

**THE EFFECTIVENESS OF READ, ENCODE, ANNOTATE,  
AND PONDER (REAP) STRATEGY TOWARD THE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH  
GRADE STUDENTS OF JUNIOR HIGH SCHOOL AZHARYAH  
PALEMBANG**

**THESIS**

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**UNIVERSITAS MUHAMMADIAH PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
FEBRUARI 2020**

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**THESIS**

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## MOTTO

- **Change your mind and you can change your world because, success is not imagined**

### **This is Dedicated to:**

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## ABSTRACT

*Eighth Grade Students of Junior High School Azharyah Palembang*”, Thesis, English Education Study Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang, Advisors: (I) Sri Yuliani, S.Pd., M.Pd., (II) Kurnia Saputri, S.Pd., M.Pd.,

**Key words:** *Read, Encode, Annotate, and Ponder (REAP)*

This study entitled “*The Effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy Toward The Student’ Reading Comprehension Achievement of The Eighth Grade Students of Junior High School Azharyah Palembang*” The Problem of this study was effective to teach Reading by *REAP strategy* to the *Eighth Grade Students of Junior High School Azharyah Palembang*? The objective this study was to find out whether or not it is effective to *teach REAP strategy* to the *Eighth Grade Students of Junio High School Azharyah Palembang*. This research used quantitative approach with pre-experimental design. The population of this research was the eight grade students of Junior High School Azharyah Palembang consisting of seven classes (VIII1 until VIII7). The sample was VIII1 class of the Eighth grade students of junior high school Azharyah Palembang . This class consist of 31 students. The research Instrument was test ( pre-test and post-test). The technique of data analysis uses *Paired Sample T-Test* which was used to find out the difference of students’ mean score in reading comprehension between pre-test and post-test by using SPSS v.21 for windows. The result of the study showed that the students’ mean score in reading comprehension before they are taught by using REAP strategy (pre-test) was 56.52. while the students’ score in reading comprehension after they are taught by using REAP Strategy (post-test) was 77.94. In the result of t-test, it was founded that t-obtained was 10.106. So it was higher than the critical value of t-table was 1.696. It means the alternative hypothesis ( $H_a$ ) uses accepted. The null the hypothesis ( $H_o$ ) was rejected and alternative hypothesis ( $H_a$ ) . was accepted. It could be concluded that was

effective to teach *The Effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy Toward The Student' Reading Comprehension Achievement of The Eighth Grade Students of Junior High School Azharyah Palembang.*



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Palembang, Februari 2020

The writers

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## **CHAPTER**

### **INTRODUCTION**

This chapter presents: (1) background, (2) problem of the study,(3) limitation of the problem, (4) formulation of the problem, (5) objective of the study, (6) significances of the study, (7) hypothesis of the study.

#### **1.1 Background**

Reading comprehension is an essential skill for learners of English. Therefore, people can realize the importance in communication of this language. When someone knows English, they can come to and communicate with the people of most countries in this globe, without any confusion in expressing their feeling and thinking. The position of English also getting stronger used in all fields such as science, technology, economic, politic, commerce, banking, culture, art, film, entertainment and most important is communications. Therefore, English is one of the world largest languages used around the world and most important language to learn and use.

On the other hand, reading is a way to find the meaning of what is read. In this case, reading is a direction to get knowledge. According to Hill (2006), reading is the process of constructing meaning from print and from other symbols. The students can be a good reader if they can reach the goal of reading it self. As Nunan (2003) states that the goal of reading is



comprehension. Reading comprehension refers to the ability to understand information presented in written form. Mendonce (2012) states reading comprehension is the level of understanding of text. This understanding comes from readers' interaction between the text and how they used their knowledge outside the text. In order to pass the examination, the students are expected to be a good in reading.

Many Indonesian have students find a lot of difficulties to learn English skills and components. The teachers not yet applied an appropriate technique, method, approach, and model to teach reading. Students still had some difficulties in understanding text. The other reason was students has difficulty to understand about meaning of the text because they were lack of vocabularies, it makes them difficult to comprehend the text. It also makes them lack of motivation in learning reading. The material that given by the teacher are not appropriate with the students need, such as the material that given by teacher are not up-to-date for students and the teacher give same material like at the last semester. It can make the students not interesting in learning reading. In reading class, most of the reading activities focus on reading for comprehension. As argued by Richards and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who

are able to comprehend a text efficiently. Mastering reading skills is very important but students still have any difficulties in mastering reading. The researcher found that most students had difficulties in comprehending a text. Moreover, many teachers also did not use an appropriate technique to help students comprehend a text properly. Generally the researcher found the problems of the eight grade students of Junior High School Azharyah Palembang especially in reading comprehension. In order to help the students comprehend a text, there were some learning strategies in teaching that could be used by a teacher

Read, Encode, Annotate and Ponder (REAP) is a strategy for helping readers to read and understand a text. According to Allen (2004: 34), the use of this strategy will cause the students to revisit the text during each stage of the REAP process.

REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term memory. The students also learn to represent main ideas and the author's message in their own words. After that, they do the ponder stage. They should connect with the text through analysis and synthesis of their reading. The purposes of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP strategy will help the students to connect between a

text and their words to enable them to communicate their understanding of the text.

By using Read, Encode, Annotate and Ponder (REAP) Strategy, is expected that the students can improve their reading comprehension. It was assumed that Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem of the students. Every steps in REAP strategy had some advantages in order to help students understanding a text.

In relation to above facts, reading strategies are believed to play an important role in teaching and learning. Therefore, REAP is essential to implement strategy that can solve the problems. REAP can bring students out of boredom, competitive, more student- centered so that can improve the students reading interest and more over reading comprehension.

The Read step was aimed to help the students to revise the text. The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words. The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words. The Ponder step allows the students to make a personal connection between the texts with their understanding.

The REAP strategy will be effective strategy for reading comprehension to improve the students achievement in reading text. The

researcher is interested to conduct this research entitled *“The Effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy Toward the Students’ Reading Comprehension Achievement of the Eighth Grade Students of Junior High School Azharyah Palembang.*

## **1.2 Problem of the Study**

The problem of this study was that the students had low score in reading, because reading is one of the difficult skills for many students. The students still had many problems in reading skills, like on some genre texts, such as descriptive text, narrative text, recount, etc.

### **1.2.1. Limitation of the Study**

The problem in this study was limited the Effectiveness of REAP Strategy toward the Students’ Reading Comprehension Achievement On Narrative Text of the Eighth Grade Students of Junior High School Azharyah Palembang.

### **1.2.2. Formulation of the Study**

Formulation of this study was formulated in the following questions “is it effective of using REAP strategy toward the students’ reading comprehension achievement of the eighth grade students of Junior High School Azharyah Palembang”?

### **1.3 Objective of the Study**

Based on the formulation of the problem, The objectives of this study was to find out whether or not it was effective to use Read, Encode, Annotate, Ponder (REAP) strategy toward the student' reading comprehension achievement of the eighth grade students of Junior High School Azharyah Palembang”

### **1.4 Significances of the Study**

This study is significant to enrich the understanding about English teaching and learning in reading comprehension achievement, especially REAP (Reading, Encoding, Annotating and Pondering) strategy. From this study was expected to give contribution for:

#### **A. The Researcher:**

The Result of this study was expected to give information to the teachers of English about teaching reading comprehension through REAP Strategy and help the teacher of English create the situation in the class to be more active, interesting, and challenging.

#### **B. The Students:**

The result of this study can motivated and increase learning activities in order to improve their reading knowledge especially in reading comporehension.

- a. To improve the students on reading comprehension
- b. Help students to make easy in understand a passage and increase their ability in reading comprehension.

### 1.5 Hypothesis of the Study

In this research, there are two kinds of hypothesis formulated to be tested.

There are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ).

- |  |   |
|--|---|
| <b>Null Hypothesis (<math>H_0</math>)</b>        | : It is not effective of using Read, Encode, Annotate, and Ponder strategy ( REAP ) toward the students' reading comprehension. |
| <b>Alternative Hypothesis (<math>H_a</math>)</b> | : It is effective of using Read, Encode, Annotate, and Ponder (REAP) strategy toward the students' reading comprehension.       |

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