

## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH REAP (READ, ENCODE, ANNOTATE, AND PONDER) STRATEGY**

**By**

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This study investigates the impact of integrating the REAP strategy on the reading comprehension of first grade students at SMAN 9 Bandar Lampung. Using a quantitative approach, the study employed a one-group pre-test and post-test design. In particular, the research concentrated on X3 as a trial class and X2 as an experimental class. A pre-test and post-test consisting of 40 multiple-choice questions assessed the students' reading comprehension skills, with an average score of 60.6% in pre-test. The students then took part in two treatment sessions using the REAP strategy to practise reading comprehension through folk tales, fables and legends. In the pre-test, showed a significant increase in the mean score to 76.2%, resulting in an overall gain of 15.6%. It was proven by the result of paired sample t-test, which showed that the value of two tails significance was (0.00) smaller than alpha ( $0.00 < 0.05$ ), T-value which is  $13.173 > T\text{-table } 2.045$  and it means that null hypothesis is rejected and alternative hypothesis is accepted, indicating a significant improvement in students' reading comprehension after being taught with the REAP strategy. Inference was the most improved aspect, with a pre-test average of 137 rising to 187 in the post-test, an increase of 50 points or 21.85%. These results confirm the positive impact of the REAP strategy on improving students' reading comprehension and underline its potential to engage students and improve their learning outcomes.

**Keywords:** *Teaching Reading, Reading Comprehension, REAP Strategy, Reading Achievement, Narrative Text,*