

The Effectiveness of Reading Encoding Annotating and Pondering Technique Toward Students' Reading Comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu

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Abstract

Reading is one of the language skills that should be mastered by the students of Senior High School in learning English. However, the students of the eleventh graders of SMA Negeri 1 Sarudu Kab. Pasangkayu still find difficulties in understanding reading English text, especially in descriptive text. the objective of the research is to know the effectiveness REAP technique to improve students' reading comprehension. This research used A Quasi-Experimental design by two group pre-test post test design. The population was the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu in academic year 2020/2021 which consists of 6 classes. The sample of this research was 66 students of the class XI. MIA₁ and MIA₂. The technique of sampling was purposive sampling, and the data was analyzed by using SPSS computer software. The result calculation of mean score pre-test students in experiment class was 50.81 and control class was 41.21, while the post-test mean score in experiment class was 74.52 and the control class was 65.00. The result finding that SPSS output for independent sample t-test = 4.756 and sig (2-tailed) = 0.000. This out reveals that sig = 0.000 < p-value = 0.05. It showed that the alternative hypothesis (H₁) is accepted, which the t-test value (4.756) was greater than t-table value (2,042).

Keywords: Read, Encode, Annotate and Ponder technique, Students' Reading

1. Introduction

English is global language that is used as communication device in many countries where it gives contribution in this life. It can be implemented in several aspects for example science, business, technology, and education. Nga stated that english is main language in communication which brings people on earth together and helps them understand each other in several aspect Moreover, Crystal argues that English is as global language divided into two reasons. Firstly, a language can be made the official language of a country, to be used in the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country's foreign language teaching, even though this language has no official status (Crystal, 2003).

Reading is one of the most important skills in language learning and it needs comprehending. Reading is the most useful important skill for people to update his/her knowledge. In reading, the reader should full concentration to understand text. In addition, Grabe stated that reading is a main process for comprehending. As the important skill, reading brings the reader to get a lot of knowledge and information by comprehending.

In the process of reading comprehension is one of the reasons why read a text. Pardo stated comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Ghelani, Sidhu, Jain and Tannock stated that readingcomprehension is a very complex task that requires different cognitive processes and reading abilities over the life span Snowstated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language (Klinger, 2007).

Meanwhile, Reading comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other techniques to help them understand written text. Reading comprehension is also a constructive process in which student creates meaning based on their background knowledge It means that reading comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge.

In the fact, there were problems in the learning process of reading comprehension. The students still difficulties get main ideas and answer the questions in reading text. Eka Damayanti Pasaribu, stated that the students can not understand the text well because they lack of the vocabulary, need too long time to understand the text, and do not know how to make the conclusion from the text Students have difficulty to identify the main idea of a paragraph, comprehend the text as they lack of vocabulary, unable to find specific information in a paragraph, unable to infer the meaning of sentences and passive and irresponsible towards learning English Students' mastery of vocabulary was still categorized low because students would give up on the text if they found some difficult words that they had never known before and lack of students' comprehension of the content of the text such as finding a main idea and ect. (Pasaribu, 2017).

Based on my observation in SMA Negeri 1 Sarudu Kab. Pasangkayu, there were some problems in learning process of reading. The problem was related to the teaching technique/method/strategy in the teaching of reading comprehension. The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It could be seen from the monotonous activities which consists of reading a text, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text.

2. Research Methodology

This study was conducted using a quasi experimental research that uses 2 classes which consists of one control class and one experimental class. Generally, the researcher in experimental research uses two groups, experimental group as a group that gets the treatment and the control group that did not get treatment. (Brown, 2001) So, this study was focused on using REAP technique as a treatment in experimental class, then the writer compared the result with a control class that did not get a treatment in the end of the research (Fitrah, 2016, hal. 75-82).

Population is all of the subject who are connect to the research (Sugiono, 2011). The total number of population of this study was all the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu which consist of 166 students and divided into 6 classes with two majors. MIA have three classes XI.1, XI.2, XI.3, and IIS three classes XI.1, XI.2, XI.3. While the sampling technique of this research was Purposive Sampling. It was purposive because the sampling determined by certain considerations. The researcher chose major MIA for getting sample. Two the sample was 64 students from two classes; XI.1 and XI.2. The researcher implemented without REAP technique in the first class (XI.1) and REAP technique implemented in the second class (XI.2). Before the researcher conducted the research, the researcher made sure that both classes have the same characteristic by doing a pre observation. the researcher observation the teaching and learning process in the classroom once and the researcher saw the students' reading comprehension score from their real teacher. The sample of this study was a class XI.1 as a control class and XI.2 as experimental class which each class consist of 31 students in SMA Negeri 1 Sarudu Kab. Pasangkayu.

3. Finding and Discussion

3.1. Using REAP Technique effective to improve students' reading comprehension

REAP is a useful technique that encourages students to share their ideas in their reading. Zasrianita says that REAP is a technique that helps the reader to read and

understand a text by connecting a text with their own words to comprehend the text well. So, they can understand and get the message of the text. In the pre-teaching activity, researcher needs to recall the students' background knowledge in order to know the ability of students, also active and stimulate the students' understanding. Before going to the main point of the lesson, the researcher needs to do these following activities:

- a. The teacher greeting the students
- b. The teacher checking student's attendance
- c. Reviewing the previous lesson
- d. Stating a topic
- e. Stating the objective of the lesson
- f. Explaining the benefit of the lesson
- g. The teacher introducing the technique that was used.

The researcher explaining the technique before the learning process begins in order to avoid the confusing of students while doing the activity. After explaining how to use REAP technique the researcher show the table where the students could put what they have got in steps as follow:

| | |
|-----------------------------------|---------------------------------|
| Read | Encode |
| Annotate | Ponder |

REAP technique was applied in this activity, especially, get the main idea, underline vocabulary, summaries and discussion. Here are the stages:

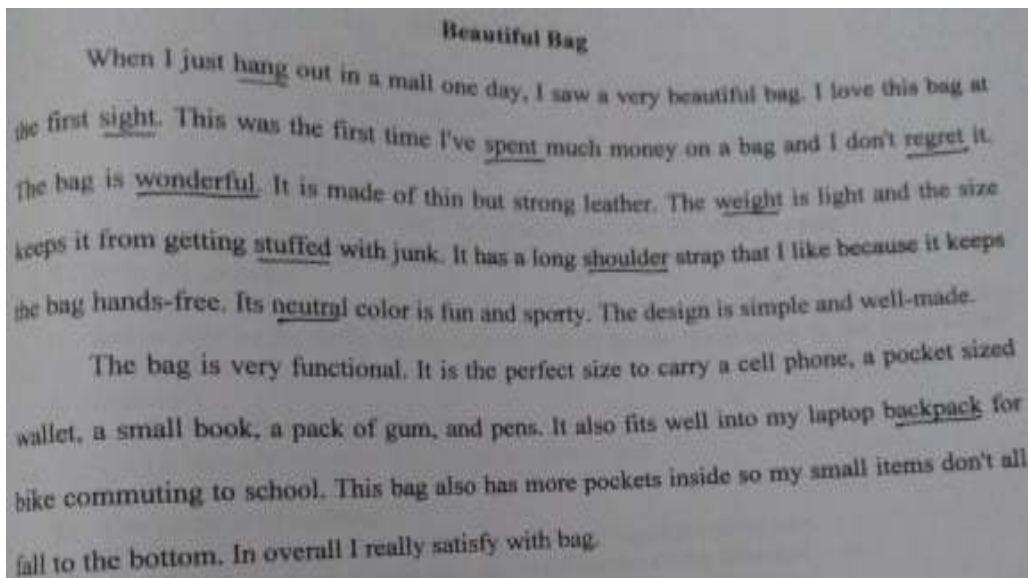
- a. Read



Figure 1. Read

The first activity in applying the REAP technique is the researcher gives students a descriptive text with the theme "Beautiful Bag". Next, students were asked to read the text. The researcher instructs students to understand the text of the reading and getting the main idea from the reading. ter that, students were given time to read the text about one to two times, so students found the main idea of reading and underline the vocabulary that makes students confused about the reading text.

b. Encode



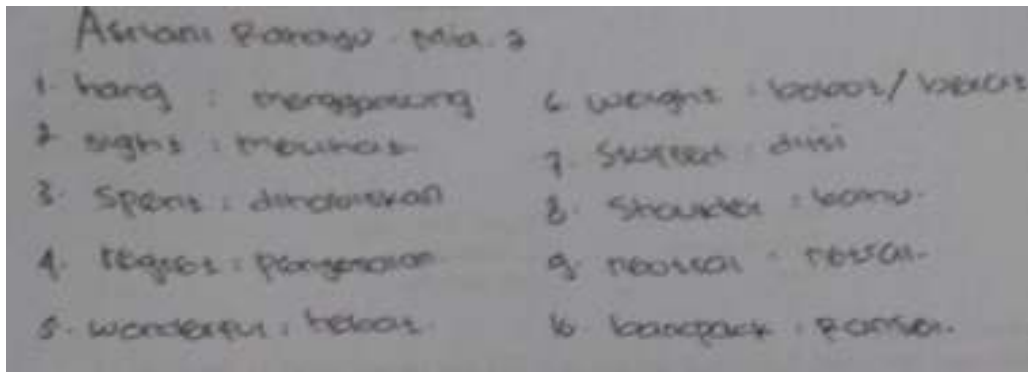


Figure 2. Encode the text

The second activity is Encode. here the researcher instructs students to underline some of the vocabulary they found difficult in the giving read. Next, students write down the vocabulary they found difficult to find in the book, and find out what it means. then, students also write down the main reading ideas about what they get from descriptive text.

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c. Annotate

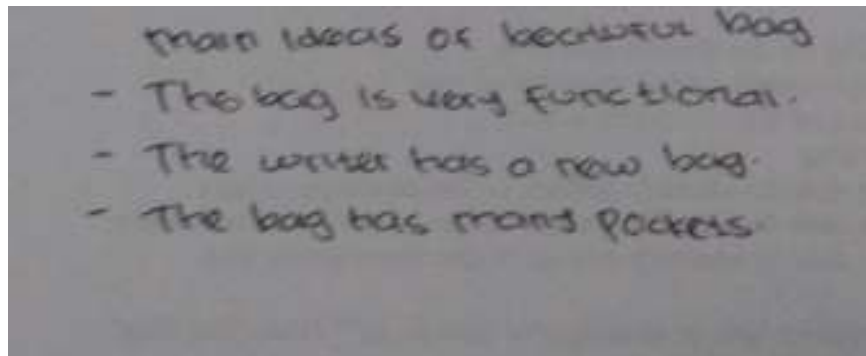


Figure 3. Annotate the text

In this activity, researchers gave students about 15 minutes to rewrite their ideas about the descriptive reading content they had read before. To be easily understood, students was make generic structures from the text they have read, for example such as describing and then making reading conclusions. Furthermore, students were asked to do it themselves then researchers look around the class to check the results of student work.

d. Ponder

- Discussion



- Summary

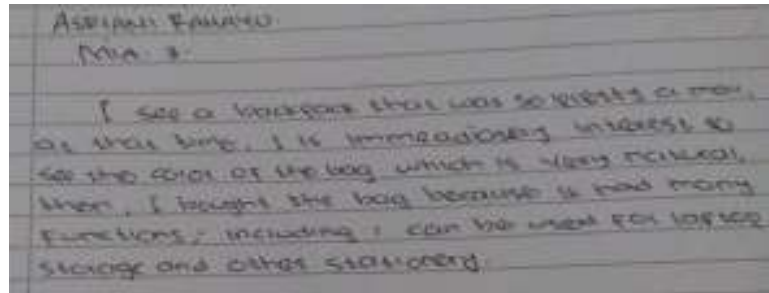


Figure 4. Ponder the text

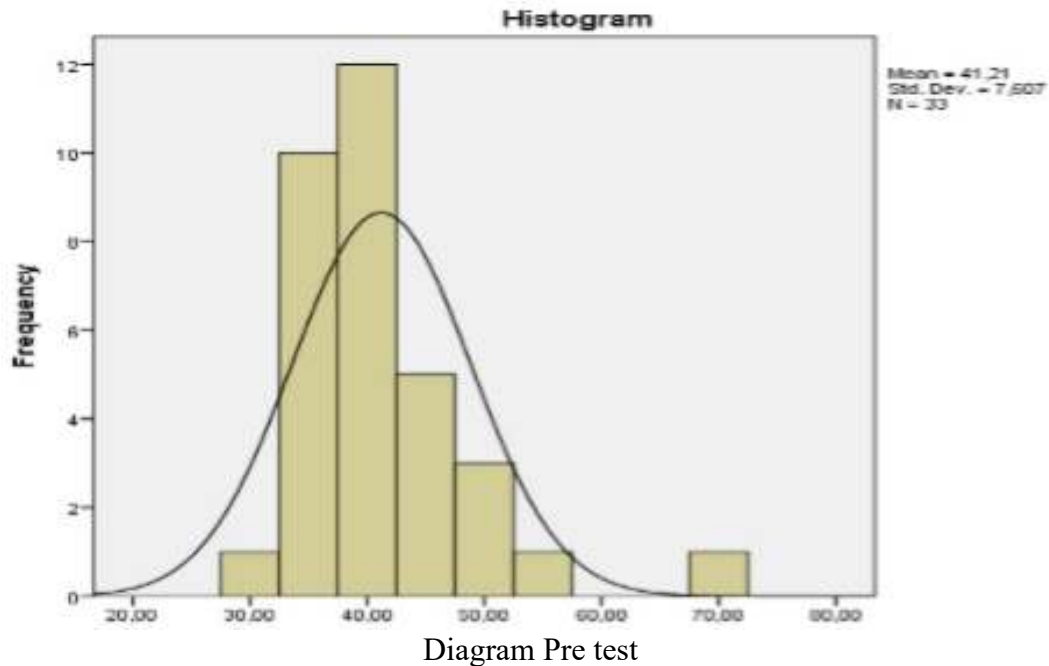
The last activity on the REAP technique is ponder. Here the researcher asks students to discuss the conclusions they have made before. Then discuss it with friends in the group and re-check what they get from the reading. then they make a new summary of what they have discussed with the group. Student participation in the application of REAP techniques is formulated to effectively increase students' reading comprehension.

Based on the explanation above, it has been concluded that the application of REAP techniques in class MIA II at SMA Negeri 1 Sarudu kab. Pasangkayu was make effective students' reading comprehension. because in the above application students was developed vocabulary from what students do not know to know and how to find the main ideas in the reading they have read. Then, students discuss the reading with their groups and concluding the reading. but in this study, the researcher recommends that future researchers use different texts because the text in this study not yet perfect used in the REAP technique.

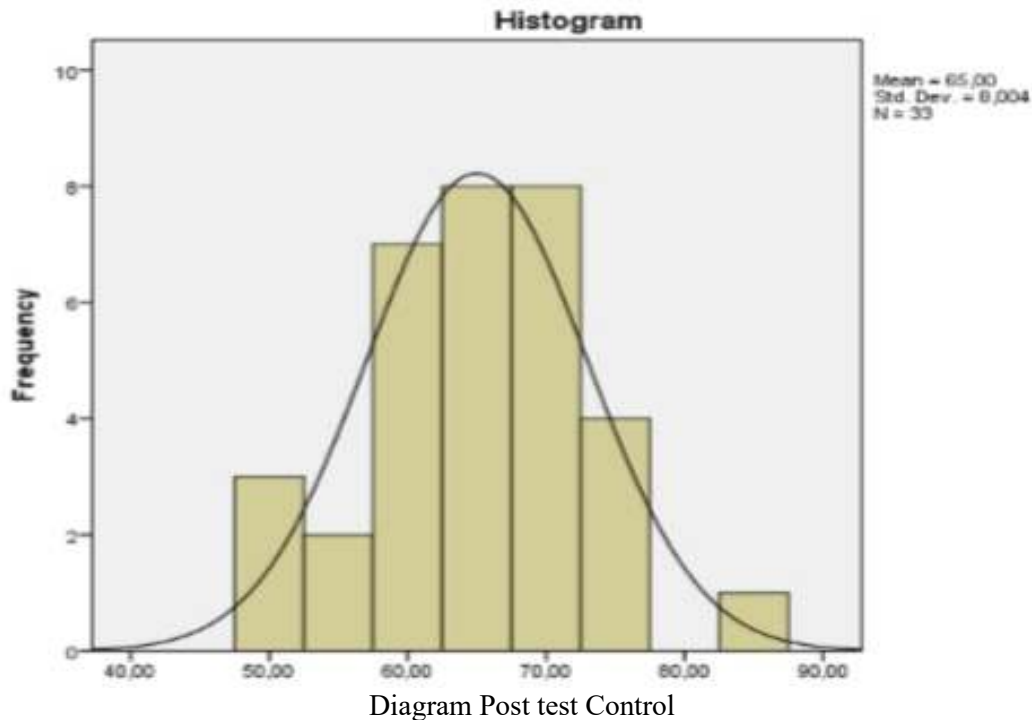
This explanation describes general findings of data gained by researcher during the research. The data were collected from the result of pre-test and post-test from both experiment class and control class. The data were depicted into two tables. The table 4.1 showed the students score in control class and the table 4.2 showed the students score in experiment class.

During this research, the material was extended to students about descriptive text with reading. REAP technique was implemented in the experiment class, while in the control

class, the writer did not use REAP technique. ter that, the writer measured students toward reading by using a test in essay text. The instrument test was conducted before she administered the test to both classes. There were 30 numbers of questions gave to the 31 students of class XI. MIA.2 of SMA Negeri 1 Sarudu Kab. Pasangkayu. It can be seen in the diagram



The diagram shows that the data of the Control Class was N: 33. In this diagram from pre-test of control class have get the mean score was 41.21 and standard deviation was 7.607. The highest score of the control class was 70.00 and the lowest score was 30.00. The middle score was 40.00 from the frequency 12 in the diagram have many score under the average.



The diagram shows that the data of the post-test control class was 33 students. Mean score from the post-test control class was 65.00 and the standard deviation was 8.004. The highest score of the post-test control class was 85.00 and the lowest score was 50.00. From the pre-test and post-test of control class have difference score both two diagram was explanation, there were enhancement from pre-test to post-test.

3.2. Result of Pre-test and Post-test of Experiment Class

Giving a test, the researcher analyzed the students' score of pre-test and post-test of experiment class. The scoring classification of the students score was presented in table 4.4.

Table 4.4 The Classification Percentage of the Students' Score of Pre-test and Post-test of experiment class.

| Classification | Score | Pre-test | | Post-test | |
|----------------|----------|----------|-----|-----------|-----|
| | | F | % | F | % |
| Very Good | 86 – 100 | 0 | 0 | 1 | 4 |
| Good | 71 – 85 | 1 | 4 | 15 | 48 |
| Average | 56 – 70 | 5 | 16 | 15 | 48 |
| Poor | 41 – 55 | 20 | 64 | 0 | 0 |
| Very Poor | < 40 | 5 | 16 | 0 | 0 |
| Total | | 31 | 100 | 31 | 100 |

Table 4.4 showed that the students' score in test result for pre-test and post-test of experiment class. In the pre-test 1 (4%) student was classified into good, 5 (16%) students were classified into average, 20 (64%) students were classified into poor, 5 (16%) students were classified into very poor. There were not any students classified into very

good. While the post-test of control class, 1 (4%) students was classified into very good, 15 (48%) students were classified into good, 15 (48%) students were classified into average, 0 (0%) students were classified into poor, and 0 (0%) students were classified into very poor. It meant before the researcher giving treatment, the students' pre-test achievement categorized average and the students' reading comprehension has low significantly need to be improved.

The Table 4.4 above is a tool of classification Percentage at the Students' Pre-test of experiment class, it also can be describe by a diagram which is presented as follows :

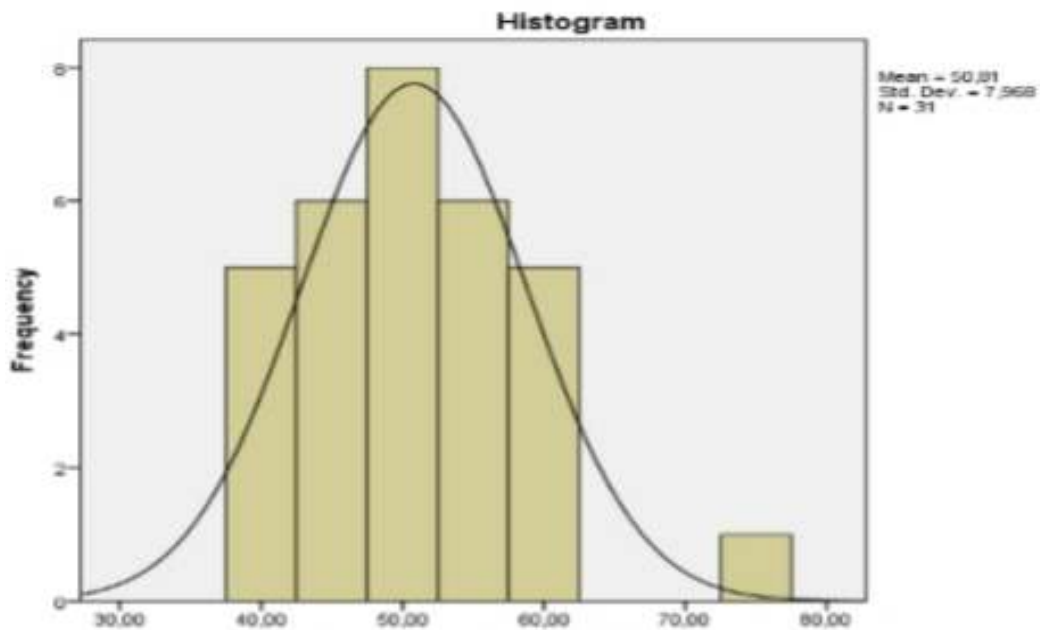


diagram 4.3 Pre-test Experiment class

The diagram 4.3 above shows that the data of the pre-test experiment class was 31. Mean score from the pre-test experiment class was 50.81 and standard deviation was 7.968. The highest score of the pre-test experiment class was 75.00 and the lowest score was 40.00. The higher score from the diagram pre-test experiment class was 50 with the highest frequency 8.

The diagram from the data post-test experiment class above is presented as follow:

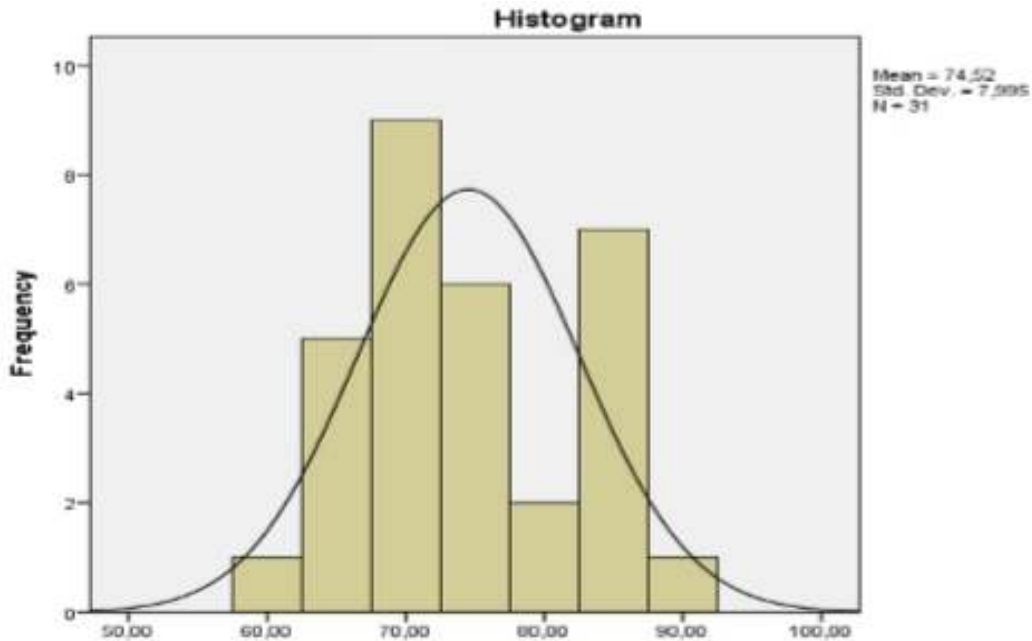


Diagram 4.4 Post test experiment class

Based on the diagram 4.4, it can be described the data of experiment class was 31 students. The total of all data which is divided with the number of data determined as mean score from the post test experiment class was 74.52 and standard deviation was 7.995. Deviation standard is quantity calculated to indicate the extent of deviation for a group as a whole. The highest score of the post test experimental class was 90.00 and the lowest score was 60.

3.3. Hypothesis

The last calculation was testing the hypothesis. This was the crucial calculation to answer the problem formulation of this research that whether there is significant different between students reading comprehension in experiment class which were given Read, Encode, Annotate and Ponder (REAP) technique and students reading comprehension in control class which were not. The writer used SPSS v. 21 for windows program which id paired simple Test.

There are differences data presentation before and ter taught Read, Encode, Annotate, and Ponder (REAP) technique. The data present that the score ter taught Read, Encode, Annotate, and Ponder (REAP) technique better than higher before taught Read, Encode, Annotate, and Ponder (REAP) technique. The researcher uses statistical test using independent sample t-test stated by SPSS. 21 to ensure the effectiveness of using Read, Encode, Annotate, and Ponder (REAP) technique on students' reading comprehension.

3.4. Students' attitude toward the use of REAP technique to improving students' reading comprehension.

Attitude is a learned tendency to respond to people, concepts, and events in an evaluative way. Attitudes are composed of beliefs, feelings, and action tendencies. An attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or ethnic group, a custom, or an institution. Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative, or neutral views of an "attitude object): i.e. a person behavior or event.

People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes are composed from various forms of judgments. Attitudes develop on the ABC model (affective, behavioral change, and cognition). The affective response is a physiological response that expresses an individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude. Most attitudes in individuals are a result of observational learning from their environment.

In collecting the data from the experiment class students, the researcher also used questionnaire which consist of twenty questions. This questionnaire is adapted from an international journal in Malaysia which the researcher uses as the guide of her research. The questionnaire was used to know what students' respond of using the REAP technique before. After analyzing the questionnaire that students filled the researcher got some information that can be seen below.

Based on the data, the researcher concludes that the response or attitude from the students in the experiment class about the REAP technique is positive. This data can be supported view besides the view from t-test result which described that, there was significant difference in teaching reading comprehension by using REAP technique at the second grade of SMA Negeri 1 Sarudu Kab. Pasangkayu.

Scoring classification of students' Attitude. Giving a test, the researcher analyzed the students' score in category of attitude. The scoring classification of the students' score was presented in table.

Table 4.7 The percentage of students' Attitude

| Classification | Score | Students' attitude | |
|----------------|----------|--------------------|----|
| | | F | % |
| Very Positive | 85 – 100 | 3 | 10 |
| Positive | 69 – 84 | 21 | 68 |
| Neutral | 52 – 68 | 7 | 22 |
| Negative | 36 – 51 | 0 | 0 |
| Very Negative | 20- 35 | 0 | 0 |

| | | |
|-------|----|-----|
| Total | 31 | 100 |
|-------|----|-----|

Table 4.7 showed that the students' score in test result for students' attitude. In students' attitude 3 (10%) students was classified into strongly interested, 21 (68%) students were classified into interested, 7(22%) students were classified into Moderate. There were not any students classified into Uninterested, and Strongly uninterested. The scores gathered from administering questionnaires showed the subjects' changing attitudes in reading comprehension through Using REAP technique.

In this part, discussion dealt with the argument of the difference of the students' reading comprehension ter giving test. The mean score and standard deviation of the students in students Attitude were percentages as follow:

The diagram from the data above is presented as follow:

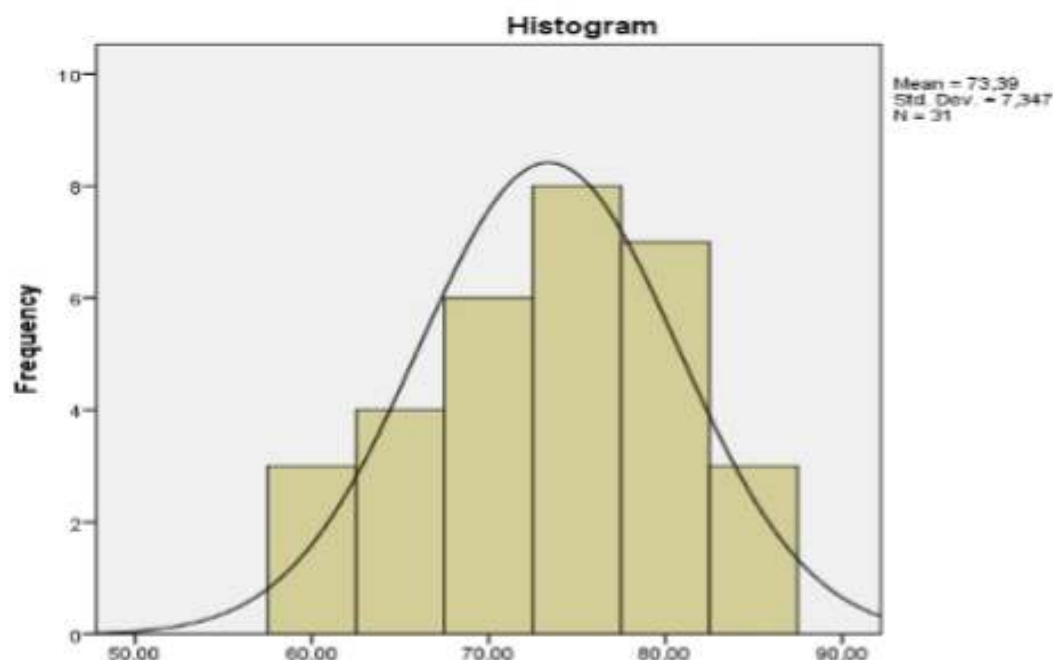


Diagram 4.5 Students Attitude

Diagram 4.5 showed that the mean score was 73.39 and standard deviation was 7.347 of the students scorefor categorized asattitude. The highest score was 75.00 and the lowest score was 60.00 from students attitude. It meant that the students who were taught by using REAP technique in descriptive text in reading comprehension could improve student grades and attitudes.

In the present study, it saw that the studentsreading comprehension in experiment class ter being given the treatment of using Reading, Encoding, Annotating and Pondering (REAP) technique were higher than the students reading comprehension in control class who did not get the treatment of using REAP technique. It saw from students pre-test and

post-test score. The pre-test mean score of students in experiment class was 50.8065. ter giving 4 times treatments using REAP technique, the post-test mean score of students in experiment class was 74.5161. While, the smallest score in the pretest was 40 and the highest score was 75. The data showed in the post-test that the smallest score was 60 and the highest score was 90.

Meanwhile, the data statistics of score in control class which showed that the mean of pre-test score was 41.2121. ter giving 4 times treatments without of using REAP technique, the writer got the mean of post-test was 65.0000. The smallest score in the pre-test was 30 and the highest score was 70. The data showed in the post-test that the smallest score was 50 and the highest score was 85. It concluded that the gain score of experiment class was higher than control class.

The researcher found the result finding that SPSS output for independent sample t-test = 4.756 and sig (2-tailed) = 0.000. This out reveals that sig = 0.000 < p-value = 0.05. It showed that the alternative hypothesis (H_1) is accepted, which the t-test value (4.756) was greater than t-table value (2,042). It meant that H_0 was rejected and H_1 was accepted. The mean score of the students in the post-test 74.5161 was greater than pre-test 50.8065. It meant that the use of REAP technique effective to improve students' reading comprehension at the eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu.

In today's society, reading fulfill all practices encountered in daily life and is believed to be more than the acquisition of a discrete set of skills, it is an active, dynamic and interactive practice of meaning making that occurs between individuals, their world and their text (Anstey & Bull). Reading is not a static act, but constantly changes and adapts to the social environment in which it is practised. The extent to which students positively or negatively engage in reading at home and at school or university is influenced greatly by the attitude they have towards reading. Students' attitudes significantly influence their level of engagement with reading. Attitude has been described as "a state of mind, accompanied by feelings and emotions that make reading more or less probable" (Kush & Watkins). Students' attitudes are perceived to be a function of the effect associated with the beliefs a person holds about the object. Reading attitudes are learnt characteristics that influence whether students engage in or avoid reading activities and they can be influenced by societal, familial, and school-based factors.

Attitude toward reading is an important educational outcome. Reading specialists have come to realize that attitudes are crucial in reading. It is apparent that attitudes are crucial factors and vital concerns in reading. Attitude may be defined as predispositions to act either favorably or unfavorably toward some group, institution, situation, or object. They

are of course, highly related to interests but, tend to be thought of as a broader more generalized feelings, often not particularly conscious, but most certainly affecting individual behavior.

One of the problem student faces nowadays is not their ability to read but their lack of interest or attitude, indifference or rejection of reading. Studies based on reading habits have particularly focused on the importance of the promotion of specific strategies to: capitalize on their interests or attitude, make reading materials accessible, build a conducive environment, allow time to read in school or college, provide significant adult models and use motivational techniques.

The whole educational process is deeply influenced by attitudes. Attitudes obviously influence the teaching and learning process. Attitudes were expressed both verbally and non verbally. On a simple level if a researcher says that some event is a good thing, the researcher is expressing a positive attitude towards it. If a researcher does not show a willingness to do something a researcher has been asked to, the researcher may be said to show a negative attitude. Attitude is hidden and also much more complex. Attitude is expressed by a range of behavior.

Attitude toward reading is an important educational outcome and evaluative criteria due to its relationship to reading behavior and the refinement of reading skills. Because there were not guaranteed strategies in reading comprehension that was promoted positive attitudes of the students. Attitudes towards reading have yet another value. It was apparent, then, that attitude is a crucial factor. A student was usually not attempt to learn anything unless he or she is interested. Furthermore, as with any other skill, competence in reading was only be developed through practice. The more a student reads the more likely he or she was become a fluent reader.

Result from the students' attitude above the mean score of the students attitude 73.39 and in students attitude 3 (10%) students were classified into strongly attitude, 21 (68%) students were classified into interested, 7 (22%) students were classified into Moderate. There were not any students classified into unattituded, It meant that the students who were taught by improved REAP technique in descriptive in reading comprehension changing attitude.

Based on the research conducted at eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu it have been inferred that teaching students by using Read, Encode, Annotate, and Ponder (REAP) technique was better to be effective the students' reading comprehension. As stated that REAP is a technique which is aimed to help readers synthesize the author's thought in their own words, thus improving

their comprehension and writing skills so as to enable learning and remembering to occur. Allen states that REAP is a technique for helping readers read and understand a text. Each stage asks students to analyze the text at a higher level to increase and deepen comprehension.

The research method, the teaching learning process was divided into four steps. The improvement of the students' reading comprehension has been affected by some factors. First activity that was held was the teacher helps the students in building their background knowledge about what has been learned. Such as shows some pictures, the title of the text and asks some questions. After that, the students may have some references in their mind about text that they have read. The next step was divided the students into some groups. In each group consist of five or six people. Because there were four steps in REAP technique, dividing students make a group was help them in learning reading with REAP. Then, the first activity should teacher do was giving a descriptive text to each member of the group.

Next, the teachers guide students to do the first phase of REAP technique :*Reading*, in this phase, the teacher was asked one of the students to read aloud in front of the class, during this students read aloud, the other students listening carefully. After that the teachers ask all of students to read the text by two or three times by themselves. This activity may take time about 10 until 15 minutes.

The second activity is *Encode* :In this phase the teacher leads the students to explore their idea about that text into their own words, also some of the difficult vocabularies. In this stage, the students may discuss to other member of their own group. In Encode step the teacher also add an activity; discussing the new or difficult vocabulary. Teacher asks a student of each member to write down the difficult vocabularies in the whiteboard. After that, the teacher leads the discussion about the meaning or the synonym of the difficult vocabularies.

The third step was *Annotate*, this activity take time about 15 minutes. In annotate step, the student should write down their idea about the content of the descriptive text that teacher gave them before. To make it easier, the students was make the generic structure of the descriptive text they have read, such as identification, description and conclusion of the story line and the contents of it. In this activity, the student work alone. The teacher looking around the classroom for checking the students' work. In this activity there was possibility that there were some groups or students who were not understand about what to do in Annotate step.

The last stage of REAP technique was *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 text. The summary was using their own language.

Based on the result of test from teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique, The students was revisited the text several times as they work through the REAP process. The students were more interested when the researcher applied this technique. They felt enthusiast and independent to find main idea of text in their own words. The students also was make a personal connection between the texts with their understanding. REAP technique was improved students' mastery in reading comprehension. When the teacher gives text and ask them to read they were able to understand the content of the text. This technique is also useful for study groups, focusing efforts and allowing members to test each other.

Regarding on the result of data analysis above, it's also strongly with previous study as Read, Encode, Annotate, and Ponder (REAP) technique is considered as an effective for the students' reading comprehension achievement in reading text. The first, Fitrah Mutia; Anshari Syar and Anjar Kusuma Dewi were conducted a study. In these study the researcher conducted the research in eleventh grade students of SMA Negeri 1 Sarudu Kab. Pasangkayu. In their research they use quantitative approach. Their findings revealed that applying REAP technique develop the students' reading comprehension of the eleventh grade students at SMA Negeri 1 Sarudu Kab. Pasangkayu.

Therefore on the result of data analysis above, it's also strongly with previous study as Read, Encode, Annotate, and Ponder (REAP) technique is considered as an effective for the students' reading comprehension in reading text. (Fadly, 2017)

The first, Dessy Nuke Wulandari; Diemroh Ihsan; and Rita Hayati. The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not. The population of the study was the eighth graders of SMP Negeri 53 Palembang in the academic year 2013/2014. The total number of the students was 228 students. The sample was 76 students that were taken by using purposive sampling technique. Thirty eight students were in the experimental group and thirty eight students were in the control group. In doing this research, the writer did the experimental research by using quasi experimental design.

The second research was conducted by Vera Maria Santi. The objective of this research was to explain the extent to which the using REAP Strategy can improve students' reading comprehension and factors improved the students' reading

comprehension at the second year students of VIII.2 class of SMPN 14 Kota Bengkulu. The subjects of this research were 37 students, consisted twenty two (22) males and fifteen (15) females. The instruments of this research were reading comprehension tests, students' and teacher's observation checklists and field notes, and interview. The research was conducted in two cycles which included plan, action, observe, and reflect. The evaluation test was given at the end of each cycle. The result of this research shows that using REAP strategy successfully improved students' reading comprehension. There were 83,7% students reached the very good category or got the score ≥ 75 .

Third, Fitrah Mutia; Anshari Syar and Anjar Kusuma Dewi were conducted a study. The objective of research was to develop reading comprehension of the grade X students at MA Alkhairaat Pusat Palu by applying REAP technique in teaching English. The problem of this research was concerned with the lack of the students' reading comprehension skill. The research applied intact group research design that involved two groups; they were experimental group and control group. The population of the research was the X grade students. The total number was 125 students. The sample were X IPA A and X IPA B, that were selected through purposive sampling technique. In collecting the data, treatment was just given to the experimental group and post-test given to the both groups. Having analyzed the data, the t-counted is 10 with degree of freedom (df) of $26 - 1 = 25$ and 0,05 critical value was higher than t-table (2.060). It means that the hypothesis is accepted. It means that, applying REAP technique develop the students' reading comprehension of the X grade students at MA Alkhairaat Pusat Palu.

Based on the explanation above, the implication of this technique was help students to be confident. This technique was implemented in teaching learning process in order to support students more understand and easy in reading. In general, the implication of REAP technique in teaching and learning process was support both teachers and students in many aspects. This technique was support the students to think creative and systematic. They automatically inspire interest, thus making them more receptive and cooperative in the classroom, Especially the students at the eleventh grade of SMA Negeri 1 Sarudu Kab. Pasangkayu.

4. Conclusion

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