the meaning of those words. Reading comprehension is the process of obtaining information by combining the reader's background knowledge with new information from the text to understand the text. So reading not only about the words in the text but also understanding about the meaning of the text. So in teaching reading comprehension, the teacher must use good techniques to make students easily understand the text.

Based on the analysis in the previous chapter, the researcher can conclude that the REAP technique is effective in increasing students' reading comprehension. This technique makes students interested in learning English, especially for reading material, and students are more interested in learning English. They more easily understand the text. It can be seen from the pre-assessment, cycle 1, cycle 2 and cycle 3. This is evidenced by **(55.14)**, the mean score of students' understanding in cycle 1 is **(62.15)**, in cycle 2 is **(70,14)** and the mean score of reading comprehension in cycle 3 increased to **(75.65)** in cycle 3. it means that this technique can be applied to students very well in reading comprehension and can be applied when teaching in classroom of MA Darussallam kota Bengkulu.

B. Suggestion

After completing this research, the researcher wants to suggest that:

1. Finding the best techniques in learning reading comprehension is important for students to help them improve their ability to master English language skills, especially improving understanding.
2. Reading, encoding, annotating, and pondering (REAP) techniques are recommended techniques for teachers who have problems with tenth graders MA Darussallam kota Bengkulu so that students' problems in understanding reading narrative texts can be easily resolved.
3. The researcher also recommends that English teachers especially in MA Darussallam kota Bengkulu find as many strategies or techniques for reading comprehension as possible, with the hope of creating better reading comprehension skills for students. So that students can achieve more.
4. For MA Darussallam kota Bengkulu, is expected to provide opportunities for other researchers to conduct research by applying new techniques in the school, and try to explore teaching techniques to improve students' English skills, especially reading comprehension
5. For researchers, it is important to conduct research by implementing strategies or other teaching techniques to improve students' reading comprehension in English language skills.

Teaching will be very helpful for teachers to solve the quality of their teaching and learning to get better educational outcomes.

6. Finally, the researcher recommends that English teachers, especially MA Darussallam kota bengkulu, find as many strategies or techniques for reading comprehension as possible, with the hope of creating better reading comprehension skills for students. So that students can achieve more.

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