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

(An Undergraduate Thesis)

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ABSTRACT

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

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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-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,*

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By:
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In

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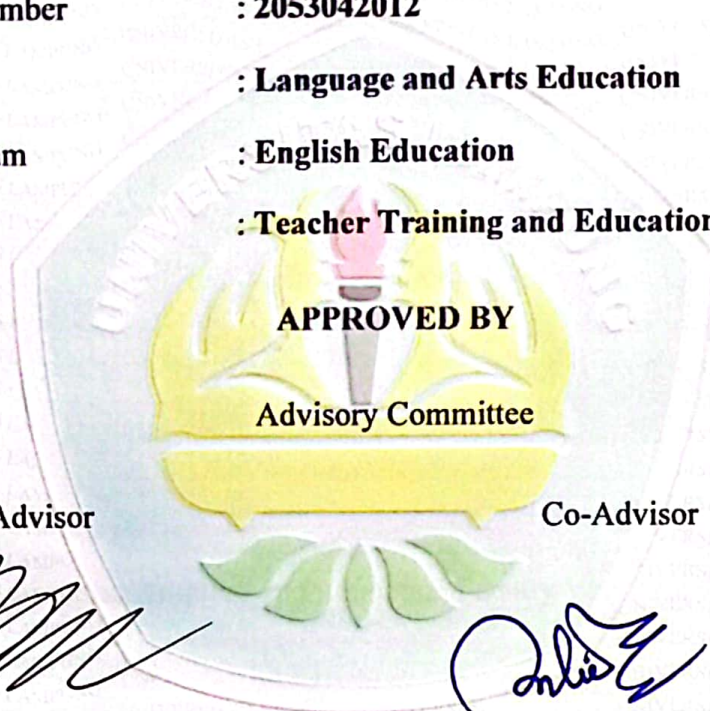| Research Title	: **IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH REAP (READ, ENCODE, ANNOTATE, AND PONDER) STRATEGY**
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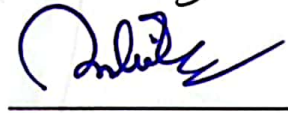1. Examination Committee

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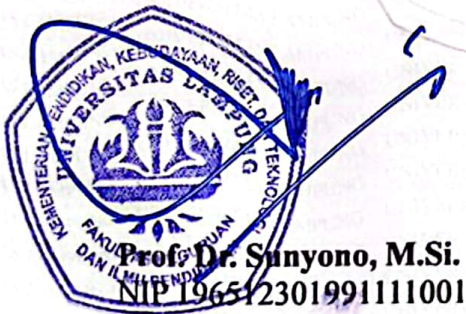
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 1 Agustus 2024
Yang membuat pernyataan

Rosyid Aqil Syahbana

v

CURRICULUM VITAE

Rosyid Aqil Syahbana was born in Gisting on September 12, 2001. he is the oldest child of MOH.ZUHRO and Marsini and has one brother.

His formal education began when he entered elementary school at SD Muhamadiyah Gisting in 2007. Then in 2013, he continued his junior high school education at SMPN 1 Gisting. After that, in 2016, he continued to senior high school at SMAN 1 Gading Rejo.

In 2020, one year after graduating from high school, he started studying at the University of Lampung. While studying at Lampung University, he actively participated in various student activities and was involved in student organizations. He joined several campus organizations and was active in social activities. Lastly, he had the opportunity to do KKN in Kedondong, Way Kepayang sub-district. These experiences not only enriched his academic journey but also enhanced his leadership and communication skills.

As part of his study program, he conducted a research at SMAN 9 Bandar Lampung. The focus of his research was on improving students' reading comprehension in narrative texts through the implementation of the REAP (Read, Encode, Annotate, and Ponder) strategy.

MOTTO

It is your path, and it is your path alone, others may walk it with you, but no one can

walk it for you.

- Jalaluddin Rumi -

Found your capacity for love and tragedy, embracing how

things always change.

- Rosyid Aqil -

DEDICATION

The writer proudly dedicates this script to:

My beloved parents, MOH. ZUHRO and Marsini

My beloved Brother Bayu Adiluhung Samudra

All awesome lectures who give their motivation and encouragement for my

educational life

My friends in English Education Study Program 2020

My Almamater, Lampung University

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All praises are merely rendered to Allah SWT for the mercy and blessings that enabled the writer to accomplish this script entitled Improving Students' Reading Comprehension in Narrative Text Through Reap (Read, Encode, Annotate, And Ponder) Strategy as one of the requirements for achieving the S-1 degree at the Department of Language and Art of Teacher Training and Education Faculty, University of Lampung. In this case, the writer would like to acknowledge that this script would never exist without help, guidance, suggestions, and encouragement from several outstanding people and institutions. Hence, the writer intends to express her deep gratitude and respect to those who have made valuable contributions by helping and supporting the writer to finish this script.

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The writer hopes that this script can make a positive contribution to the development of education. Realizing that there are still many shortcomings in this script, the author is open to any suggestions and criticism for the better.

Bandar Lampung, 1 Agustus 2024
The Writer

Rosyid Aqil Syahbana

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I. INTRODUCTION

This chapter discussed about the background of the research, research question, objective of the research, uses of the research, scope of the research and the definition of terms.

1.1 Background

Nunan (2003) stated that reading is an essential skill for learners of English because it involves a fluent process of readers combining information from their own background knowledge to build meaning. Moreover, Alyousef (2005) described reading itself as an interactive process between a reader and the text being read. This suggests that in the process of reading, readers gain information by deeply processing the text they read. Furthermore, Mikulecky (2008:1) asserted that reading is both a conscious and unconscious thinking process. This implies that readers must use various techniques to interpret the meaning conveyed by the author. Through reading, readers can analysed the writer's intention in the text, enabling them to extract the message and gather information from their reading material.

In addition, reading with comprehension is deemed crucial for understanding English texts and inferring their meanings (Hall et al., 2020). Comprehension involves the interplay between identifying words, prior knowledge, strategies for understanding, and engaging with the text. Therefore, students must be capable of comprehending their reading material. In this case, students are expected to pass the national examination, where reading comprehension questions constitute the dominant items tested in the

English subject examination. To achieve these significant goals, the teacher must be successful in enabling the students to comprehend the text effectively.

However, It is not easy to learn a foreign language and improve English reading skills. According to Widiyanti (2014), Learning a foreign language can be harder than learning a native language. This is due to a number of factors, including differences in pronunciation, spelling, and cultural background. Some of these factors are also related to difficulties in improving reading comprehension. In addition, many students find reading to be a boring activity. They have to deal with many general structures and features of language that make it less interesting. Rahmasari (2017) stated that reading is regarded as a difficult skill for learners to master. Most of the students have the assumption that reading English text is a boring activity.

Therefore, learning strategies are utilized in various ways to assist students in achieving their learning goals. Using effective study strategies can significantly enhance learners' ability to comprehend and retain information (Miranda et al., 2023). These strategies aid students in organizing their study materials, managing their time efficiently, and approaching their coursework more effectively. Furthermore, the utilization of learning strategies can result in improved critical thinking skills, problem-solving abilities, and overall academic performance.

Discussing an effective strategy, which is essential to attract students' interest in learning reading, REAP is considered as an effective strategy for teaching reading comprehension. According to Sholihah (2017), the REAP is a systematic approach that is designed for the purpose of annotating texts. This method consists of four essential steps, beginning with a thorough reading of the text, followed by encoding essential information, adding annotations, and finally taking time for reflective pondering.

Based on the explanation above, The researcher hopes that the REAP (Read, Encode, Annotate, and Ponder) Strategy can significantly impact reading comprehension and

help students learn more easily and enjoyably. Therefore, the researcher is interested in conducting research entitled 'Improving Students Reading Comprehension in Narrative Texts through REAP (Read, Encode, Annotate, and Ponder) strategy'.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problems as follow:

1) Is there any significant improvement on reading comprehension at the first grade student before and after the implementation of REAP (Read, Encode, Annotate, and Ponder) Strategy?
2) What aspects of reading improve the most after the implementation of REAP (Read, Encode, Annotate, and Ponder) Strategy?

1.3 Objective of the Research

1. To find out whether there is a significant improvement on reading comprehension at the first grade student before and after the implementation of REAP (Read, Encode, Annotate, and Ponder) Strategy?
2. To find out what aspects of reading improve the most after the implementation of REAP (Read, Encode, Annotate, and Ponder) Strategy?

1.4 Uses of The Research

The result of this research can be used as follows:

1) Theoretically, it can support theory that learning English especially teaching reading through REAP strategy can improve student's reading comprehension.
2) Practically, it can inspire the teachers of English to improve the students' reading comprehension by using REAP strategy. Furthermore, the finding of

this study is hoped to inspire and motivate students so they can improve their achievement of reading comprehension.

1.5 Scope

This research was a quantitative study that focuses on determining the effectiveness of the REAP strategy in enhancing students' reading comprehension of narrative texts. The subjects of this research are first-grade students at SMAN 9 Bandar Lampung. The students were expected to improve their reading comprehension in narrative texts through the implementation of the REAP strategy.

1.6 Definition of the Key Terms

In this research, there are several definitions of terms that should be taken into. as follows:

1) Reading

According to Nunan (2003: 68), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is the process of looking at a series of written symbols and getting meaning from them.

2) Reading Comprehension

Reading comprehension is the interplay between identifying words, prior knowledge, strategies for understanding and engaging. Klingner et al (2007 : 8) describe that reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use.

3) REAP (Read, Encode, Annotate, and Ponder) Strategy

According to Eanet and Manzo (1976), REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP is a reading strategy that is noted as useful in helping students actively interact with the text and construct meaning while reading and also help students to improve their writing skills, metacognitive awareness, and comprehension of main idea.

4) Narrative Text

Narrative text is a story that is crated in a constructive format that describes a fictional and nonfictional story and it has a connected set of chronological events. As stated by Gerard Genette (1980) narrative text is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, songs, movies, video games, theatre or dance) that tells a sequence of fictional or non-fictional events.

This chapter already discussed introduction of the research, including the explanation about the background of the research, research question, objective of the research, uses of the research, scope of the research, and also the definition of terms in order to provide an insight to this research.

II. LITERATURE REVIEW

This chapter reviewed theories that support this research. It consist of concept of reading, reading comprehension, teaching reading, narrative text, REAP strategy, theoretical assumption, and hypothesis.

2.1 Previous Studies

Numerous researchers have investigated the effectiveness of the REAP (Read, Encode, Annotate, Ponder) strategy in enhancing reading comprehension. The writer reviewed these studies to support and compare with her own research. The following are summaries of key studies that have utilized the REAP strategy in reading comprehension:

The first research by Vera Maria Santi (2015) focused on improving the reading comprehension of 7th grade students at SMPN 14 Bengkulu using the REAP strategy. Employed a mix of quantitative and qualitative approaches with a classroom action research design. The results demonstrated that the REAP strategy effectively enhanced students' reading comprehension, with 83.7% of the students achieving an excellent category or scoring above 75.

In line with that, Tuti et, al (2023) The researcher demonstrated that the REAP strategy was effective in teaching and learning reading comprehension. This research aimed to address students' difficulties in understanding the meaning and information from texts. The purpose was to investigate the improvement in students' reading performance using the REAP strategy. The research design was Classroom Action Research (CAR), and

data were collected through observation, interviews, tests, and documentation. The findings showed that students' ability to comprehend reading texts improved. Additionally, students' involvement in teaching and learning activities increased. Most students responded positively to the teaching-learning process. It can be concluded that the REAP strategy is useful in teaching and learning reading comprehension, making students more active and encouraging critical thinking. The REAP strategy can be a valuable alternative teaching tool for reading comprehension.

Fitri et al. (2023) conducted research to investigate the implementation of the Read, Encode, Annotate, and Ponder (REAP) strategy using technology to improve the comprehension of analytical expository texts among private high school students. The research was conducted in an experimental study with pre-test and post-test design. The experimental class consisted of 26 students and in the control class consisted of 26 students as the sample of this of this research. The data were collected by using reading comprehension test with multiple choice form and analysed by using t-test formula. The results showed a significant difference in mean scores before and after using the REAP strategy. Implementing the REAP strategy improved the analytical expository text comprehension of Grade XI private high school students in Indonesia, especially in the digital era..

Those are the researchers who have done some studies dealing with REAP strategy. It can be concluded that the REAP (Read, Encode, Annotate, And Ponder) strategy can improve students' reading comprehension. Dealing with the same strategy, this research has some differences from the previous ones which are: (1) the subject of this research in which the researcher examines REAP strategy will be upper grade students that is the first grade student, (2) the researcher seeks to find out which aspect improve the most after the implementation of REAP strategy in reading comprehension, and (3) also the material used in this research will be narrative text.

In reviewing these relevant studies, it is evident that the majority of research focused on the application of the REAP strategy to improve students' reading comprehension and the evaluation of its impact. However, my research stands out in that it addresses a specific issue to further analyse the improvement in students' reading comprehension following the implementation of the REAP strategy in narrative text.

2.2 Reading

Along with listening, speaking, and writing, reading is a critical skill for students. It gives them the ability to learn about different subjects and prepares them for the future. Reading is important in our daily lives, as many sources of information are presented in written form. When done effectively, reading can be an enjoyable activity. It is important for students to feel motivated to develop this skill and to read widely to expand their knowledge. Reading serves a purpose, whether it's to gather information, to confirm what we already know, to enjoy a good story, or to improve language comprehension.

According to Nunan (2003: 68), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Prior knowledge helps readers understand the text easily. After understanding the meaning, readers can extract information effortlessly. Reading serves different purposes for different people. Some recognize written words, while others practice pronunciation and speaking. Regardless, reading is an essential part of daily life, and we do it every day.

Pang, et al. (2003: 6) stated that reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is the process of understanding how written symbols correspond to spoken language. Comprehension, on the other hand, involves making sense of words, sentences, and connected text. He adds that the reader who has

background knowledge, vocabulary, grammatical knowledge, experience with the text, and other strategies can help them understand written texts.

It can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. It means In reading, there is an interaction between the writer and the reader through the text. The writer encodes messages for the reader, who then decodes them. To ensure understanding, the writer should choose the words when he or she writes something so that the readers are able to understand the meaning of the written text, including: (1) Grapheme (is a letter or number of letters that represent a sound (phoneme) in a word), (2) Structure (how information is organized in a passage), and (3) Semantics (the study of the meaning of language).

2.3 Reading Comprehension

Reading comprehension refers to a reader's ability to understand what is being read. Moreover, reading comprehension is the process of understanding written texts or extracting necessary ideas from them as efficiently as possible. Comprehension is the primary goal of the reading process. Comprehension is the process of reading to understand the meaning of the text, including vocabulary and word sequences highlighted in the text.

According to Klingner et al (2007 : 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also involves variables related to the text, such as readers' interest in the text and how they understand the text's genre. This means that what readers learn and how they respond to and understand texts is individualistic. The process of constructing meaning depends on individual abilities such as experiencing and interpreting texts.

According to Snow (2002: 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written

language. Which suggests that reading comprehension involves both extracting and constructing meaning from written language through interaction and involvement. The words extracting and constructing it means that to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Furthermore, A Alfiantho and T Sinaga (2023), states that reading comprehension is a conscious cognitive process that occurs when we read, encompassing the integration of our life experiences into the act of reading. This process involves actively constructing meaning from the text by relating it to our existing knowledge and experience. Effective reading comprehension requires the reader to decode the text, understand its vocabulary, identify the main ideas, infer meanings, and relate the content to their own lives and knowledge. This cognitive engagement is critical to improving reading comprehension because it helps students connect new information with their prior knowledge, leading to better understanding and retention of the material. The conscious effort to understand and interpret the text enables readers to engage deeply, think critically, and develop a nuanced understanding of the content, thereby improving their overall reading skills.

Based on the explanation above, we can conclude that reading comprehension is a process of simultaneous extraction and construction of meaning through interactions between readers and what they bring to the text, such as their prior knowledge or background and the use of strategies. This means that reading comprehension is a reading activity that needs to be deepened in order to understand the meaning, find the text message, and reconstruct the reader's ideas.

2.3.1   Components of Reading Comprehension

King and Stanley (1989) in Fitria (2014: 10) states that reading has five components that are contained in reading texts that are appropriate to the high school curriculum. They are:

1) Finding Factual Information

It requires students to scan specific detail of the text. It usually appears with guessing question word

2) Finding Main Idea

Main idea is the main topic that is discussed in a paragraph. Finding main idea is not always in the first paragraph, it can be in the middle or in the last sentence of the paragraph.

3) Guessing Vocabulary in Context

students can guess the meaning unfamiliar word with him/her by relating them to the surrounding words or the words that appear around them.

4) Reference

Reference words are the same words or phrases found in several time in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, they, her, him, and many others.

5) Inference

students are expected to make accurate prediction. The prediction can made by correctly interpreting the indicators a writer's gives.

Based on the explanation above, there are five components of reading that contribute significantly to students' understanding of a reading text. Therefore, reading comprehension is a complex process in which readers try to reconstruct messages that a writer has encoded in graphic language. It is an interaction between reader and writer.

2.4 Reading Process

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises. Close exercises, cut-up sentences, and comprehension questions.

According to Rice, J et al (1998: 156), activities in reading that teachers should employ to help students improve reading abilities. As follow:

1) Before Reading

Teacher helps students to relate background information in reading, introduce the students to the text in order to build students' background knowledge, gently correct misperceptions, and mention something that students might enjoy or learn from the material.

2) During Reading

Teacher encourages silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading.

3) After Reading

Teacher checks students' comprehension and encourage active responses. Similarly, the above activities can be well applied to teaching students to read texts.

The purpose of teaching reading is to develop students' ability to read English texts effectively and efficiently. In teaching reading, the teacher should teach students the

technique along with the purpose of reading. The purpose of reading also determines the appropriate approach to reading comprehension. Therefore, reading technique should be matched with reading purpose to achieve effective reading. For example, if their reading purpose is to find the specific information and main idea of the texts, they should use scanning technique in their reading process.

In teaching reading, the teacher should provide the students with the technique to deal with different kinds of reading texts. Therefore, the reading technique should be adapted to the purpose of reading so that students are able to read efficiently and effectively. As Suparman (2005: 1) states that there are two major (1) reading for pleasure; (2) reading for information (to find out something or to do something with the information the reader gets).

In short, teaching reading is the process of teaching individuals to derive meaning from text. In this process, the teacher should provide appropriate and possible technique based on the purpose of reading to achieve comprehension.

2.5 Narrative text

According to Anderson (1997:8), a narrative is a piece of text which tells a story and, in doing so entertains or informs the reader or listener. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc. Furthermore, John Barwick (1998) states that narrative text is written to entertain, amuse, and interest the reader but simultaneously teaches explain or inform. Narrative always deals with some problems that lead to the climax, and the climax turns into the solution of the problem.

Narrative text is also a story written in a constructive format that fictional or non-fictional story. As stated by Gerard Genette (1980) narrative text is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures,

songs, movies, video games, theater or dance) that tells a sequence of fictional or non-fictional events.

Based on the explanation above, it can be concluded that a narrative text is a story created in a constructive format that describes a fictional and non-fictional story and has a connected series of chronological events. Narrative text contains a story, either written or unwritten, and the social function of is to entertain the reader or listener with an imaginative story or past events.

2.5.1 The Generic Structure of Narrative Text

According to Pardiyono (2007:62), narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. He also states that the narrative text has generic structures as follows:

1) Orientation.

   It means to introduce the participants or the characters of the story with the time and place set.
2) Complication

   The writer tells about something that will begin a chain of events and the problems of the story developed in this part.
3) Resolution

   The ending of the story, it shows how the characters deal with the problem and find the solution.

From the explanation above, we can conclude that a narrative text generally consists of at least three parts. They are orientation, complication, and resolution.

2.5.2   Types of Narrative Text

1) Folktales

   A folktale is a traditional story passed down orally from generation to generation. Folktales often reflect the cultural values, beliefs, and practices of the community from which they originate. They can include a variety of story types, such as fairy tales, myths, and tall tales. Folktales typically involve ordinary people or animals and may include supernatural elements.

2) Legend

   A legend is a narrative that combines historical facts with mythological elements, often involving heroic characters and significant events. Legends are usually rooted in a particular culture or geographic location and are intended to explain the origins of traditions, natural phenomena, or historical landmarks. Legends are believed to have some basis in actual events or people, although they have been embellished over time legends are retold as if they were real events and they are believed to be historical records.

3) Fable

   Fable is a short story, usually with animals as characters, that teaches a moral or ethical lesson. Fables are often used to illustrate a principle or value in a simple and memorable way. The animals in fables usually exhibit human traits and behaviours, allowing readers to draw parallels to human society.

2.5.3   Language Features of Narrative Text

According to Yudantoro (2014 : 12), the language features of narrative text, they are :

1) Using past tense, for example: we went to the zoo, she was happy.
2) Using time connectives and conjunctions to sequence the events, for example: then, before that, soon.
3) Using adverbs and adverbial phrases to indicate place and time, for example: here, in the mountain, happily ever after.

4) Using action verbs in past tense, for example: stayed, climbed.

5) Using saying verbs which sign to pronounce something, for example said, told, promised. And using thinking verbs which sign of mind, perception or characters' feeling in the story, such as : thought, understood, felt.

6) Using adjectives that formed noun phrase, for example: long black hair, two red apples.

7) Using nouns and pronouns to identify people, animal or things involved. For example: stepsisters, housework, duck, crocodile.

2.6 Read, Encode, Annotate, and Ponder (REAP)

The purpose of teaching reading is to know ability in comprehend of the text. One of them is Read, Encode, Annotate and Ponder (REAP) strategy. According to Andarini and Ali (2018), REAP (Read, Encode, Annotate, and Ponder) is one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text. It mean that In order to help the students comprehended a text REAP also develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form.

2.6.1 The Definition of REAP Strategy

According to Eanet and Manzo (1976), REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. It mean that REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text and improve reading comprehension of students. REAP is an acronym for the following stages of reading: Read, Encode, Annotate and Ponder.

According to Supriyantini (2015), REAP is primarily a cognitive enrichment approach that teaches students to think more precisely and deeply about they read. By following the four steps strategy symbolized by its title :

Read   : The first step is read to get the writer's basic message.

Encode   : The second step is to encode the message into your own words while reading.

Annotate   : The third step is to annotate your analysis of the message by writing responses from several perspectives.

Ponder   : The last step is to ponder what you have read and written-first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.

The conclusions, REAP is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension, and one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text, so it can be applied on reading comprehension activities. REAP strategy can be one of learning strategy alternatives not only can be implemented for Indonesian subjects, but every subject who need to comprehend some texts.

2.6.2   The Procedure of REAP Strategy

According to Marantika and Fitrawati (2013), the teacher can use the following steps to guide teaching reading by using REAP strategy: Before doing REAP strategy in reading text, the students are already divided in some groups. Each group consists of four or five students. After that, the teacher gives a narrative text for each members of

the group. Next, the teacher guide the students to do the REAP strategy in comprehending narrative text

1) Read

The first phase is reading the text, the teacher can ask the students to read the 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 according to the reader's ability in catching the idea from the text. This activity takes time about 10 minutes.

2) Encode

The second activity is encode, in this phase the teacher leads the students to explore their idea about that narrative text into their own words, also some of difficult or new vocabularies. In this stage, the students may discuss the other members of their own group. In encode step, the teacher also add an activity; discussing the new or difficult vocabulary. The students can check the unfamiliar words in the dictionary. This activity takes time about 10 minutes.

3) Annotate

The third step is annotate, this activity take time about 15 minutes. In annotate step, the students should write down their idea about the content of narrative text that is given to them before. To make it easier, the students can make the generic structure of the narrative text that they have read, such as: orientation, complication, and resolution of the story line and the content of it. The teacher takes a part in learning process by going around the classroom for checking each group of students. In this activity, there is possibility that there are some groups or students who are not understand about what should do in annotate step.

4) Ponder

The last stage of REAP strategy is ponder. In this stage, the students work by group. They pondering the significance of text, by thinking, discussing, or talking with their member of the group, then make one perfect summarize about the narrative text that is given to the students before. The summary is in they own language and about a half length of the text before. This activity takes time about 15 minutes.

Table 2. 1. Specification of REAP Strategy

Read	Encode
• Title/Text	• Main idea • Key word • Difficult Vocabulary
Annotate	Ponder
• Orientation • Complication • Resolution	• Conclusion • Moral value

2.6.3   Advantage and Disadvantage of REAP Strategy

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

1) The students learn to represent main ideas and the author's message in their own word.
2) REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text.
3) The Read step is aim to help the students to revisit the text.

4) The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words.

5) The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.

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

The disadvantages of REAP:

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

2.7 Theoretical Assumption

English as a foreign language includes four important skills, and reading is one of the most important skills for students. To ensure effective teaching, teachers must not only select appropriate materials, but also use engaging strategies in the classroom. In the learning process, the focus should go beyond the material itself; it is also important for teachers to use appropriate strategies to keep students interested and focused. This is especially important when it comes to reading, as it plays a vital social role in our lives, serving as a means for readers to gather information from authors through written language. The use of effective reading strategies is an important factor in improving students' reading comprehension skills, so it is imperative to review these strategies and examine their impact on students' reading comprehension skills.

The process of reading comprehension is mainly influenced by the readers' prior knowledge, purpose, content, features of the text and strategies used to accomplish the tasks. Realizing that there were many students who still have difficulty in comprehending a text, the teacher should find appropriate and suitable strategies in teaching reading comprehension so that the students were able to extract the meaning

from the text. On the other hand, in this study, researchers will use REAP (Read, Encode, Annotate, Ponder) as a strategy to improve reading comprehension. Based on the explanation of the use of the REAP strategy, the researchers believe that this strategy, if implemented effectively, can significantly improve students' reading comprehension skills by emphasizing a structured and interactive approach to text engagement. This strategy works by guiding students through specific steps - reading the text, decoding important information, annotating relevant details, and encouraging critical thinking and reflection. Therefore, the researcher put on assumption that the implementation of REAP strategy can give positive impact toward students' reading comprehension at the first grade of SMAN 9 Bandar Lampung.

2.8 Hypothesis

Based on the theories and theorical assumption that have been explained above, the researcher hypothesized that:

H_1 : There is significant improvement of students reading comprehension skill in narrative text after being taught using REAP strategy as the method.

H_0 : There is no significant improvement of students reading comprehension skill in narrative text after being taught using REAP strategy as the method.

This chapter already discussed about literature review of the research, including the explanation about the concept of reading, reading comprehension, teaching reading, narrative text, REAP strategy, frame of thinking and also the hypothesis in order to provide an insight to this research. The next chapter will deal with methods that will use in this research.

III. METHODS

This chapter deals with the research design, variables of the research, population and sample, research instrument, procedure of data collection, and technique of data analysis.

3.1 Research Design

Since it is important for students to improve their reading comprehension, the researcher is concerned with improving students' reading comprehension by using the REAP strategy. The researcher used a quantitative research design as the research methodology to conduct the research. This research is to find out whether there is improvement on the student's reading comprehension. The researcher compare the result of the test. *One Group Pre-test Post-test* Design is used in this research since this research tends to find out the improvement on reading comprehension of the students by comparing the results between pre-test and post-tests. The research design is outlined as follows:

T1 X T2

(Setiyadi, 2018)

T1 refers to the pre-test that is given before the researcher teaches through a REAP strategy in order to measure the students' achievement before they are given the treatment. X refers to the treatments given by the researcher through a REAP strategy to improve students' reading comprehension T2 refers to the post-test that is given after

implementing the REAP strategy and to measure how far the students' improvement after they get the treatment.

3.2 Population and Sample

A population is defined as the whole subjects of the research. Setiyadi (2006:38) states research population is all individuals which are being target in research while research sample is individual who give the data. The population of this research was students of SMAN 9 Bandar Lampung. The sample was 30 students from X2 class of SMAN 9 Bandar Lampung which was picked by the English teacher herself.

3.3 Variables

Variable This research consisted of the following variables:

1) The students' achievement in reading as dependent variable (Y), It is categorized as dependent variable because students' achievement is based on the activity output. The achievements of students can be measured to determine whether or not there is an effect of the independent variable.
2) REAP (Read, Encode, Annotate, and Ponder) strategy as an independent variable (X). It is categorized as dependent variable because REAP strategy is the variable that can influence the dependent variable to determine the effect between phenomenon and the object which is observed.

3.4 Data Collecting Technique

In the collection of data, the researcher administered the test and the non-test and the test that is to use is an objective reading test that consisted of a pre-test and a post-test. Before administering the pre-test and post-test, the researcher administered a try-out test.

1) Pre-test

The researcher conduct pre-test for one meeting before giving treatment. The objective is to know the students' basic ability in reading comprehension. The test is in form of multiple choice and the students should choose the correct answer by putting a cross mark (x) ant the test item consists of 40 multiple choice questions.

2) Post-test

The post-test will be given after the treatment. The number of test is 40 items of multiple choice with five alternatives a, b, c, d, and e. the time for student do the test is 60 minutes. The aim of the test is to see the significant difference in students' reading achievement before and after giving the treatment.

3.5 Research Instrument

The instrument of this research is a reading test in the form multiple choice question. The researcher use two series of the test which is pre-test and post-test. The pre-test is to know the reading comprehension ability of the students before they got the treatment. The post-test is to know students' reading achievement after getting treatment.

1) Try Out

Try out test was administered to find out the quality of reading test as an instrument of research such as validity, reliability, level of difficulty and discriminating power. Try out test consisted of 60 multiple-choice items with five options (a, b, c, d, and e) of each item. One of the options was the correct answer and the others were distractors. The sample were the randomly selected class (try-out class) from the experimental class. They were given 90 minutes to complete the try-out test.

2) Items of Reading Test (Pre-test and post-test)

The items of reading test that the researcher use in collecting the quantitative data were pre-test and post-test, where the pre-test was given in the first session before the treatments and the post-test was given after the students received the treatments. The type of pre-test and post-test were multiple choice test in the form of reading texts where there are 40 questions with five alternatives to answer these questions. The purpose of the pre-test is to know the students' ability of reading comprehension at the first step before the treatments given. On the other hand, the purpose of the post-test is to find out if there is any improvement in the students' reading achievement after the students received the treatments.

3.6 Quality of Research Instrument

The instruments that was used for this research are pre-test and post-test. The pre-test was given at the beginning of the session before the students' get the treatment, while the students got the post-test after the students get the treatment. In order to achieve the criteria of a good test, validity, reliability, level of difficulty and discriminating power of the test should be considered. They are as follows:

3.6.1 Validity of The Test

According to Ghauri and Gronhaug (2005), validity explains how well the collected data covers the actual area of investigation. Validity refers to the extent to which a study or test measures what it intends to measure. Hatch and Farhady (1982:281) stated that there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analysed.

a) Content Validity

Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985). Besides, according to Setiyadi (2006: 23) states that content validity related to the indicators of the subject matter that represents the whole material to be measured. In terms of content validity, the researcher ensured that the materials used were in line with the first grade of Senior high school syllabus. This research had 50 multiple-choice questions on reading comprehension, including main idea, supporting details, inference, references, and vocabulary. Teachers reviewed the test items to make sure they were clear and matched the goals of the REAP strategy. This process ensured the test items measured reading comprehension. In simpler terms, the test is create based on the English Curriculum for Senior high school.

Table 3. 1. Specification of Validity Test

No.	Aspect of Reading comprehension	Items Numbers	Total	Percentages
1	Finding Main Idea	1,7, 11,16,21,26,31,36,41,46	10	20%
2	Finding Specific Information	2,6,12,17,22,27,32,37,40,42,47	11	22%
3	reference	3,8,13,20,25,28,35,43,49	9	18%
4	Inference	4,10,14,19,23,29,33,38,44,50	10	20%
5	Vocabulary mastery	5,9,15,18,24,30,34,39,45,48	10	20%
TOTAL			50	100%

b) Construct Validity

Construct Validity is concern with whether the test is actually in line with the theory of what reading comprehension means to know the language (Shohamy, 1985: 74). When a test has construct validity, it means that the test effectively assesses students' reading skills. In other words, both the pre-test and the post-test measure specific aspects of reading based on predetermined indicators. In addition, the relationship

validity of the instrument is related to construct validity because the questions on the test are designed to represent five key aspects of reading: main idea, specific information, reference, inference, and vocabulary. This approach ensures that the test accurately assesses these essential components of reading comprehension.

3.6.2 Reliability of The Test

Hatch and Farhady (1982:243) establish that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. In another word, reliability is the test that can be tested in a different situation but having a consistent result for every test that given. Reliability related to the consistency of a measure. To measure the coefficient reliability between the first half and the second half items the researcher used the Pearson Product Moment formula as follows;

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where:
rxy : Coefficient of reliability between odd and even numbers of item
x : The odd-number
y : The even number
$\sum x2$: Total score of odd number items
$\sum y2$: Total score of even number items
$\sum xy$: Total score of od and even number

After getting reliability of half test, the researcher used Spearman Bowns Prophecy formula to determine the reliability of the whole tests, as follows:

$$r_{k=\frac{2rxy}{1+rxy}}$$

Where:

$r\kappa$: Reliability of the whole test

rxy : Reliability of the half test

(Hatch & Farhady, 1982)

After calculating the result of the students' reading comprehension test, the data will be calculated by the researcher, with the standard of reliability below:

1) 0.80 – 1.0 : very high reliability
2) 0.60 – 0.79 : high reliability
3) 0.40 – 0.59 : medium reliability
4) 0.20 – 0.39 : low reliability
5) 0.19 : very low reliability

(Arikunto, 1998: 260)

3.6.3 Level of Difficulty

The level of difficulty refers to the difficulty or ease of the test items based on the responses of the students completing the item test. The difficulty level is the percentage of students who can answer questions correctly. To determine the level of difficulty, researchers use the following formula:

$$LD = \frac{R}{N}$$

Where:
LD : Level of difficulty.
R : The number of students who answer correctly .

N : The number of students join the test.

The criteria are:

<0.03   : Difficult

0.03-0.70   : Average

>0.07   : Easy

<div align="right">(Shoamy, 1985)</div>

3.6.4   Discrimination power

Discrimination power refers to the extent to which the items are able to discriminate between high and low ability students on this test. Discrimination power is used to discriminate between the students who have high ability and those who have low ability. The discrimination power is calculated by using the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP   : Discrimination power.

U   : The proportion of upper group students.

L   : The proportion of lower group students.

N   : The total number of students.

The criteria are:

0.00 – 0.19   : poor

0.20 – 0.39   : satisfactory

0.40 – 0.69   : good

0.70 – 1.00   : excellent

- (negative)   : bad items, should be omitted

<div align="right">(Heaton, 1975)</div>

3.6.5   Normality Test

To measure the result of pre-test and post-test was normally distributed. The researcher used SPSS 26.0 for Windows to analyse the data to find the value. The hypotheses of normality test are as follows:

H_0 : The distribution of data is not normal.

H_1 : The distribution of the data is normal.

The significance level used was 0.05. H1 is accepted if the result of the is greater than 0.05

3.7 Try Out of the Instrument

The try-out was used to know the quality of the test in order to take the data. The try-out was conducted in the first meeting. It consisted of 50 questions of multiple choices and time-allocation was about 90 minutes. The class that was used for try-out was the class which was not selected for the experimental class i.e. X3. The test could be said good quality if it had good reliability and good validity. The composition of the test items was presented in table below.

Table 3. 2. Specification of Try-out Test

No.	Aspect of Reading comprehension	Items Numbers	Total	Percentages
1	Finding Main Idea	1,7, 11,16,21,26,31,36,41,46	10	20%
2	Finding Specific Information	2,6,12,17,22,27,32,37,40,42,47	11	22%
3	reference	3,8,13,20,25,28,35,43,49	9	18%
4	Inference	4,10,14,19,23,29,33,38,44,50	10	20%
5	Vocabulary mastery	5,9,15,18,24,30,34,39,45,48	10	20%
TOTAL			50	100%

Before the pre-test was conducted, the researcher administered a try out test on Mei 7th 2024 in class X3 of SMAN 9 Bandar Lampung. The researcher gave 50 items of

multiple choices and the time-allocation was given for about 80 minutes to finish the try-out test. After giving the test, the researcher analysed the reliability of the test.

Meanwhile, to find the reliability of the test, the researcher used a statistical formula i.e. Pearson Product Moment to measure the coefficient of reliability between odd and even group. The split-half technique was used to find the reliability of the half-test. The result of the calculation using split-half technique showed that the reliability of the half-test was 0.68. After obtaining the test, the researcher used Spearman-Brown's prediction formula to find the reliability of the whole test. It was found that the result of the whole test was 0.69. As required by the criteria of test reliability, the data collection instrument was indicated to be reliable and good.

The researcher then used Microsoft Excel 365 to analyse which items were good or bad. From the result of the calculation of the level of difficulty, it was found that the researcher got 9 easy items which were more than 0.70 (6, 12, 20, 28, 37, 39, 44, 46, 50) and 41 average items which were in the range of 0. 30-0.70 (1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14,15, 16, 17,18,19 ,21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33,34, 35, 36, 38, 40, 41, 42, 43, 45, 47,48, 49).

Furthermore, the result of the discriminating power in the try-out test was that the researcher got 1 bad items (20), 9 poor items (6, 12, 22 28, 37, 39, 44, 46, 50), 38 satisfactory items (1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14,15, 16, 17,18,19 ,21, 22, 23, 24, 25, 26, 27, 30, 31, 33,34, 35, 36, 38, 40, 41, 42, 43, 45, 47,48, 49), and 2 good items (29, 32). After the researcher had analysed the level of difficulty and the discriminatory power, it could be concluded that the test items had good discriminatory power and a positive value for the pre-test and post-test. The researcher received 10 items out of 50 that should be omitted because they did not meet the criteria (see in appendix). Therefore, there were 40 items were used for the pre-test and post-test.

3.8 Scoring System

Before obtaining the score, the researcher determined the procedure or technique to be used in scoring the students' work. The researcher used Arikunto's formula with the ideal maximum score of 100. The pre-test and post-test scores were calculated using the following formula (Arikunto, 1989):

$$S = \frac{R}{N}\text{X100}$$

Where:

S   : The score of the test

R   : The total right answer

N   : The total of test items

3.9 Research Procedure

    1) Selecting and Determining Population and Sample

The population of this research was the tenth grade students of SMAN 9 Bandar Lampung. The researcher selected one class of tenth grade students as the sample in this research.

    2) Selecting the Instrument and Material

Researchers had chosen multiple-choice tests as items to determine students' reading comprehension skills. The questions ware related to a narrative text in the form of folktale, fable and legend. The item contained five aspects of reading comprehension.

    3) Administering The Pre-Test

In order to assess the students' reading skills before administering the treatment, a pre-test was conducted during the first meeting. This pre-test consisted of 40 multiple

choice questions. The researcher then scored the students' responses and calculated their reading comprehension by determining their percentage score.

4) Conducting The Treatments

After administering the pertest, the researcher conducted two sessions of treatment using the students using the REAP strategy. They practiced reading comprehension of narrative text in the form of folktale, fable, and Legend with the researcher by employing REAP strategy.

5) Administering The Post-Test

After finishing the treatment, the researcher gave a post-test to the students in the last meeting. The purpose was to determine whether there was any improvement in students' comprehension of text after the treatment by using the REAP strategy in the teaching and learning process.

6) Analysing the data

The purpose of this phase was to determine if there was an improvement in reading comprehension after the implementation of the REAP (Read, Encode, Annotate, and Ponder) strategy.

3.10 Data Analysis

According to Kerlinger (1978), analysis means categorizing, ordering, manipulating, and summarizing the data obtained to answer the research questions. The purpose of analysis was to reduce the data to be understandable and interpretable so that the relationship of the research problem could be studied. In addition, by analysing the data, we could know the result of the research and draw the conclusion from the result. In order to find out the difference and improvement of students' reading comprehension

ability after being taught by REAP strategy, and to find out students' response of REAP strategy, the data was analysed based on each kind of instruments below.

In order to know the students' progress in understanding the text, the students' scores were calculated by carrying out three activities:

1. Scoring the pre-test and post-test.
2. Tabulating the result of the test and calculating the mean of the pre-test and the post-test. The mean was calculated using the following formula:

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

Notes:

M = Mean (average score)

$\sum X$ = Total Students score

N = Total Students

(Hatch & Farhady, 1982)

3. Drawing conclusions from the tabulated results of the given test, that was by statistically analysing the data using statistical computerisation i.e. paired T-test of Statistical Package for Social Science (SPSS) to test whether the increase of students' gain was obvious or not, in which the significance was determined by $p < 0.05$. It was used as the data of one sample (Hatch and Farhady, 1982:117). In order to know whether the students are making progress, the formula was as follows:

$I = X2 - X1$

Notes:

I = The increase of students reading comprehension achievement

X2 = The average score of post-test

X1 = The average score of pre-test

3.11 Hypotheses Testing

H_1 : There is significant improvement of students reading comprehension skill in narrative text after being taught using REAP strategy as the method.

H_0 : There is no significant improvement of students reading comprehension skill in narrative text after being taught using REAP strategy as the method.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research findings and suggestions. Suggestions are made for teachers and for other researchers who will carry out similar research.

5.1 Conclusion

Based on the data analysis and discussion of the research findings, the researcher comes to the following conclusions:

1. The effectiveness of the REAP strategy in improving students' reading comprehension was demonstrated by a paired sample t-test. The results showed a two-tailed significance value of 0.00, which is less than the alpha level of 0.05 (0.00 < 0.05). Additionally, the T-value of 13.173 was significantly higher than the T-table value of 2.045. These findings indicate that the null hypothesis is rejected and the alternative hypothesis is accepted, confirming a significant improvement in students' reading comprehension after being taught with the REAP strategy.

2. REAP strategy could be used to improve the students' reading comprehension in five aspects of reading comprehension. It can be seen from the result as shown below.

The study revealed several improvements in various aspects of reading comprehension. Finding the main idea improved by 59 points, from 153 on the pretest to 212 on the posttest, as students became more adept at identifying and summarizing key points.

Specific information increased by 14 points, from 141 to 155, as students learned to summarize details from the text. Reference improved by 34 points, from 125 to 159, as students improved their ability to make connections within the text. Inference increased by 50 points, from 137 to 187, as students made better use of prior knowledge to draw conclusions. Finally, Vocabulary improved by 40 points, from 171 to 211, as students became more adept at analysing word classes to understand difficult words. These improvements demonstrate the effectiveness of the REAP strategy in improving students' reading comprehension skills.

5.2 Suggestion

With regard to some of the above conclusions, the researcher would like to make some constructive suggestions.

1. Suggestions for English Teachers

a. Considering that the lower two aspects of reading achievement were reference and vocabulary, English teachers should focus on improving students' understanding of these areas by providing targeted exercises:

    1) **Reference**: Teachers can improve students' comprehension of pronouns by explaining their usage and providing sentences for practice. For instance, teachers can give sentences containing pronouns and train students to identify them.

    2) **Vocabulary**: Teachers can enhance students' vocabulary by teaching derivational forms. This includes analysing suffixes and prefixes to form nouns, verbs, adjectives, and adverbs.

b. In applying the REAP strategy, teachers should closely monitor student activities and manage time effectively to ensure the strategy's efficiency.

c. REAP strategy might be confusing at first. Therefore, in another occasion when the strategy is implemented, the English teacher should give clear instruction to the students so that they can highly understand the concept of this strategy.

2. Suggestions for Further Researchers

a. Since this research utilized the REAP strategy to improve students' reading comprehension in terms of macro skills, further researchers can explore using this strategy to enhance students' reading comprehension even further.

b. Additionally, future researchers can apply the REAP strategy to different types of texts, such as descriptive, report, recount, and explanation texts.

In conclusion, the research findings provide valuable insights and specific recommendations for English teachers who intend to implement the REAP strategy in teaching reading. Additionally, this study offers suggestions for future researchers interested in further exploring the effectiveness and application of this strategy.

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