**TEACHING READING COMPREHENSION BY USING REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS NEGERI 1 PALEMBANG**

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**UNDERGRADUATE THESIS**

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 The writer,

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**ABSTRACT**

The objective of the study was to find out whether or not there is any significant difference on students’ reading comprehension achievement taught by using REAP strategy and teachers’ strategy at the eighth grade students of MTs Negeri 1 Palembang. The population of this study consisted of 274 eighth grade students of MTs Negeri 1 Palembang in Academic Year of 2013/2014. There were 80 students taken as the sample from class VIIIA was 40 students treated as the experimental group and VIIIC was 40 students as control group. The sample of this study was taken by using convenience sampling method. In this study, the writer used quasi-experimental design using nonequivalent pretest posttest design. In collecting data, the writer gave the students two kinds of test. The test was administered twice, as pretest and posttest both control and experimental group. The results of the test were analyzed by independent sample t-test. From the result of analysis, it was found that there was significant difference from pretest and posttest scores taught using REAP strategy since the p-output was lower than 0.05. The result showed that REAP strategy gives a significant difference on students’ reading comprehension achievement after being taught by using REAP strategy at the eighth grade students of MTs Negeri 1 Palembang.

**Keywords:** *REAP strategy, reading comprehension*

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**CHAPTER 1**

**INTRODUCTION**

In this chapter, the writer presents (a) background; (b) problem of the study; (c) objective of the study; (d) significances; (e) hypotheses; and (f) criteria for testing hypotheses.

1. **Background**

Language is very important thing in communication and it is used by people as a tool to communicate, interact, and connect to each others. Siahaan (2008: 1) states that language is a set of rules used by human as a tool of their communication. Additionally, Goldstein (2008: 357) states that language is a system of communication using sound or symbol that enables us to express our feelings, thoughts, ideas, and experiences. It is used every day for communication. As human beings, people need language to deliver message and express feelings from one person to another. Without language, it is difficult for people to communicate and interact with other people.

To interact with other people in the world, commonly international languages are used. English is one of international languages. According to Thirumalai (2002: 1), English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught at schools in almost every country on this earth. As international language, English is widely used and learnt all over the world, including Indonesia.

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In Indonesia, English becomes foreign language. It is taught from elementary to university level. According to Saleh (1997: 2), English has been chosen as a foreign language to be taught as compulsory subject from the first year of Junior High School, Senior High School up to the University level. English is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools and also has been taught in Elementary School as an elective subject (Lauder, in Mattarima, 2011: 287).

In learning English, there are four language skills. They are listening, speaking, reading, and writing. Siahaan (2008: 2-3) explained, speaking and reading are productive skills, while listening and reading are receptive skill. Speaking is the skill of a speaker to communication to a listener or a group of listeners. Writing is the skill of a writer to communicate information to a reader or group of readers. Listening is the skill of a listener to interpret information transferred by a speaker. Reading is the skill of a reader or a group of reader to interpret information transferred by a writer.

Reading, as one of the four skills of English, is very important to be learnt and gets the most attention in English teaching. It is also included in the National Final Examination, the students are required to understand the text or non-text by determining the implicit information, overview and main idea and interpreting the meaning of words, phrases and sentences (Depdiknas, 2004: 2) in the Graduation Competency Standard of English.

However, in learning reading some students still have difficulties in understanding the text. As in her preliminary study, in Field Practice Teaching II the writer found many students of eighth grade got difficulties in reading comprehension. For examples, the students have difficulty in finding main idea and detailed information from the text. Besides, students are difficult to understand the meaning of words in the text. Moreover, based on the observation in the classroom, the writer found that the English teacher of MTs Negeri 1 Palembang taught reading by giving some reading material, asking students to read aloud, finding the difficult word, letting the students to translate text into Indonesian, and answering the exercises. These problems make the students dislike reading and get some difficulties in understanding the text. The result, 68% students get low score in reading.

Considering to these problems in reading, it is necessary for English teacher to find the appropriate strategy that can encourage their students’ ability in reading comprehension. One type of strategy that can be used is REAP strategy. REAP is an acronym that stand for Read, Encode, Annotate, Ponder. REAP is designed to help students to understand a passage. According to Syrja (2011: 208) REAP is a strategy for helping students read and understand a text. This strategy is used during reading and the purpose of this strategy is to increase reading comprehension achievement.

The use of this strategy is beneficial for students to understand the text during each stage of the REAP process. The teacher asks students to think about how to represent main ideas and the author’s message in their own words. When students get to the ponder stage, students are asked to connect with the text at a high level through analysis and synthesis of their reading. This strategy has benefit in teaching reading, and it has been proven by the previous study that the REAP strategy could increase students’ achievement in reading comprehension. There are many researchers that used REAP strategy in their study. One of them is Risqianita (2011). The result of her research were there was a positive effect of the students’ reading achievements after they taught by REAP technique of the first grade students at SMA N 3 Tegal in academic year 2010/2011.

Based on the previous explanation, the writer is interested in applying REAP strategy for students of MTs Negeri 1 Palembang in teaching reading comprehension. The writer wants to know whether this strategy can increase the student’s reading comprehension achievement or not. So that, the writer conduct research study entitled: “Teaching Reading Comprehension Using REAP (Read, Encode, Annotate, Ponder) Strategy to the Eighth Grade Students of MTs Negeri 1 Palembang”.

1. **The Problem of the Study**

The problem of this study is “Is there any significant difference on the eighth grade students’ reading achievement who were taught by using REAP strategy and who were taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang?”.

1. **The Objective of the Study**

Based on previous problems, the objective of this study is to find out whether or not there is a significant difference on the eighth grade students’ reading achievement who were taught by using REAP strategy and who were taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang.

1. **The Significances of the Study**

It is expected this study would give the beneficial contributions for teachers of English, students or learners, other researchers and the writer herself.

1. For the teachers, the result of the research is expected to give information in teaching reading comprehension using REAP (Read, Encode, Annotate, Ponder) strategy, give reference of strategy to apply in the classroom and help the teachers to create the situation in the class to be more active and more interesting.
2. For the students, the result of this study is expected to encourage the students in studying English, to increase their achievement in reading, and to improve their ability to understand a reading text
3. For other researchers, the result of this study is expected to be useful in providing the references for whomever wants to study the same case and help them as the guide in developing their research.
4. For the writer, the result of this study is expected to enlarge the writer’s knowledge and to give information about the effectiveness REAP strategy in increase reading comprehension.
5. **Hypotheses**

Hypotheses are statement, a conjecture, a hunch, a speculation, an educated guess (Fellow and Liu, 1997: 100). In relation to the objective of this study as mentioned above, the writer proposed two hypotheses. They were null hypothesis (Ho) and the alternative hypothesis (Ha).

 ***Ho*:** There is no a significant difference on the students’ reading achievement who were taught by using REAP (Read, Encode, Annotate, Ponder) strategy and who were taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang.

***Ha*:** There is a significant difference on the students’ reading achievement who were taught by using REAP (Read, Encode, Annotate, Ponder) strategy and who were taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang.

1. **The Criteria of Testing Hypotheses**

The criteria for testing hypotheses are formulated as follow:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. It mean that there is a significant different on students’ reading comprehension achievement taught by using REAP strategy.
2. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. It means that there is no significant different on students’ reading comprehension achievement taught by using REAP strategy.

**CHAPTER II**

**LITERATURE REVIEW**

In this chapter, the writer presents (a) theoritical framework; (b) previous related studies; and (c) research setting.

1. **Theoretical Framework**

 In this part, it presents: (1) the concept of teaching, (2) the concept of reading, (3) the concept of reading comprehension, (4) the concept of REAP strategy, (5) teaching procedure by using REAP strategy, and (6) teaching procedure by using strategy that usually used by teacher of MTs N 1 Palembang.

1. **The Concept of Teaching**

The word “teaching” is derived from the word “to teach” which means to cause to know something, impart knowledge or instruct (someone) as to how to do something. In other words is to cause (someone) to learn or understand something by example or experience. Teaching means interaction between teachers and students. It refers to the classroom activity done by teacher by applying the teaching method or strategy to help the students understand the lesson or subject. If the teaching activities do not result in learning, there has been no teaching.

 According to Moore (2005: 4) teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. In other words, we can say that teaching is interactive process between the teacher and the student and among students themselves (Saleh, 1997: 19). Teaching involves helping students to know something not known before, it constitutes a process of change (Fry, et.al, 2003: 26).

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In addition, Brown (2007: 8) defines teaching as follow:

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The teacher’s understanding of how the learner learns will determine his or her philosophy of education, teaching style, approach, methods, and classroom techniques. It may defined as showing or helping someone to learn how to do something, guiding in the study of something, providing with knowledge, causing to know or understand.

Fom those previous explanation, it can be concluded that teaching is interaction or the process of classroom activity between the teacher and the students, in which the teacher gives or provides knowledge, guides and helps the students in effectively in teaching and learning.

1. **The Concept of Reading**

 There are many literatures that define what reading is. According to Anderson in Ueta (2005: 4) says that reading is an active and fluent process which involves the reader and the reading materials in building meaning. Murphy (1997: 2) states that reading is a process of extracting a message from a text which has been constructed by a writer using orthographic symbols. Furthermore, Daiek and Anter (2004: 5) describe reading as follow:

Reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them. To read successfully, we need to constantly connect what we already know about the information to the words the author has written.

Mikulecky and Jeffries (2004: vi) mentioned that reading is one way to improve general language skills in English, for instance, reading helps students in learning to think in English, enlarges the vocabulary, improve writing, it can be a good way to practice English whenever student living in a non-English-speaking country, help students to prepare for studying in an English-speaking country, and it also can be a good way to find out about new ideas, facts, and experiences.

From those previous statements, it can be concluded that reading is an active process based on an author’s ability to convey meaning through the written word and readers’ ability to extract meaning from those words. In other words, reading is the process of looking at a series of written symbols and getting meaning from them.

* 1. **The Importance of Reading**

Reading gives good contribution to the readers because it has some importance to the readers. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They not only know most of the words in the text, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. Furthermore, Tiwari (2013: 1) mentions some of the importance of reading as follows:

1. Gives Satisfaction

 Reading gives great satisfaction to the readers. A popular phrase “curling up with books” creates an image of warmth and closeness associated with the book.

1. Enhances Concentration

 For reading, one need to be focused for a longer duration and it requires the involvement of the brain power. To understand the text or the whole story one must keep the thoughts at one place, so reading lets readers exercise this power of the mind and hence, improve concentration power and focus.

1. Impart Knowledge

 Reading enhances the knowledge of an individual. One of the benefits is readers become stuffed with knowledge of different fields. The knowledge gained from reading gives readers an opportunity to participate in discussions and also helps in making decisions.

1. Exercise the Mind

 Reading is an exercise for the brain. It stimulates the brain and allows it to think in various aspects which keep the brain muscles engaged and active. Reading makes the brain elastic by bending and loosening it and hence, gives a good exercise.

1. Reduces Stress

 Reading is the best stress buster. A book distracts readers from the problem and tensions and relievers the tension. It carries readers to the world of fancy and imagination – far away from the real world.

1. Enhances Analytical Thinking

 Reading is a booster for analytical thinking. It not only enhances readers knowledge, but also makes it flexible to analyze things in a better way. Analyzing patterns become more easy and quick.

1. Improves Vocabulary

 It is a well-known fact that reading increases the vocabulary and improves the spellings of an individual. It introduces readers to those words that readers have never heard of or were unknown and of course, it also teaches readers to express themselves in a better way.

1. Improves Writing Skill

 With the improve vocabulary and knowledge, readers’ writing skills will certainly enhance. As it boosts the ability to think, it also enhances the written expression.

* 1. **Types of Reading Skills**

Reading skills enable reader to make meaning out of written language, interact and engage with the language, also comprehend and analyze the language. According to Euta (2005: 10-11) there are some types of reading which described as follow:

1. Skimming

 Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for its gist.

1. Scanning

 Scanning or searching reading is also a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text. It is also useful skills especially in daily life, for example in searching through a telephone directory and, reading a timetable or advertisement for getting information.

1. Careful Reading

 Careful reading is associated with reading to learn. The reader attempts to handle detailed information in the text. Thus, reading rate seems to be rather slower than other types of reading because in this type of reading, readers often require reading and inferring to connect information with background knowledge.

1. Browsing

 Browsing is the sort of reading where readers do not have any particular goals for reading and parts of a text may be skipped fairly randomly and there is little need to integrate the information.

1. Reading for General Information

 It is the most basic purpose of reading tough. It is actually more complex than commonly assumed. Because reading for general comprehension requires rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time construction.

From those statements, it can be concluded that by knowing the kinds of reading, it will help the students to understand about the purposes of reading. It also helps students to decide what kind of information will be provided. Therefore, how easy and fast the students get the information, it depends on the kinds of reading the students gave already known.

1. **The Concept of Reading Comprehension**

The fundamental goal to any reading activities is to understand text. According to Baker (2008: 25) reading comprehension is the capacity to perceive and understand the meaning communicated by text. Snow (2012: 11) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

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

Berry (2005: 1-2) pointed out that there are three different levels of comprehension. It can be called the literal level, the interpretive level, and the applied level.

1. Literal level

The literal level is for the sake of wording because is the most simple. At this level the reader or student can attempt to answer the question: What did the author say? In this level, the reader would not have to understand the true meaning of a paragraph, however, the reader could memorize the information.

1. Interpretive Level

In the interpretive level the reader or student can attempt to answer this question: What was meant by what was said? In this level, the readers are attempting to understand what the author meant by what he/she said in the story, paragraph, or textbook. It is presumed that the reader memorized certain facts at the literal level and now the readers are attempting to see the implication of the author’s words.

1. Applied Level

In applied level, the reader or student can attempt to answer this question: How would the author’s message apply to other situations given what the readers memorized and understood at the other two levels. In this level, the reader are attempting to elevate or raise his/ her thinking one more “notch” or level to a more critical, analyzing level.

1. **The Concept of REAP strategy**

Read-Encode-Annote-Ponder (REAP) is developed to stress the use of writing as a means of improving thinking and reading. REAP does so by teaching students a number of ways to annotate, or write short critiques of, what they have read. The various annotations serve as alternative perspectives from which to consider and evaluate information and ideas Manzo and Manzo (1990: 221). In addition, according to the other experts Allen and Landaker (2005: 66) REAP is a more elaborate form of taking notes that helps students internalize and determine the imformation. Similarly, REAP is a way to teach children a variety of possible ways to write in response to reading. As such, it offers them both options and individual control over how they might respond to text. The basic REAP procedure is summarized by Syrja (2011: 210) as follow:

**R** : Read the text. Record the title and author

**E** : Encode the text by summarizing the text in your own words

**A** : Annotate the text by writing down the main ideas, or other notes
 in your own words

**P** : Ponder the text by talking and thinking about what you learned.
 Record questions that you have about the text, and share those
 questions with your partner.

 Students are introduced to several different annotations, or ways to write in response to text. According to Manzo and Manzo (1950: 361) a good index of a students’s general level of literacy development can be inferred by noting the kind of response he or she tends to prefer and to construct. Students can be asked to select and save their best written responses for review at a later time. The example of REAP graphic organizer that could be applied in the classroom which suggested by Syrja (2011: 210) is listed in Appendix K.

 The purpose of the Read, Encode, Annotate, Ponder (REAP) strategy is to develop in students a greater understanding of the authors’ role in writing and to improve their reading comprehension. REAP helps students build a bridge between the science text and their own words to enable them to communicate their understanding of the text (Clark, 2007: 149). According to Lapp and Fisher (2009: 29-30) REAP strategy helps student based upon the preposition that the charge to write one of several specified type of annotations.

 From the statements above, it can be concluded that REAP strategy is the collaboration of wrting and reading skills, in order to get the goal from comprehending written text the students have to write their perspective first by taking note to get good information from what the writers’ massage, that is why this strategy uses writing as a means for improving students’ reading skills.

1. **Teaching Procedure by using REAP strategy**

There are some steps in teaching reading by using REAP strategy. According to Syrja (2011: 209) procedures in teaching reading by using REAP strategy is described as follow:

1. Students can work individually or with a partner. First, define the four stages of reading:

R- Read the text on your own.

E- Encode the text by putting what you read into your own words.

1. Annotate the text by recording the main ideas, significant words, quotes, or other notes.

P- Ponder what you read by thinking about it and talking with others, connecting what you learned to other things you have learned, and developing questions about the topic.

1. Students read the text and fill in each of the sections of the graphic organizer reflecting their responses to each of the four stages
2. Students share their notes and questions with a partner to check their comprehension. Always allow opportunities for students to check their understanding, particularly when they are reading complex text
3. The questions generated by this process can lead the class into further study of the topic, particularly if they do not find the answer within the text

**6). Teaching Procedure by Using Strategy that usually Used by Teacher of MTs N 1 Palembang**

Based on the observation in the classroom and interviewed to the English teacher of MTs Negeri 1 Palembang, the writer found procedures in teaching reading.

1. The teacher asks the students to read aloud the text, one sentence for each student.
2. The teacher let the students find the difficult words and translate it together.
3. The teacher asks the students to translate the whole text.
4. The teacher asks the students to conclude the text.
5. The teacher asks the students to do the drill individually.
6. **Previous Related Studies**

 There are two previous studies which are related to the present study. The first study entitled *“*The Effectiveness of REAP (Read-Encode-Annotate-Ponder) in Teaching Reading Viewed from Students’ Self-esteem (An Experimental Research at the Tenth Grade Students of MAN 1 Salatiga in the Academic Year of 2012/2013”. This study was written by Yuli Nur Ariyani. The same as the present study, in her study was focused on the reading skill. Further, in her study, the population was the tenth grade students of MAN 1 Salatiga, which used cluster random sampling to select the sample. Meanwhile, in this study, the writer applies it in the eighth grade of MTs Negeri 1 Palembang where convenience sampling method was used. The objective of her study was to find out whether or not REAP is more effective than Direct Instruction in teaching reading at the tenth grade students of MAN 1 Salatiga in academic year of 2012/2013. The result showed that REAP was more effective than Direct Instruction for teaching reading to the students of MAN 1 Salatiga.

The second was written by Alisa Risqianita in 2011. It was entitled “The Effect of Reading, Encoding, annotating, Pondering (REAP) toward the Students’ Reading achievement (An Experimental Study to the First Year Students of SMA N 3 Tegal)”. It is different with the present study which focused on the eighth grade students in applying the strategy, and the use of convenience sampling method in choosing the sample, in her study stratified random sampling was used to take the sample, which came from the first grade students, totally 240. The objectives of her study was to describe the implementation of REAP technique of the students’ reading acievement, to find out the students’ responses of REAP technique use toward the students’ reading achievement, and to find out whether there is positibe effect in students’ reading achievement after taught by REAP technique. The result found that there was a positive effect on the students’ reading achievements after they taught by REAP technique of the first grade students at SMA N 3 Tegal in academic year 2010/2011.

1. **Research Setting**

 This study is conducted in Madrasah Tsanawiyah Negeri (MTs Negeri) 1 Palembang. It is located in Km 4 Palembang South Sumatra Province. The headmaster of MTs Negeri 1 Palembang is Dra. Hj. Yeni Sufri Yani, M. Pd I. MTs Negeri 1 Palembang has many students. It is about 803 students from class VII until class IX. In this study, the writer focused on doing research to the eight grade students. In the eighth grade, there are seven classes (VIII.A, VIII.B, VIII.C, VIII.D, VIII.E, VIII.F, and VIII.G) which consist of around 36 - 40 students in each class. The writer concerned in the class VIII A (40 students) and VIII C (40 students) as subject being researched.

**CHAPTER III**

**METHOD AND PROCEDURES**

In this chapter, the writer presents (a) method of the study; (b) variables of the study; (c) operational definition; (d) population and sample; (e) techniques for collecting the data; (f) research instruments; (g) research treatment; and (h) techniques for analyzing the data.

1. **Method of the study**

In doing this study, experimental design is used. Experimental design is the blueprint of the procedures that enable the researcher to test the hypothesis by reaching valid conclusion about the relationships between independent and dependent variable (Best and Khan, 1993: 146). In this research, the writer used *one of quasi experimental* research design, quasi experiment to provide control of when and to whom the measurement is applied, but random assignment to experimental and control treatments has not been applied. In this study, the writer used the pretest-posttest nonequivalent groups design which suggested by Best and Kahn (1993: 151) as follows:

O1 X O2

O3 C O4

Where:

**O1** : Pretest of experimental group

**O2** : Posttest of experimental group

**O3** : Pretest of control group

**O4** : Posttest of control group

**X** : Treatment of experimental group by using REAP strategy

**C** : Treatment of control group by using strategy that usually used by teacher of MTs Negeri 1 Palembang

1. **Variables of the Study**

Variable is the object of research or something that becomes the concern of research (Arikunto, 2005: 118). In this study, there are two kinds of variable: independent variable and dependent variable. According to McMillan (1992: 22), independent variable is the variable that comes first and influences or predicts and dependent variable is the variable that is affected by or is predicted by the independent variable. In this study, the independent variable is the use of REAP strategy in teaching reading comprehension. While dependent variable in this study is the achievement of the eighth grade students of MTs Negeri 1 Palembang in reading comprehension.

**C. The Operational Definitions**

The title of this study is “ Teaching Reading Comprehension Using REAP (Reap, Encode, Annotate, Ponder) strategy to the Eighth Grade Students of MTs Negeri 1 Palembang”. From the title, there are some terms that need to be explained more. They are teaching reading comprehension, REAP strategy, and student’s reading achievement.

**1. Teaching Reading Comprehension**

In this study, teaching is an interactive process between the teacher and students and among students themselves in getting new knowledge and skills. Reading comprehension is the capacity to perceive and understand the meanings communicated by the text. It means that the reader is expected to understand what is being read. So, teaching reading comprehension is an interactive process which is done by a teacher to bring the students to comprehend or understand a text.

**2. REAP strategy**

REAP strategy is a simple study strategy applied to reading significantly improves understanding and memorizing. It is also designed to help students in improving their reading comprehension.

**3. Students’ Reading Achievement**

The students’ reading achievement is the output of teaching reading process. It is not only influenced by the students’ reading ability, but also by the strategy that teacher used.

1. **The Population and Sample**

**1. Population of the Study**

Fraenkel and Wallen (1991: 129) stated that population is the group to which the researcher would like to generalize the results of the study. The population of this study were all students in the eighth grade of MTs Negeri 1 Palembang. There were 274 students. The distribution of the population of this study is shown in table 1.

**Table 1**

**The Population of the Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Class** | **Student** | **Total** |
| **Male** | **Female** |
| 1. | VIII A | 20 | 20 | 40 |
| 2. | VIII B | 17 | 22 | 39 |
| 3. | VIII C | 18 | 22 | 40 |
| 4. | VIII D | 18 | 22 | 40 |
| 5. | VIII E | 15 | 21 | 36 |
| 6. | VIII F | 20 | 20 | 40 |
| 7. | VIII G | 17 | 22 | 39 |
| Total | 125 | 149 | 274 |

*(Source: School Administration of MTs Negeri 1 Palembang)*

1. **Sample of the study**

A sample is a research study refers to any group on which information is obtained (Fraenkel and Wallen, 1990: 67). According to McMillan (1992: 69), sample is the group of elements, or single element from which data are obtain. The total numbers of the students as the sample coming from 2 classes.

In this study, the writer used *convenience sampling*. According to Creswell (2012: 145) stated that, in this technique sampling, the researcher selects the participants because they are willing and available to be studied. In this study, the samples were VIII A and VIII C class. The total samples were 80 students, 40 students from each class. Where VIII A class was taught by using strategy that usually used by teacher as the control group and VIII C class was taught by using REAP strategy as experimental group. The sample was described in the following table:

**Table 2**

**The Sample of the Study**

|  |  |  |
| --- | --- | --- |
| **No.** | **Class** | **Number of students** |
| 1. | VIII A (control group) | 40 |
| 2. | VIII C (experimental group) | 40 |
| Total | 80 |

1. **Techniques for Collecting the Data**

In this study, the test was used by the writer in collecting the data. The test was done twice as pre-test and post-test in control and experimental group.

1. **Tests**

According to Riduwan (2010: 76), test is any kinds of devices or procedures for measuring ability, achievement, intelligent, and other traits of an individual or group. Furthermore, Brown (2004: 3) says that test is a method of measuring a persons’ ability, knowledge, or performance in a given domain. Based on the statement above, test can be used to measure the students’ ability or students’ learning achievement. In this study, the writer used pretest and posttest.

**Pre-test**

The pretest is the test that was done before giving some treatments. The pretest was conducted to the sample. It was given both an experimental and control group. It measures the students’ reading achievement before treatment. The purpose of giving pretest to the student was to know the ability of students in learning reading before the reading was given using REAP strategy.

**(b) Posttest**

 Posttest was given to the experimental and the control group. It was given after the teacher gave the treatment of teaching reading comprehension through REAP strategy. The type of posttest item was the same as the pretest. The aim of this test is to measure students’ ability in reading after the end of instruction. The result of this test was compared with the result of pretest in order to know the effect of teaching reading comprehension through REAP strategy to students’ reading ability. From the posttest, the writer was able to get the data that could be used to measure the students’ progress taught by using REAP strategy.

1. **Research Instruments**
2. **Validity**

Validity refers to extent to which an instrument gives us the information we want (Fraenkel and Wallen, 1991: 85). According to McMillan (1992: 100), validity is the degree to which an instrument measures what it says it measures or purports to measure. Before giving the test to the sample, the writer tried out the questions to another group of students who was in the same level as the sample in order to know the validity of the test. In this study, the writer did test validity of each question items and content validity.

1. **Validity of Each Question Item**

In order to know the validity of each question item, the writer did try out the test items to eighth grade of students of SMP Adabiyah Palembang on September 2013. The question consisted of 60 questions. To assess the validity test, the writer used Cronbach Alpha program in SPSS 16. According to Basrowi and Soenyono (2007: 24), if the result of the test shows that rcount is higher than rtabel (0.2544), it means that the item is valid. From Croncbach’s Alpha formula, it was found that there were only 44 test items from 60 test items provided by the writer which could be used as the instrument since the scores of significance were higher than 0.2544. The result analysis of validity in each question items was described in table 3.

**Table 3**

**The Validity Test Result of Each Question Item**

| No | Question Items | Sig.(2-tailed) of Pearson Correlation | r table | Result |
| --- | --- | --- | --- | --- |
| 1. | item\_1 | 0.000 | 0.2544 | Not Valid |
| 2. | item\_2 | 0.393 | 0.2544 | Valid |
| 3. | item\_3 | 0.279 | 0.2544 | Valid |
| 4. | item\_4 | 0.679 | 0.2544 | Valid |
| 5. | item\_5 | 0.340 | 0.2544 | Valid |
| 6. | item\_6 | 0.049 | 0.2544 | Not Valid |
| 7. | item\_7 | 0.549 | 0.2544 | Valid |
| 8. | item\_8 | 0.614 | 0.2544 | Valid |
| 9. | item\_9 | 0.629 | 0.2544 | Valid |
| 10. | item\_10 | 0.393 | 0.2544 | Valid |
| 11. | item\_11 | 0.002 | 0.2544 | Not Valid |
| 12. | item\_12 | 0.974 | 0.2544 | Valid |
| 13. | item\_13 | 0.340 | 0.2544 | Valid |
| 14. | item\_14 | 0.974 | 0.2544 | Valid |
| 15. | item\_15 | 0.974 | 0.2544 | Valid |
| 16. | item\_16 | 0.879 | 0.2544 | Valid |
| 17. | item\_17 | 0.629 | 0.2544 | Valid |
| 18. | item\_18 | 0.753 | 0.2544 | Valid |
| 19. | item\_19 | 0.005 | 0.2544 | Not Valid |
| 20. | item\_20 | 0.974 | 0.2544 | Valid |
| 21. | item\_21 | 0.791 | 0.2544 | Valid |
| 22. | item\_22 | 0.073 | 0.2544 | Not Valid |
| 23. | item\_23 | 0.410 | 0.2544 | Valid |
| 24. | item\_24 | 0.279 | 0.2544 | Valid |
| 25. | item\_25 | 0.410 | 0.2544 | Valid |
| 26. | item\_26 | 0.482 | 0.2544 | Valid |
| 27. | item\_27 | 0.410 | 0.2544 | Valid |
| 28. | item\_28 | 0.020 | 0.2544 | Not Valid |
| 29. | item\_29 | 0.859 | 0.2544 | Valid |
| 30. | item\_30 | 0.368 | 0.2544 | Valid |
| 31. | item\_31 | 0.614 | 0.2544 | Valid |
| 32. | item\_32 | 0.616 | 0.2544 | Valid |
| 33. | item\_33 | 0.466 | 0.2544 | Valid |
| 34. | item\_34 | 0.006 | 0.2544 | Not Valid |
| 35. | item\_35 | 0.251 | 0.2544 | Valid |
| 36. | item\_36 | 0.520 | 0.2544 | Valid |
| 37. | item\_37 | 0.791 | 0.2544 | Valid |
| 38. | item\_38 | 0.679 | 0.2544 | Valid |
| 39. | item\_39 | 0.393 | 0.2544 | Valid |
| 40. | item\_40 | 0.335 | 0.2544 | Valid |
| 41. | item\_41 | 0.000 | 0.2544 | Not Valid |
| 42. | item\_42 | 0.006 | 0.2544 | Not Valid |
| 43. | item\_43 | 0.063 | 0.2544 | Not Valid |
| 44. | item\_44 | 0.520 | 0.2544 | Valid |
| 45. | item\_45 | 0.791 | 0.2544 | Valid |
| 46. | item\_46 | 0.482 | 0.2544 | Valid |
| 47. | item\_47 | 0.549 | 0.2544 | Valid |
| 48. | item\_48 | 0.791 | 0.2544 | Valid |
| 49. | item\_49 | 0.335 | 0.2544 | Valid |
| 50. | item\_50 | 0.161 | 0.2544 | Not Valid |
| 51. | item\_51 | 0.000 | 0.2544 | Not Valid |
| 52. | item\_52 | 0.705 | 0.2544 | Valid |
| 53. | item\_53 | 0.393 | 0.2544 | Valid |
| 54. | item\_54 | 0.373 | 0.2544 | Valid |
| 55. | item\_55 | 0.912 | 0.2544 | Valid |
|  56. | item\_56 | 0.679 | 0.2544 | Valid |
| 57. | item\_57 | 0.298 | 0.2544 | Valid |
| 58. | item\_58 | 0.251 | 0.2544 | Not Valid |
| 59. | item\_59 | 0.161 | 0.2544 | Not valid |
| 60. | item\_60 | 0.006 | 0.2544 | Not Valid |

1. **Content Validity**

Then, the writer estimated the content validity. Content validity refers to the nature of the content included within the instrument, and the specification the researcher used to formulate the content (Fraenkel and Wallen, 1991: 88). The writer used a book for Junior High School: “Practice Your English Competence” Zaida (2007). The specification of the test was presented in table 4.

**Table 4**

**Test of Specification Table**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Text Title**  | **Indicator** | **Number of Items** | **Total** | **Type of Test** |
| To measure students’ reading comprehension | Text 1 | The students are able to * determine the specific information
* determine the meaning of the simple words
* find unstated detail question
 | 2,341,5 | 5 | Multiple Choice |
| Text 2 | The students are able to* determine the specific information
* find unstated detail question
 | 6,7,89 | 4 |
| Text 3 | The students are able to* determine the specific information
* find unstated detail question
* determine the meaning of the simple words
* determine the main idea
 | 10,11121314 | 5 |
| Text 4 | The students are able to* find unstated detail question
* determine the specific information
* determine the meaning of the simple words
 | 1516,17,1819 | 5 |
| Text 5 | The students are able to* determine the specific information
* determine the meaning of the simple words
* determine the meaning of the simple words
* find unstated detail question
 | 20,21,22222324 | 5 |
| Text 6 | * determine the specific information
* determine the meaning of the simple words
* find unstated details
 | 25,26,27,29,303128 | 7 |
| Text 7 | * determine the specific information
* find unstated details
 | 32,33,3435,36 | 5 |
| Text 8 | * find unstated detail question
* determine the purpose of text
* determine the meaning of the simple words
 | 37,403839 | 4 |

1. **Reliability Test**

Another characteristic of a good test is reliability. According to Franken and Wallen (1990: 133) reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To know the reliability of the test used in this study, the writer calculated the students’ score by using Pearson product Moment Correlation found in SPSS 16. The test was indicated reliable whenever the p-output was higher than 0.70.

To find out the reliability of the test, the writer used test re-test. The writer tried out the test twice to the same students from the same school. The writer gave it in different time. The test consisted of 40 question items and these questions tested to the eighth grade at SMP Negeri 3 Palembang. The result of try out score was described in table 5.

**Table 5**

**The Score of Try Out Analysis**

|  |  |
| --- | --- |
| **Sample** | **Test Score** |
| **Test 1** | **Test 2** |
| 1 | 57 | 62 |
| 2 | 70 | 70 |
| 3 | 72 | 70 |
| 4 | 60 | 60 |
| 5 | 55 | 55 |
| 6 | 60 | 62 |
| 7 | 57 | 65 |
| 8 | 82 | 80 |
| 9 | 45 | 37 |
| 10 | 72 | 72 |
| 11 | 77 | 65 |
| 12 | 65 | 65 |
| 13 | 65 | 65 |
| 14 | 67 | 67 |
| 15 | 57 | 57 |
| 16 | 70 | 72 |
| 17 | 70 | 70 |
| 18 | 72 | 72 |
| 19 | 52 | 65 |
| 20 | 77 | 77 |
| 21 | 60 | 62` |
| 22 | 65 | 65 |
| 23 | 72 | 75 |
| 24 | 80 | 82 |
| 25 | 62 | 60 |
| 26 | 37 | 45 |
| 27 | 62 | 62 |
| 28 | 77 | 60 |
| 29 | 62 | 62 |
| 30 | 80 | 82 |
| 31 | 65 | 60 |
| 32 | 65 | 65 |
| 33 | 60 | 60 |
| 34 | 65 | 57 |
| 35 | 67 | 57 |
| 36 | 60 | 65 |
| 37 | 70 | 70 |
| 38 | 75 | 75 |

Then, the score in test 1 and test 2 were analyzed by using Pearson Correlation formula in SPSS program. From the calculation, it was found that the coefficient reliability of the reading test items was 0.834 which higher than 0.70. Therefore, it can be stated that this instrument was considered reliable for this study. The result analysis of reliability test was described in table 6.

**Table 6**

**The Result of Reliability Analysis**

**Using Pearson Correlation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No  | Number of Test | N | Pearson Correlation | Sig. | Result |
| 1 | Test 1 | 38 | 0.834 | 0.000 | Reliable |
| 2 | Test 2 | 38 |

1. **Research Treatment**
2. **Readability Test**

Readability test is done to know what level of reading texts for appropriate level of students’ class in comprehending the text. The writer used *Flesh Readability Test.* Flesh Readability Test as a relationship between the average sentence length, shorter the sentence and the shorter the words, and the more readable the text (Byrne, 2006: 92). Readability test can be measured using online readability test which can be assessed in http//www.readibiltyformulas.com

The writer used texts for eighth grade students on Junior High School based on syllabus in the first semester. The text focuses on recount text and level of the texts are variation : very easy, fairly easy, easy, difficult, fairly difficult and difficult. Then the result of readability test for research instruments is figured out in table 7.

**Table 7**

 **The Result of Readability Test for Research Treatment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Text’s Title** | **Kind of Text** | **Text Statistic** | **Flesh reading Ease Score** | **Text Level** |
| **Total of Sentence** | **Words per Sentence** | **Character per Word** |
| 1 | Last Year Holiday  | Recount | 14 | 15 | 3.8 | 93.3 | Very easy |
| 2 | Ketut Tantri’s Letter | Recount | 20 | 7 | 3.9 | 88.2 |  Easy |
| 3 | Sue’s Letter  | Recount | 19 | 9 | 4.3 | 87.3 | Easy |
| 4 | Going Fishing  | Recount | 19 | 9 | 4 | 86 | Easy |
| 5 | My Holiday  | Recount | 15 | 9 | 3.9 | 83.7 | Easy |
| 6 | Travel on the Plane  | Recount | 14 | 11 | 4.3 | 81.6 | Easy |
| 7 | My GrandFather’s Birthday | Recount | 15 | 11 | 4.2 | 81 | Easy |
| 8 | Maya Gazali  | Recount | 18 | 12 | 4.2 | 80.7 | Easy |
| 9 | Wrong Costume  | Recount | 14 | 11 | 4.3 | 78.5 | Fairly Easy |
| 10 | Suffering Malaria | Recount | 20 | 6 | 4.5 | 72 | Fairly Easy |
| 11 | First Flight | Recount | 15 | 17 | 5.2 | 50,4 | Fairly difficult |
| 12 | What Happened to Me? | Recount | 10 | 21 | 5.4 | 35, 5 | Difficult |

1. **Research Treatment Schedule**

In this study, treatments were done for twelve meetings to get maximal result from the strategy that the writer had applied in the classroom. The treatment gave treatments to experimental group. In experimental group, the writer taught the students by using REAP strategy. Meanwhile, in control group taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang. The writer decided about materials and the source of the materials for research treatment. The table of reading materials for research treatments is figured out in the following table:

**Table 8**

**Reading Materials for Research Treatment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Day/ Date** | **Text’s Title** | **Text Category** | **Meeting** | **Time Allocation** |
| 1 | Sat/ October 2, 13 | Last Year Holiday  | Very easy | 1st | 2 x 40’ |
| 2 | Sun/ Octbr 3, 13 | Ketut Tantri’s Letter | Very easy | 2nd | 2 x 40’ |
| 3 | Wed/ Octbr 6, 13 | Sue’s Letter | Easy | 3rd | 2 x 40’ |
| 4 | Sat/ Octbr 9, 13 | Going Fishing  | Easy | 4th | 2 x 40’ |
| 5 | Sun/Octbr 10, 13 | My Holiday  | Easy | 5th | 2 x 40’ |
| 6 | Wed/Octbr 13, 13 | Travel on the Plane  | Easy | 6th | 2 x 40’ |
| 7 | Sat/ Octbr 16,13 | My GrandFather’s Birthday | Easy | 7th | 2 x 40’ |
| 8 | Sun/ Octbr 17,13 | Maya Gazali  | Fairly Easy | 8th | 2 x 40’ |
| 9 | Wed/ Octbr 20,13 | Wrong Costume | Fairly difficult | 9th | 2 x 40’ |
| 10 | Sat/ Octbr 23,13 | Suffering Malaria | Fairly difficult | 10th | 2 x 40’ |
| 11 | Sun/ Octbr 24,13 | First Flight | Fairly difficult | 11th | 2 x 40’ |
| 12 | Wed/ Octbr 27,13 | What Happened to Me? | Difficult | 12th | 2x 40’ |

1. **The Technique for Analyzing the Data**

For anlyzing the data, the writer used SPSS (Statistic Package for the Social Science) version 16.0. The writer got the data from pretest and posttest between two groups, experimental and control groups. Then the writer presented the data by using some steps and techniques as follows:

1. **Data Description**

In anlyzing the data description, there are two analyses to be done, they are distribution of frequency data and descriptive statistics.

1. **Distributions of Data Frequency**

In distributions of data frequency, the students’ scores are described by presenting a number of student who can got a certain score, and its score’s percentage. The distributions of data frequency are got from students’ pretest score in control group, students’ posttest score in control group, the students pretest score in experimental group, and students’ posttest score in experimental group. Then, the distribution of data was displayed in the table of analysis.

1. **Descriptive Statistics**

In this part, the data is obtained to get the lowest score (minimun), the highest score (maximum), mean score and the score of standard deviation. Descriptive statistics were got from students’ pretest score in control group, students’ posttest score in control group, the students pretest score in experimental group, and students’ posttest score in experimental group.

1. **Prerequisite Analysis**

Prerequisite analysis is an analysis done before testing the research hyphothesis. It measures wether or not the obtained data from students’ pretest and posttest scores in both groups (experiment and control) is normal and homogen.

* 1. **Normality Test**

Normality test is used to measure the obtained data whether it is normal or not. In this study, the data was obtained from students’ pretest and postest in control and experimental groups. The test is considered normal when p-output is higher than level of significance at 0.025 (Basrowi and Soenyono, 2007: 85). In analyzing the normality test, *kolmogorov smirnov* test is used.

* 1. **Homogenity Test**

Homogenity test is used to measure the obtained data whether it is homogen or not.The test can be categorized homogenous whenever it is higher than level of significance at 0.05 (Basrowi and Soenyono, 2007: 106). The obtained data were achieved from students’ pretest and postest in control and experimental groups. In analyzing the homogenity test, *levene statistics* in SPSS was used.

1. **Hypothesis Testing in Measuring a Significant Difference on Students’ Reading Comprehension Score Taught by Using REAP Strategy and Strategy that Usually Used by Teacher of MTs Negeri 1 Palembang**

Independent sample t-test was used to compare the scores of two independent groups on a given variable. It measured significant difference or significant influence between two variables. The scores were obtained from students’ posttest in both groups which were analyzed by using idependent sample t-test in SPSS 16.

**CHAPTER IV**

**FINDINGS AND INTERPRETATIONS**

In this chapter, the writer presents (a) findings and (b) interpretation.

1. **Findings**

The findings of this study were to find out: (1) data descriptions, (2) pre-requisite analysis, and (3) the result of significant difference analysis on the eighth grade students’ score taught by using REAP strategy and strategy that usually used by teacher of MTs Negeri 1 Palembang.

1. **Data Descriptions**

In the data descriptions, distribution of data frequency and descriptive statistics were analyzed.

**1.1 Distribution of Data Frequency**

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

1. **Students’ Pretest Scores in Control Group**

In distribution of data frequency, the writer got the interval score, frequency and percentage. There were one student got 40 (2.5%), two students got 47 (5.0%), one student got 50 (2.5%), one student got 52 (2.5%), two students got 57 (5.0%), one student got 60 (2.5%), two students got 62 (5.0%), eight students got 67 (20%), three students got 70 (7.5%), three students got 72 (7.5%), four students got 75 (10%), five students got 77 (12.5%), five students got 80 (12.5%), and two students got 85 (5.0%). The result of the pretest scores in control group is described in table 9.

**Table 9**

**Distribution of Data Frequency on Students’ Pretest Scores**

**in Control Group**

| Scores | Frequency | Percent |
| --- | --- | --- |
| 40 | 1 | 2.5 |
| 47 | 2 | 5.0 |
| 50 | 1 | 2.5 |
| 52 | 1 | 2.5 |
| 57 | 2 | 5.0 |
| 60 | 1 | 2.5 |
| 62 | 2 | 5.0 |
| 67 | 8 | 20.0 |
| 70 | 3 | 7.5 |
| 72 | 3 | 7.5 |
| 75 | 4 | 10.0 |
| 77 | 5 | 12.5 |
| 80 | 5 | 12.5 |
| 85 | 2 | 5.0 |
| Total | 40 | 100.0 |

1. **Students’ Posttest Scores in Control Group**

In distribution of data frequency, it was found that there are one student got 50 (2.5%), one student got 52 (2.5%), one student got 55 (2.5%), two students got 57 (5.0%), two students got 60 (5.0%), one student got 65 (2.5%), three students got 67 (7.5%), seven students got 70 (17.5%), seven students got 72 (17.5%), four students got 75 (10%), five students got 77 (12.5%), and seven students got 80 (17.5%). The result of the posttest scores in control group is described in table 10.

**Table 10**

**Distribution of Data Frequency on Students’ Posttest Scores**

**in Control Group**

| Scores | Frequency | Percent |
| --- | --- | --- |
| 50 | 1 | 2.5 |
| 52 | 1 | 2.5 |
| 55 | 1 | 2.5 |
| 57 | 1 | 2.5 |
| 60 | 2 | 5.0 |
| 65 | 1 | 2.5 |
| 67 | 3 | 7.5 |
| 70 | 7 | 17.5 |
| 72 | 7 | 17.5 |
| 75 | 4 | 10.0 |
| 77 | 5 | 12.5 |
| 80 | 7 | 17.5 |
| Total | 40 | 100.0 |

1. **Students’ Pretest Scores in Experimental Group**

In distribution of data frequency, it was found that there are two students got 45 (5.0%), two students got 47 (5.0%), three students got 50 (7.5%), three students got 52 (7.5%), five students got 57 (12.5%), one student got 60 (2.5%), two students got 62 (5.0%), three students got 65 (7.5%), three students got 67 (7.5%), three students got 70 (7.5%), three students got 72 (7.5%), one student got 75 (2.5%), six students got 77 (15%), one student got 80 (2.5%), one student got 82 (2.5%), and one student got 85 (2.5%). The result of the pretest scores in experimental group is described in table 11.

**Table 11**

**Distribution of Data Frequency on Students’ Pretest Scores**

**in Experimental Group**

| Scores | Frequency | Percent |
| --- | --- | --- |
| 45 | 2 | 5.0 |
| 47 | 2 | 5.0 |
| 50 | 3 | 7.5 |
| 52 | 3 | 7.5 |
| 57 | 5 | 12.5 |
| 60 | 1 | 2.5 |
| 62 | 2 | 5.0 |
| 65 | 3 | 7.5 |
| 67 | 3 | 7.5 |
| 70 | 3 | 7.5 |
| 72 | 3 | 7.5 |
| 75 | 1 | 2.5 |
| 77 | 6 | 15.0 |
| 80 | 1 | 2.5 |
| 82 | 1 | 2.5 |
| 85 | 1 | 2.5 |
| Total | 40 | 100.0 |

**d. Students’ Posttest Scores in Experimental Group**

In distribution of data frequency, it was found that there are one student got 62 (2.5%), two students got 65 (5.0%), seven students got 67 (17.5%), four students got 70 (10%), five students got 72 (12.5%), seven students got 75 (17.5%), one student got 77 (2.5%), four students got 80 (10%), five students got 82 (12.5%), 2 students got 85 (5.0%), and two students got 87 (5.0%). The result of the posttest scores in experimental group is described in table 12.

**Table 12**

**Distribution of Data Frequency on Students’ Posttest Scores**

**in Experimental Group**

| Scores | Frequency | Percent |
| --- | --- | --- |
| 62 | 1 | 2.5 |
| 65 | 2 | 5.0 |
| 67 | 7 | 17.5 |
| 70 | 4 | 10.0 |
| 72 | 5 | 12.5 |
| 75 | 7 | 17.5 |
| 77 | 1 | 2.5 |
| 80 | 4 | 10.0 |
| 82 | 5 | 12.5 |
| 85 | 2 | 5.0 |
| 87 | 2 | 5.0 |
| Total | 40 | 100.0 |

* 1. **Descriptive Statistics**

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

1. **Students’ Pretest Scores in Control Group**

In descriptive statistics, it was found that the total number sample is 40 students. The minimum score is 40.00, the maximum score is 85, the mean score is 68.7750, and the score of standard deviation is 10.82136. The result analysis of descriptive statistics in control group is described in table 13.

**Table 13**

**Descriptive Statistics on Students’ Pretest Scores**

**in Control Group**

| Pretest Scores | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| 40 | 40.00 | 85.00 | 68.7750 | 10.82136 |

1. **Students’ Posttest Scores in Control Group**

In descriptive statistics, it was found that the total number of sample is 40 students. The minimum score is 50.00, the maximum score is 80.00, mean score is 70.9750, and the score of standard deviation is 7.85277. The result analysis of descriptive statistics in control group is described in table 14.

**Table 14**

**Descriptive Statistics on Students’ Posttest Scores**

**in Control Group**

| Posttest Scores | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| 40 | 50.00 | 80.00 | 70.9750 | 7.85277 |

1. **Students’ Pretest Scores in Experimental Group**

In descriptive statistics, it was found that the total number of sample is 40 students. The minimum score is 45.00, the maximum score is 85, mean score is 64.1250, and the score of standard deviation is 11.40667. The result analysis of descriptive statistics in experimental group is described in table 15.

**Table 15**

**Descriptive Statistics on Students’ Pretest Scores**

**in Experimental Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| Pretest Scores | 40 | 45.00 | 85.00 | 64.1250 | 11.40667 |

1. **Students’ Posttest Scores in Experimental Group**

In descriptive statistics, it was found that the total number of sample is 40 students. The minimum score is 62.00, the maximum score is 87.00, mean score is 74.4250, and the score of standard deviation is 6.76676. The result analysis of descriptive statistics in experimental group is described in table 16.

**Table 16**

**Descriptive Statistics on Students’ Posttest Scores**

**in Experimental Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| Posttest Scores | 40 | 62.00 | 87.00 | 74.4250 | 6.76676 |

1. **Pre-requisite Analysis**

In the pre-requisite analysis, normality and homogeneity were analyzed.

**2.1. Normality Test**

In the normality test, the total of sample (N), kolmogorov smirnov, significant and result were analyzed. The scores were got from: (a) students’ pretest scores in control group, (b) students’ posttest scores in control group, (c) students’ pretest scores in experimental group, and (d) students’ posttest scores in experimental group.

1. **Students’ Pretest Scores in Control Group**

After the data obtained from the scores of the 40 students in control group, it was found that the significance level is 0.130. From the result of the output, it can be stated that the students’ pretest control group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 17.

 **Table 17**

**Normality Test of Students’ Pretest Scores**

**in Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Control group | 40 | 1.169 | 0.130 | **Normal** |

1. **Students’ Posttest Scores in Control**

After the data obtained from the scores of 40 students in control group, it was found that the significance level is 0.080. From the result of the output, it can be stated that the students’ posttest in control group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 18.

**Table 18**

**Normality Test of Students’ Posttest Scores**

**In Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Control group | 40 | 1.269 | 0.080 | **Normal** |

1. **Students’ Pretest Scores in Experimental Group**

After the data obtained from the scores of 40 students in experimental group, it was found that the significance level is 0.730. From the result of the output, it can be stated that the students’ pretest in experimental group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 19.

**Table 19**

**Normality Test of Students’ Pretest Scores**

**in Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Experimental group | 40 | 0.689 | 0.730 | **Normal** |

1. **Students’ Posttest Scores in Experimental Group**

After the data obtained from the scores 40 students in experimental group, it was found that the significance level is 0.612. From the result of the output, it can be stated that the students’ posttest experimental group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 20.

**Table 20**

**Normality Test of Students’ Posttest Scores**

**in Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Experimental group | 40 | 0.759 | 0.612 | **Normal** |

**2.2 Homogeneity Test**

In the homogeneity test, the students’ pretest and posttest scores in control and experimental group were analyzed by using Levene analysis.

1. **Students’ Pretest Scores in Control and Experimental Groups**

Based on measuring homogeneity test, it was found that the significance level is 0.329. From the result of the output, it can be stated that the students’ pretest in control and experimental group was homogeny since it was higher than 0.05. The result of homogeneity test is figured out in table 21.

**Table 21**

**Homogeneity Test on Students’ Pretest Scores**

**in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Levene Statistics** | **Sig.** | **Result** |
| 1 | Control group | 40 | 0.966 | 0.329 | Homogen |
| 2 | Experimental group | 40 |

1. **Students’ Posttest Scores in Control and Experimental Groups**

Based on measuring homogeneity test, it was found that the significance level is 0.861. From the result of the output, it can be stated that the students’ pretest in experimental and control group was homogeny since it was higher than 0.05. The result of homogeneity test is figured out in table 22.

**Table 22**

**Homogeneity Test on Students’ Posttest Scores**

**in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Levene Statistics** | **Sig.** | **Result** |
| 1 | Control group | 40 | 0.031 | 0.861 | Homogen |
| 2 | Experimental group | 40 |

1. **Results of Significant Difference Analysis on the Eighth Grade Students’ Score Taught by Using REAP Strategy and Strategy that Usually Used by Teacher of MTs Negeri 1 Palembang**

In this study, independent t-test was used to measure the significant difference on students’ comprehension score taught by using REAP strategy and strategy that usually used by teacher of MTs Negeri 1 Palembang. From the table analysis, it was found that the p-output is 0.039 and the t-value is 2.105. Since the p-output was lower than 0.05 level and the t-value was higher than critical value of t-table (1.990), so that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be stated that there was significant difference on students’ reading comprehension achievement taught using REAP strategy. The analysis result of independent sample t-test is figured out in table 23.

**Table 23**

**Analysis Result of Significant Differencet on Students’ Reading Comprehension Achievement after being Taught by REAP Strategy and Strategy that Usually Used by Teacher of MTs Negeri 1 Palembang**

|  |  |  |
| --- | --- | --- |
| **REAP strategy and** **strategy that usually used by teacher of MTsN 1 Palembang**  | **Independent Sample t-Test** | **Ho** |
| **T** | **Df** | **Sig. (2-tailed)** |
| 2.105 | 78 | 0.039 | **rejected** |

**B. Interpretations**

Based on the findings above, some interpretations were made as follows:

First, the writer analyzed the normality and homogeneity test of the sample data of the pretest between control and experimental groups to prove that the data was normal and homogenous. The test can be categorized normal whenever it is higher than 0.025 and it is homogenous whenever it is higher than level of significance at 0.05. The result showed the normality of pretest score in control group was 0.130 and experimental group was 0.730. Furthermore, the result of homogeneity test of pretest scores in control and experimental groups was 0.329. It could be concluded that the students’ pretest in control and experimental group was normal since it was higher than 0.025 and homogenous since it was higher than level of significance at 0.05. So, the students in control and experimental groups have the same ability and could be given the treatment.

Second, after the treatment was given, the writer analyzed the normality and homogeneity test of the data of the posttest between control and experimental groups. The result showed the normality of posttest score in control group was 0.080 and experimental group was 0.612. Furthermore, the homogeneity of posttest score in control and experimental groups was 0.861. From the results of the output, it could be concluded that the students’ posttest in control and experimental group was normal since it was higher than 0.025 and it was homogenous since it was higher than the level of significance at 0.05 and the analyzing of independent sample t-test can be done to answer the hypothesis of the study.

Third, from the result analysis of measuring significant difference from students’ posttest score in experimental and control group, it was found that the value of t-obtained was 2.105 and the p-output was 0.039. It could be interpreted that there was significant difference from students’ posttest score taught by using REAP strategy than the group of students were not taught by using REAP strategy since the value of t-obtained was higher than t-critical value (1.990) and the p-output was lower than 0.05. Therefore, the null hypothesis (Hₒ) was rejected and the alternative hypothesis (Hₐ) was accepted. It indicates that REAP strategy has significant difference in teaching reading comprehension and it means that REAP strategy significantly improved than the strategy that usually used by the teacher. From the scores, it can be interpreted that REAP strategy could increase the students’ achievement in reading comprehension and bring advantages to teach reading comprehension text of MTs Negeri 1 Palembang. It is related to Syrja (2011: 208) explained that REAP is a strategy for helping readers read and understand a text. In addition, in learning reading comprehension text by using REAP strategy, the students found new way that made them easier to learn reading text. It is because the learning reading text by using REAP strategy was more interesting than strategy that usually used by teacher of MTs Negeri 1 Palembang.

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

In this chapter, the writer presents (a) conclusion and (b) suggestions.

1. **Conclusion**

In this study, the writer concluded that there was a significant difference between students’ reading comprehension achievement who were taught by using REAP strategy and those who were taught by using strategy that usually used by teacher of MTs Negeri 1 Palembang. It was proved by the result of independent sample t-test. The mean scores in pretest control group was 68.7750, while mean score in posttest control group was 70.9750. From both mean scores, the difference was 2.2 point. While mean score in pretest experimental group was 64.1250 and mean score in pposttest experimental group was 74.4250. From both score mean, the difference was 10.3 point. The result of the independent sample t-test showed that the t-obtained was 2.105 and the p-output was 0.039. Therefore, the value of t-obtained was higher than critical value of t-table (1.990) and the p-output was lower than 0.05. Consequently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that learning by using REAP strategy could be applied and used as an alternative media in teaching reading comprehension.

**B. Suggestions**

Based on the conclusion above, the writer would like to give some suggestions for teacher of English, students, and institution.

1. **For Teacher of English**

The findings of this study encouraged the writer to suggest the teacher of English, especially for teacher of English at MTs Negeri 1 Palembang to apply many kinds of teaching strategies in helping students learn reading. One of them is *REAP strategy* that has been proved to be effective strategy in teaching reading text.

1. **For Students**

For students, especially for students of MTs Negeri 1 Palembang, are also expected to have high motivation, especially intrinsic learning motivation. Therefore, it is hopefully that they will be more active and creative in teaching and learning process. As a result, learning achievement will also be better than before.

1. **For Institutions**

The writer suggests to the institution of MTs Negeri 1 Palembang to facilitate the teacher of English and the students with many text books and media to make the teaching and learning reading process is more interesting and more effective.

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