THE USE OF READING, ENCODING, ANNOTATING, AND PONDERING (REAP) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

(An Experimental Research at The Tenth Grade Students of SMK Negeri 1 Bantaeng)

A Thesis

Submitted to the Faculty of Teacher Training and Education
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Of the Requirement for the Degree of Education in English Department

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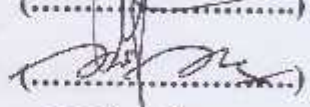
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Motto

Manjadda Wa Jada

"Whoever really mean it will be successful"

"I dedicate this thesis especially to my parents, *sister, beloved best friends and all who know* **me"**

ABSTRACT

Andi Sri Hardiyanti. 2017. *The Use of Reading, Encoding, Annotating and Pondering (REAP) Strategy to Improve Students' Reading Comprehension (An Experimental Research at The Tenth Grade Students of SMK Negeri 1 Bantaeng.* Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by **Ummi Khaerati Syam** and **Farisha Andi Baso**)

This research aimed to find out the improvement of the students' reading comprehension by using REAP Strategy that focused on level of reading comprehension which consisted of literal comprehension in term of main idea and interpretive comprehension in term of conclusion.

The researcher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class X of SMK Negeri 1 Bantaeng which consisted of 32 students. The sample was taken by using purposive sampling technique. The research findings showed that the tenth grade students of SMK Negeri 1 Bantaeng had fairly score in pre-test. After treatment, their reading comprehension was significantly increase.

The findings of the research were the mean score literal reading obtained by the students through pre-test was 51,3 and post-test was 74,8 with the t-test value main idea is greater than t-table (6,91> 2,03). Mean score interpretive reading pre-test 44,5 and post-test 79,8 with the t-test value conclusion comprehension is greater than t-table (11,03> 2,03).

Keywords: *REAP Strategy, Narrative text, and Reading Comprehension.*

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TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF GRAPHICS

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

English has become one of the compulsory subjects to be taught to the students in the school now. It has important roles which are so useful for the students in their future. Although the students have learned English for a long time, they still have difficulties to master English well. It can be caused by their lack of vocabulary and awareness to learn English as their need. In studying English, there are four major language skills that have to be mastered by the students. They are listening, speaking, reading, and writing skills. The students have to master the four of language skills so they can use English both actively and passively (Brown, 2007 : 232).

Dian (2014:1) stated that reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading is important skill which has an important contribution to the success of learning language. Reading needs comprehension to understand the context and get the new information of the text. Alberti (2014:1) stated that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the texts. Reading in a foreign language is essential not only for promoting the students

personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively. Therefore, when the students learn to read, they should be able to comprehend the readings text during the process of reading.

Furthermore, Elizabeth (2003:12) stated that reading is skill which highly valued by students and teacher a like. Students almost get texts in their study. The text can be difficult or easy, depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The most fundamental responsibility of school is teaching students to read. Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system. Haris (1980:1) stated that some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bore because the method is monotonous and the students are not active so it makes the learners get bore.

In Vocational High School, students are expected to understand a text or a passage such as narrative text, recount text, descriptive text, and procedure text, etc. Most of grade X students at SMK Negeri 1 Bantaeng Kabupaten Bantaeng

have problems in comprehending text they have read. Sometimes, the students were bored with the materials which were presented in reading comprehension task. Although the teacher has used the technique or some reading instructions to make students interested in doing the reading comprehension task yet they are just cheating or guessing the answers of the text because they have lack of vocabulary. The students have limited stocks of vocabulary and grammar mastery and they get trouble in understand the reading text. Since their concentrations is only focused on the individuals words not the context. In other words, the students think that to understand the idea of the text, they should know the meaning of all words written in the text.

In fact, reading is not easy as people think. It is not easy to draw meaning from the text and interpret the information appropriately. Students will need to read the text two or three times to get the main idea of the text. All of these activities take time and many less motivated will make students give up.

Moreover, based on the interview with the English teacher at the X class compared to the researcher's teaching experience at the X class, there are some problems faced by the students in reading competence as follow: (1) they got difficulties to understand contents of a text, (2) they got difficulties in finding the main idea of the text,and (3) they got difficulties to understand unfamiliar words on the text. Based on those problems, the researcher will help the students to get the information and to understand the text.

In order to help the students comprehended a text, there are some learning strategies in teaching that can be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP) strategy. Read, Encode, Annotate and Ponder (REAP) is a strategy for helping readers to read and understand a text. According to Mutia (2016), the use of this strategy will cause the students to revisit the text during each stage of the REAP process. 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. According to Eanet and Manzo (1976), the purposes of REAP Technique is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP Technique will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

Therefore, this research will conduct under the title **"*The Use of Reading, Encoding, Annotating And Pondering (REAP) Technique* to Improve Students' Reading Comprehension At The Tenth Grade Of SMK Negeri 1 Bantaeng"**

B. Problem Statement

Based on the explanation above, the researcher draws a research question as follow :

1. "Can Reading, Encoding, Annotating, Pondering (REAP) technique improve the students' literal reading comprehension in term of main idea at the tenth grade of SMK Negeri 1 Bantaeng?"

2. "Can Reading, Encoding, Annotating, Pondering (REAP) technique improve the students' interpretive reading comprehension in term of conclusion at the tenth grade of SMK Negeri 1 Bantaeng?"

C. The Objective of the Research

According to the problem that mention, the objective of the research is to find out whether Reading, Encoding, Annotating, and Pondering (REAP) technique can improve the students' reading comprehension at the tenth grade of SMK Negeri 1 Bantaeng.

D. Significance of the Research

This research has several benefits of both theoretical and practical benefits as follow :

a. Theoretical Benefits

1) The result of the research can be used as an input in teaching learning process especially in reading comprehension .

2) The result of the research can be used as reference for those who want to conduct a research in teaching reading.

b. Practical Benefits

1) The students can be motivated in mastering their reading comprehension.

2) This study can be used by the teacher to provide a better technique or method for technique reading in Vocational High School.

E. Scope of the Research

This research focuses on the REAP technique in improving students' reading comprehension at students of tenth grade of SMK Negeri 1 Bantaeng Kabupaten Bantaeng and was limited on the students literal comprehension of (the main idea) and interpretive comprehension of (conclusion). This research used narrative text as material in teaching reading comprehension because it is applied in school curriculum.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. **Previous Related Findings**

1. Jatmiko (2014) in his journal "The Effect of REAP Technique Towards Reading Comprehension In Narrative Text Of the Second Year At Sman 14 Pekanbaru" The average of students' score at the pre-test was 47,12 points. While the average of students' score at the post-test was 66,21 points. There was significant different of students' reading Narrative text between the pre-test and post-test. Therefore, alternative hypothesis was accepted and null hypothesis was rejected because the observed statistic ($t_{observed}$) was greater than critical statistic ($t_{critical}$) of 5% where 6.24,> 2.04. Therefore, there was significant effect achieved in Reading Narrative text text after application of REAP Technique toward reading narrative at SMAN14 Pekanbaru

2. Marantika (2013) in her Article "The R.E.A.P Strategy For Teaching Reading A Narrative Text to Junior High School Students" Based on the article, it can be concluded that REAP Technique can be used as the alternative strategy in teaching reading, especially in teaching reading narrative text. This strategy make student feel that in reading a text, we do not have to understand the vocabulary one by one in the text. Besides that REAP Technique also develop students' ability write the Annotation About The Main Ideas Of A Text.

3. Mutia (2016) in her Journal "Applying Read, Encode, Annotate And Ponder (Reap) Technique To Develop Reading Comprehension Of The Grade X Students" Based on the data of this research, the researcher concludes that applied REAP technique as the technique in teaching narrative text has developed the students' reading comprehension of the grade X students at Madrasah Aliyah Alkhairaat Pusat Palu. It improved students' attention when they were asked to read a narrative text.

4. Santi (2015) in her journal "Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy" The result of this research shows that using REAP Technique successfully improved students' reading comprehension. There were 83,7% students reached the very good category or got the score 75. The improvement was influenced by the used of interesting materials chosen, the REAP Technique , and the teacher attitudes toward the students.

5. Wijiastuti (2013) in her thesis "Improving Reading Comprehension Through Reading, Encoding, Annotating, Pondering (REAP) Technique (A Case Studt At The Second Grade of SMP N 4 Cirebon) From the result of statistic calculation, it proved that the $t_{account}$ is 2,048 and t_{table} at the significant level 5% or 0,05 with the degree of of freedom (df) 39 is 1,991. It means that the hypothesis " Reading, Encoding, Annotating, Pondering (REAP) can improving the students Reading Comprehension to the second grade of SMP N 4 Cirebon is accepted since the $t_{account}$ is higher that t_{table} (2,048 > 1,991).

Based on the research related finding above, three writers have done research on reading skill in different method and strategy. Those showed that there are many teachers in different school have used some strategy, method and technique to improve students' reading comprehension. Therefore that is way is correlated with the writers will be done to improve students' reading comprehension. In this research the researcher will tries to use REAP technique to improve students' reading comprehension. The researcher hopes this strategy could give contribution to improve students' reading comprehension.

B. Some Pertinent Ideas

1. The General Concept of Reading

a. Definition of Reading

Reading is a commonplace of teacher education that teachers tend to teach by the method which were used by the teachers who taught them (Grof frey,2003 : 89). It means reading is important skill, when readers read, they are also learned and have purpose to get knowledge. Another definition of reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means when readers read. They use knowledge, skills, or strategies to conclude what the meaning is.

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text (National Reading Panel, 2000) . Comprehension is not only finding answers in a piece of text – it is an active process whereby the reader creates a version of the text in his or her mind.

And also comprehension is a "construction process" because it involves all of the elements of reading process, working together as a text is read to create a representation of the text in the readers mind.

Gunning (1992, p. 9) suggests that to consider reading as an active constructive process with focus on the reader's experience, cultural background and point of view to determine his or her comprehension of written text. It means that there is an interactive process between the reader and text. Pretorius (2000) says that teaching reading is a very important part of foreign language learning because it is one of the most important academic skills in teaching and learning process.

According to Hill (2008, p. 176), there are three main steps in reading lesson:

a. Before reading, the teachers build up the students' prior knowledge and link this to the book being read. Sometimes teachers talk through the book or build up semantic webs so that the new vocabulary in the book can be discussed and classified.

b. During reading, teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print

c. After reading, teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading lesson. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. As National Reading panel (2000) states, Reading is not easy to understand and comprehension is the reason or purpose for reading. In order to get information from a text, remember it later, and use it effectively, whether for work or for pleasure, reading comprehension is essential. Many readers are not aware of comprehension strategies and are not likely to develop them on their own.

b. Element of Reading

Reading is an astoundingly complex cognitive process. While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously each time we sit down with a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. According to National reading panel (2000) there are five aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers.

a. Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately

bed-like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what that funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers learn to identify new words.

b. Phonemic Awareness

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound

in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

c. Vocabulary

In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced

readers they not only learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling you how a word is pronounced and what its meaning is. That "someone" might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (ie. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

d. Fluency

Fluency is a reader's ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book "sounds" in your mind when you are reading silently. You "hear" the characters "speak" with expression. Even

passages that are not written in dialogue "sound" as if the words fit the meaning. A particularly suspenseful action sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

e. Reading Comprehension

Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read. Like vocabulary, reading

comprehension skills develop and improve over time through instruction and practice.

c. The Types of Reading

Brown (2007) indicated the types of reading are important categories as follows:

1) Skimming

The eyes run quickly over the text to discover what is about the main idea and the gist. The skimming occurs when the reader looks quickly at the contents page of a book or at the chapter heading , subheadings etc. this is sometimes called previewing . when the reader glances quickly through a newspaper to see the main items of the day are this will often mean just glancing at headlines. What the reader goes through a particular passage such as newspaper article merely to get the gist.

2) Scanning

The reader looks out for a particular item he believes in the text. The scanning can be done to find name date and static or facts in written text. The eyes start quickly at the lines of a written.

3) Pre-Reading

Pre reading is a technique a reader uses before he begins to read the material which will improve his comprehension. According to, Ajideh (2003) says that pre-reading activities have tended to focus exclusively on preparing the reader for likely linguistic difficulties in

a text; more recently attention has shifted to cultural or conceptual difficulties. However, pre-reading, activities may not just offer compensation for eleventh language reader's supposed linguistic or socio-cultural inadequacies; they may also remind readers of what they do, in fact, already know and think, that is to activate existing schematic knowledge. Further he explains the portions to look at in reading the text book chapters are: (1) Read the title, (2) Read the interaction or opening paragraph, (3) Read each bold face heading, (4) Nice any typographical aids, (5) Notice any typographical aids, (6) Any graphs or pictures, and (7) Read the last paragraph or summary.

d.   The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grellet (1981), he defines the objectives of reading into several points, they are as follows:

1)   Reading to search information

2)   Reading to skim quickly

3)   Reading to learn (from text)

4)   Reading to write (or search information needed for writing)

5)   Reading to analyze the text

6)   Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important

skills in learning foreign language. According to Harmer (1998:68) The objectives above is reason why getting students to read. In Senior High School, English text is an important part of teacher's job. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

e.   **The Reading Techniques**

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown (2007) states in his book about strategies for reading comprehension, stated below:

1)   Identify the purpose in reading

2) Use of graphemic rules and patterns to aid in bottom-up decoding

3) Use efficient silent reading techniques for relatively rapid comprehension

4) Skim the text for main ideas

5) Scan the text for specific information

6) Use semantic mapping or clustering

7) Guess when you are certain

8) Analyze vocabulary

9) Distinguish between literal and implied meaning

10) Capitalize on discourse markers to process relationship

While in other books, Alice defines reading techniques in different step. According to Alice C. Omaggio (1989:153), the techniques are stated below :

1) Pre-teaching or preparation stage

2) Skimming or scanning stages

3) Decoding or intensive reading stages

4) Comprehension stage

5) Transferable or integrating skills

f.   The Skills of Reading

Reading is not easy as people thought. There are two big elements that should be mastered to be a good reader. Brown (2007) explicates reading skills consist of two big elements, that is, micro skills and macro skills. Below is the list of micro and macro skills of reading. Being able to read and comprehend English texts easily readers need some micro and macro skills. Brown (2007) proposes fourteen reading skills which are divided into micro skills and macro skills. They are as follows:

1) Micro skills:

(a) Discriminating among the distinctive graphemes and or the graphic patterns of English

(b) Retaining chunks of language of different lengths in short-term memory

(c) Processing writing at an efficient rate speed to suit the purpose

(d) Recognizing a core of words and interpreting word order patterns and their significance

(e) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules and

elliptical forms

(f) Recognizing that a particular meaning may be expressed in different grammatical forms

(g) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills:

(a) Recognizing the rhetorical forms of written discourse and their significance for interpretation

(b) Recognizing the communicative function of written texts, according to form and purpose

(c) Inferring context that is not explicit by using background knowledge

(d) Describing events, ideas, etc., inferring link and connection between events, deducing cause and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification

(e) Distinguishing between literal and implied meanings

(f) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata

(g) Developing and using battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation.

A reading activity can help the reader more easily understand any kinds of texts. Besides, Harmer (1979) also add some of reading skills, namely making inferences and summarizing. Making inferences is the process of looking for clues and guessing what the text is about because the topic may not be stated in the text directly. Summarizing is the retelling of important parts in the text with shorter form. There are several reasons why summarizing is done. First, it is to make sure that readers understand the message of the text. Eleventh, it is also to explain the sense of a passage to others. Third, it is to review texts for examination. Because of their utilities, making inferences and summarizing are skilled that should be developed in reading.

f.   **The Stage of Reading**

There are three stages in reading. According to Alberti (2014) : They are before reading, whilst reading and after reading. Before/pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text. Hence, after/post reading stage is the activities to review the content of the text.

The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to Read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting

texts. It will be difficult because each student has different interests. The different interests are caused by age, sex and cultural background. In this case, the teacher can motivate a class by some anticipation.

In whilst reading stage, the students read the text and try to understand both literal and implied meaning of the text. This activity can include identifying the main idea, finding details in a text, following a sequence, inferring from the text, recognizing the writer's purpose and attitude, recognizing discourse features, and the teacher's role is to help both individual learners with their particular difficulties and the whole group.

The purpose of post reading is intended to review the content of the text. In this stage, the students work on bottom-up concerns such as Grammar, vocabulary and discuss features and consolidate what has been read by relating the new information to the students' knowledge, interest and opinion. The activities of this stage, for example the teacher asks some questions for evaluation, asks the students to write a Summary of the text, asks them to retell the essence of the text.

2. **The General Concept of Reading Comprehension**

a. **Definition Reading Comprehension**

According to Klingner et al (2007) "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, stategy

use) as well as variables related to the text it self (interest in text, understanding of the text types) "(p. 8).

Klinger et al (2007) " Reading comprehension is the process of construsing meaning by coordinating a number of complex of processes that include word reading, word and world knowledge, and fluency" (p.2).

According to Hill (2008, p.190), there are three elements involved in comprehension: the reader, the text, and the activity. The reader consists of those aspects that make us all different: our cultural experiences, knowledge, capabilities, age and gen der. The text can be in print or electronic form and of different genres form comics to information books. The activity has three dimensions; the purpose for reading, the process and the consequences associated with the act of reading. Based on article the defining comprehension, there are three dimensions degining a phenomenon that occurs within a larger *sociocultural context* (see figure 1) that shapes and is shaped by reader and that interacts with each of the three elements.
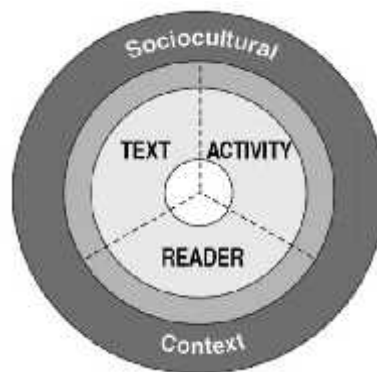
Figure 2.1- A Heuristic for thinking about reading comprehension

Based on the statements above, there are three elements are most important to know in reading; they are reader, text, and activity, because of three of them that are related in comprehending of reading skill. So a heuristic for thinking about reading comprehension is not occurring if one of three elements is to be lost.

It has been stated above that a comprehension is a key to understand the content of reading text. Reading comprehension is complex and involves some of the processes interacting with each other. Reading comprehension is needed so, the written test that is read will be understood. In other words through reading comprehension we find all the information and message from that we want and read.

b. Types of Reading Comprehension

In the world of languages, it is important to know the types of reading. It is because in improving our ability in reading comprehension. Wulandari (2013) state that there four types of reading comprehension :

1) Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of reading is to read shorter text. This reading is done carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading,

2) Extensive reading has the purpose to train the student to read directly and fluently in target language for enjoyment, without the aid of the teacher.

3) Reading aloud is also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

In other words, the writer focuses on intensive reading in doing research where the student s more focus on the text. Then, they try to get knowledge or information from the text and analysis what the author tells for the readers

c. **Level of Reading Comprehension**

Reading comprehension has different levels. According to Wulandari (2013) states that there four levels in reading comprehension ; they are literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal comprehension

Reading for literal comprehension, which involves acquiring Information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effect, and sequence is basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph

meaning is important. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection. There are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Here is the explanation:

a)   Recognizing stated main ideas

Willawan (2012:46) the main idea is the main point or the central thought of the reading selection. It is usually a complete sentence that includes the gist of every idea from the paragraph. Willawan (2012:46) states that the main idea statement is related to the majority of sentences in the paragraph; it may occur at any point in a paragraph; it may be explicit or implied. The main idea of a paragraph is the central thought around which a whole paragraph is organized. It is often, but not always, expressed in a topic sentence.

b)   Recognizing stated details

The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, causes and-effect relationships, inferences, and so on are built. Recognizing details is also important in completing exercises under the topics 'sequence' and following "directions".

c)   Recognizing stated cause and effect

Recognizing and understanding the cause-and-effect relationship in a written passage is an important skill. It is considered a literal skill when the relationship is explicitly stated.

d)   Recognizing sequence

Sequence-the order in which events in a paragraph or passage occur-is signaled by time-order words such as *now, before, while, when, yet, after,* and so on.

e)   Following directions

The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence; therefore, some of the exercises under those headings are appropriate to use in teaching children to follow written directions.

2) Interpretive comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge. He adds that there are at least four skills are essential for effective use of inferential reading: (1) finding implied

meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated. They propose some skills for interpretative reading includes:

a) Inferring main ideas of passages in which the main ideas are not directly stated

For some selections readers must infer the main idea related details. The teacher should model the thought process students need to follow in deciding upon the main idea of a selection before asking them to try this independently. The teacher should compare each of the possible choices to the details in the selection, rejecting those that fail to encompass the details. As students practice and become more proficient at identifying implied main idea in their own words. Teacher can increase passage length as the children gain proficiency, beginning with paragraphs that do not have directly stated topic sentences and moving gradually to entire selection.

b) Inferring cause and effect relationships when they are not directly stated

Sometimes a reader needs to be able to infer a cause and effect that has been implied in the material. Brainstorming about causes and effects out loud may help children develop more skill

in this area.

c) Inferring referents of pronouns

Writing seldom, if ever, explicitly states the connection between a pronoun and its referent, so the task of determining the referent is an inferential one.

d) Inferring referents of adverbs

At time adverbs refer to other words or group of words without an explicitly stated relationship. Teachers can explain the relationship and using examples and then let children practice making the connections independently.

e) Inferring omitted words

Sometimes in writing, words are omitted and said to be "understood", a structure known as ellipsis. Ellipsis can cause problems for some students, so again teachers should provide examples and explain the structure and then give children practice in interpreting sentence.

f) Detecting the author's purpose in writing

Writers always have a purpose for writing: to inform, to entertain, to persuade, or to accomplish something else. Teachers should encourage their students to ask, "Why was this written?" by presenting them with a series of stories and explaining the purpose of each one, then giving them other stories and asking

them to identify the purposes.

g) Drawing conclusion

In order to draw conclusions, a reader must put together information gathered from several different sources or places within the same source. Cartoons can be used to good advantage in developing this comprehension skill. Another way to help to draw conclusions is to ask questions about sentences that imply certain information.

3) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

Based on several definitions above, the writer concludes that reading comprehension means understanding, evaluating, utilizing of information gained through symbol of the text that involves any level concentration. The writer focuses on literal of reading comprehension.

d. The Factors Influencing Reading Comprehension

Inside factors are divided into four components. The first is linguistic component (what the readers know about the language). When the students learn language, they learn three system (Setiadi, 2014); they are:

1. Phonological Knowledge; It includes of the different phonemes (individual sounds) in the language.

2. Syntactic Knowledge; It refers to the orderly arrangement among words in sentences.

3. Semantic Knowledge; It refers to our knowledge of words' meaning. It is also includes our knowledge of the relationship among words.

The eleventh component of inside factors influencing reading comprehension is interest. It is important thing in reading comprehension. If the students interested in the topic presented in their class, they will understand more about the topic. As a facilitator, the teacher has to give the explanation about the material in many ways. Therefore, the teachers have to use various resources related to the topic. The teachers give opportunity to their students to read everything from any resources such as magazines, books, journals, etc. their interest in reading can influence their comprehension.

The third component is motivation. Most of readers usually read what they want to read and what they have to read. Therefore, motivation can influence the students comprehension because the different reasons of

the readers have different power to make the reader try to understand more what they read. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader. It comes from the learner its self. As the teacher, we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, feedbacks, others stimuli to try to alter a student's level motivation.

The last component is reading ability. It explains how well the reader can read. It is almost tautological to say that the more reading ability one possess, the better one will comprehend. The readers have to read everything and try to understand what they read.

3. **Concept of Reading, Encoding, Annotating, Pondering (REAP)**

   a. **Definition of Reading, Encoding, Annotating, Pondering (REAP)**

   Tierney, Readence, & Dishaer (1980) " REAP is an alternative to the Directed Reading Activity and Guided Reading Procedures".

   Eanet & Manzo " REAP was developed for use in improving students ' reading, writing, and thinking, and was also designed as a method to teach students ways of responding differently to a text ".

   Eanet & Manzo (1976) "REAP is based on the premise that readers have the highest levels of comprehension when asked to communicate ideas they have gleaned from a passage they have read.

b. **Implementation REAP (Reading, Encoding, Annotating, Pondering) Technique in the Classroom**

One of the strategies in teaching reading is by using REAP strategies. In this strategy, teachers guide the student to comprehend a narrative text easily. According to Tierney, Readence & Dishmer (1980) REAP is an acronym for Read, Encode, Annotate, Ponder. In addition, they also say that this technique' Starts from the premise that readers best when asked to communicate the ideas gleaned from a passage they have read.

The REAP Technique technique consist of:

R : *Read* to gather the author's ideas;

E : *Encode* the author's ideas into one's own language;

A : *Annotate* those ideas in writing for one or for sharing with others;

P : *Ponder* the significance of the annotation.

c. **The Advantages of Using the REAP Technique**

According to Marantika (2013) the uses of the R. E.A.P strategy in teaching reading in junior high school students have some advantages as follow:

1) By using R.E.A.P. strategy the students can comprehend the text with the new innovation in reading, not just by answering question like before.

2) In R.E.A.P strategy the students can understand narrative text without trying hard to understand the meaning of each word in that text.

3) In this strategy the students can develop their ability in encoding a text in their own language in *Encode* phase.

4) In this strategy th e student also can develop their skill in writing the annotation in *annotate* phase.

5) By using R.E.A.P. strategy the student can share their idea with their friend in group about the content of text in *Ponder* activity.

d. Teaching And Learning Reading Comprehension Through REAP Technique

In teaching and learning reading comprehension through REAP Technique , Watson (2011, p. 4) suggests that there are some steps to follow:

1) Give each student a copy of the REAP chart and put students into their groups. It would also be an appropriate time to hand out the reading at this time.

2) Introduce the reading that we will use for this strategy. This is the point at which they should fill in the "R" section of the chart with the title and the author.

3) Begin by having a discussion starter to get the students thinking about the topic which will allow them to read the text easier. As whole class we will talk about what are discussed in their small groups.

4) Having one member from each of the groups tell the whole class what are discussed in their groups. After the whole group discussion begin reading the text as a class.

5) Stopping at various points to make sure that the students understand what is being read to them.

6) After reading, have the students in their small groups begin to figure out what the main ideas of the text are and have the students come up with a list on their own paper of what they are.

7) Come back as a whole class and decide as a class what the main points are that will be put into the chart.

8) Have students return to their small groups and use the same process to come up with a summary of the main points.

9) Then come back as a class and have each group report on their summaries so that it can be determined which should go into the chart.

In other words, preparation is needed before doing REAP Technique by the English teacher, among others: prepare the students worksheet or REAP chart is given in every students in group, explain steps that will done by the students such as, R-for reading, the students are to read text then put the author's theme, E-for encoding, the students are to find the main ideas, A-for annotating, the students are to take summary of main points, then P-for pondering, the students are to discuss about the purpose of the text. Lastly, the teacher asks each group to report of their work on REAP chart and submit it.

REAP Technique (Wulandari, 2013)

R	**E**
A	**P**
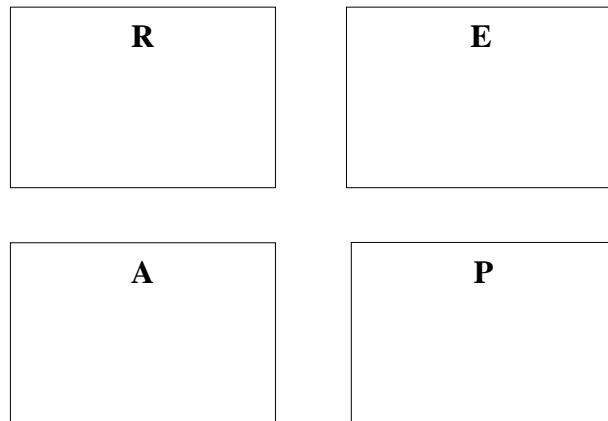
Note:

R=Read the text. Jot down the title and author (author's theme).

E=Encode the text by putting the main ideas in own words/language.

A=Annotate the text by writing a statement that summarizes the important points.

P=Ponder the text by thinking and talking about the purpose of the text.

4. Concept of Narrative Text

a. Narrative Text

According to Wulandari (2013), "A narrative text is an imaginative story to entertain people. Look at the English dictionary, meaningful narrative literally:

(1) a spoken or written account of connected events; a story.

(2) The narrated part of a literary work, as distinct from dialogue.

(3) The practice or art of narration.

It means that narrative text is a text which contains a story either written or unwritten, and there are a series of connected events.

Narrative text is learned in the eighth grade of the junior high school in the second semester. "Writing narrative is a kind of text to t ell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader" (Pardiyono, 2007).

Narrative text is written in past verbs, and uses everyday vocabularies because the story has already happened in the past time and it talks about the daily activities of the characters in the story. "Narratives typically use everyday vocabularies" (Schumm, 2006:23).

b. Types of Narrative Text

According to Mislaini (2014) Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. Common forms of narrative text which are studied in high school are:

a) Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are Sangkuriang, Maling Kundang, The legend of Tangkuban Perahu, The story of Toba lake.

b) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are: Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, The story of monkey and crocodile.

c) Fairy tale

fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are: Cinderella, Snow white Pinocchio, Beauty and the beast, The story of Rapunzel.

d) Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clarke.

c. Generic Structure of Narrative Text

According to Mislaini (2014) On the Narrative Text, its structure is as follows:

a) Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b) Complication or Problem

in this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

1) Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

2) Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

3) Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c) Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

d) Re-Orientation (Just for Optional)

d. Language Feature of Narrative Text

According to Mislaini (2015) there are three language feature of narrative text, namely:

a. Using processes verbs

b. Using temporal conjunction

c. Using Simple Past Tense

d. Usually begins with the adverb of time (Adverbs of Time). Such as : long time ago, once, one, once upon a time.

C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure.
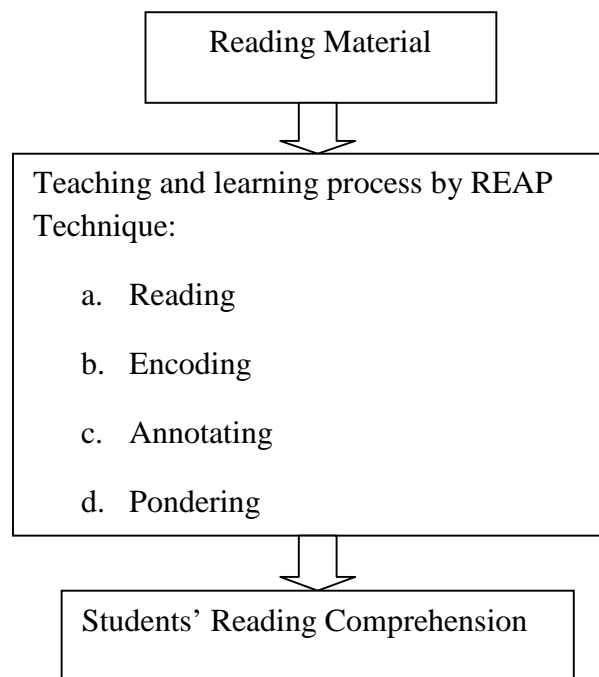
Figure 2.2 Conceptual Framework

D. Hypothesis

This research formulates the hypotheses as follows:

- (H_0): The use of the REAP technique can not improve to students' reading comprehension.

- (H_1): The use of the REAP technique can improve to students' reading comprehension

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, population and samples, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

In this research used pre-experimental research design. The design of this research adopted by Arikunto (2006:86) as follows:

O_1	X	O_2
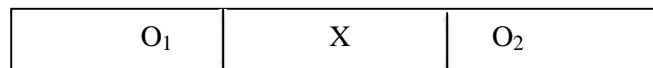
Figure 3.1 Research Design

Where:

O_1: Pre-test

X : Treatment

O_2: Post-test

B. Population and sample

1. Population

Population is the most significant factor in conducting a research. In this case, the subject of the research was the tenth grade students of SMK Negeri 1 Bantaeng, which has 11 classes. The total populations were 352 students.

2. Sample

The Sample of this research was one class that consisted of 32 students. This research applied purposive sampling because all of the class in SMK Negeri 1 Bantaeng has similar quality such as the same material, teacher, and time allocation. Therefore, This research chose tenth grade students as the sample of this research.

C. Research Variables and Indicator

1. Variables.

In this study there were two variables. They were independent variable and dependent variable.

a.   Independent variable of this research is REAP technique.

b. Dependent variable of this research is students' reading comprehension.

2. Indicators

a.   Literal reading comprehension of related to finding the main idea .

b. Interpretive reading comprehension of related to finding conclusion .

D. Research Instrument

In order to collect the data, this research applied reading test as research instrument, there were two kinds of test to measure students reading comprehension, namely pre-test and post-test. Those tests were in the form of essay test. This research chose essay because the students can comprehend the material while the post-test are intended to know the students reading comprehension. This research used test consisting of pre-test and post-test.

The tests used to know whether the treatment is effective or not. This research also can saw the student progress after they were given the treatment.

E. Procedure of collection Data

To collect the data, the researcher used some procedures:

1. Pre-test

Before giving treatments, this research gave pre-test for the experimental class.

2. Treatment

After giving pretest, this research conducted the treatment with the following procedures:

a. Gave each student a copy of the REAP chart and put students into their groups. It would also be an appropriate time to hand out the reading at this time.

b. Introduced the reading that used for this strategy. This is the point at which they should fill in the "R" section of the chart with the title and the author.

c. Begin by having a discussion starter to got the students thinking about the topic which would allow them to read the text easier. As whole class would talk about what were discussed in their small groups.

d. Having one member from each of the groups told the whole class what were discussed in their groups. After the whole group discussion begin reading the text as a class.

e. Stopping at various points to make sure that the students understand what is being read to them.

f. After reading, had the students in their small groups begin to figure out what the main ideas of the text are and have the students come up with a list on their own paper of what they are.

g. Come back as a whole class and decide as a class what the main points are that would be put into the chart.

h. Had students return to their small groups and used the same process to come up with a summary of the main points.

i. Then come back as a class and had each group report on their summaries so that it can be determined which should go into the chart.

In other words, preparation was needed before doing REAP Technique by the English teacher, among others: prepare the students worksheet or REAP chart was given in every students in group, explain steps that would done by the students such as, R-for reading, the students were to read text then put the author's theme, E-for encoding, the students were to find the main ideas, A-for annotating, the students were to take summary of main points, then P-for pondering, the students were to discuss about the purpose of the text. Lastly, the teacher asked each group to report of their work on REAP chart and submit it.

REAP Technique (Wulandari, 2013)

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A	P
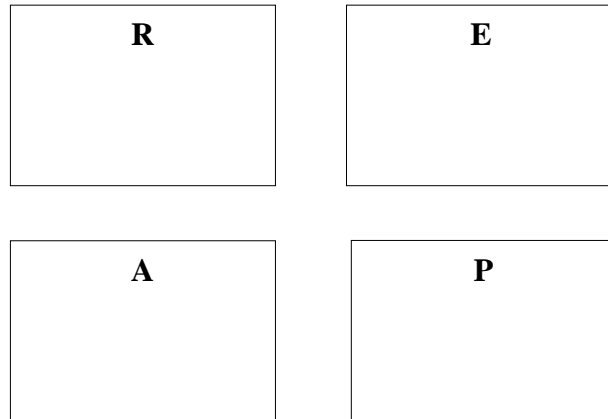
Note:

R=Read the text. Jot down the title and author (author's theme).

E=Encode the text by putting the main ideas in own words/language.

A=Annotate the text by writing a statement that summarizes the important points.

P=Ponder the text by thinking and talking about the purpose of the text.

3.Posttest

After giving treatment, the researcher gave post - test, the content of the posttest is the same as the pretest. The aim of the posttest is to find out the result of the treatment.

F. **Technique of data analysis**

The steps of data analysis techniques are undertaken in quantitative employing the following formula:

Table 3.1 Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007:17)

Table 3.2 Rubric for Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflect only reading in development of idea it is poor.	20
4	Conclusion do not reflect any reading of resources in development idea.	10

Pollard (2007:17)

a. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

(Gay, 2006)

b. Calculation the mean of the students answer by using formula:

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

Where: $\overline{X}$ = Mean core

$\sum X$ = The raw of all score

N   = The number of subjects

(Gay, 2006)

c. The percentage of increasing achievement used the following formula: X_2-X_1

$$P = \frac{X2-X1}{X1} \ x \ 100$$

Where: P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 2006)

d. After collecting the students data, the researcher classified the score of the students into the following criteria:

Table 3.3 classify the score of the students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

(Amirullah, 2012:32)

e. The significance difference between the students' pre- test and post-test, the researcher applied the formula as follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs (X1 – X_2)

$\overline{D}$ = The mean of Ds

$\sum D^2$ = The sum of the square

$\left(\sum D\right)^2$ = The square of $\sum D$

N = Number of students

(Gay, 2006)

f. The criteria for the hypothesis testing is as follows:

Table 3.4: **Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and if (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered of problem statement in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own word to explain it.

A. Findings

The findings of the research that teaching reading comprehension through REAP Technique could increase reading comprehension in literal comprehension and also could increase reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. Students' Literal Reading Comprehension Using REAP Technique In Term of Main Idea

Students' literal reading comprehension using REAP Technique have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied REAP Technique the students more understand about main idea, can be seen clearly in the following table:

Table 4.1 Students' Literal Reading Comprehension Using REAP Technique
.

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	51,3	74,8	45,8

Based on the table 4.1 above, it shows that the score of literal 45,8 % from of students in post-test improved after teaching reading comprehension in terms of main idea and sporting ideas by using REAP Technique . The mean score of the students in pre-test were 51,3 and post-test which to be 74,8.

Graphic 4.1. The Mean Score and Increase of The Students' Reading Comprehension in Terms of Main Idea
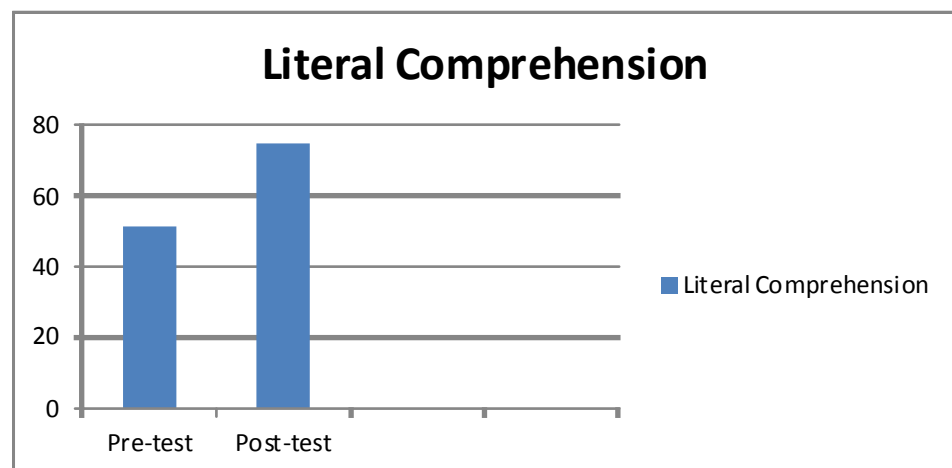
The graphic above shows that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with

the mean score was 51,3 to post-test with the mean score was 74,8 and the improvement of pre-test to post-test was 45,8 % .

Table 4.2. Classification of the students Score Reading Comprehension in term of Main Idea (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	3 %
4	Fairly Good	66-75	7	22 %
5	Fair	56-65	5	16 %
6	Poor	36-55	15	47 %
7	Very Poor	0.0-35	4	12 %
Total			32	100%

Based on the table 4.2 above, it shows that the Classification of the students Score Reading Comprehension in term of Main Idea in pre-test there are 1 (3%) students got good, 7 (22%) students got fairly good, 5 (16%) students got fair, 15 (47%) students got poor, and 4 (12%) students got very poor.

Table 4.3. Classification of the students Score Reading Comprehension in term of Main Idea (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	7	22 %
3	Good	76-85	8	25 %
4	Fairly Good	66-75	7	22 %
5	Fair	56-65	6	18 %
6	Poor	36-55	4	12 %
7	Very Poor	0.0-35	0	0
Total			32	100%

Based on the table 4.3 above, it shows that the Classification of the students Score Reading Comprehension in term of Main Idea in post-test there are 7(22%) students very good, 8(22%) students got good, 7(22%) students fairly good, 6(18%) students got fair and 4(12%) students got poor.

2. Students' Interpretive Reading Comprehension Using REAP Technique in Terms of Conclusion

Students' interpretive reading comprehension using REAP Technique have different in pre-test and post-test. In pre-test students still less understand about conclusion but after applied REAP Technique the

students more understand about conclusion, can be seen clearly in the
following table:

Table 4.4 Students' Interpretive Reading Comprehension Using REAP Technique .

No	Interpretive Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	44,5	79,8	79,3

Based on the table 4.4 above, it shows that the score of interpretive 79,3
% from of students in post-test improved after teaching reading
comprehension in terms of conclusion by using REAP Technique . The
mean score of the students in pre-test were 44,5 and post-test which to be
79,8 .

Graphic 4.2. The Mean Score and increase of The Students' Reading Comprehension in Terms of conclusion
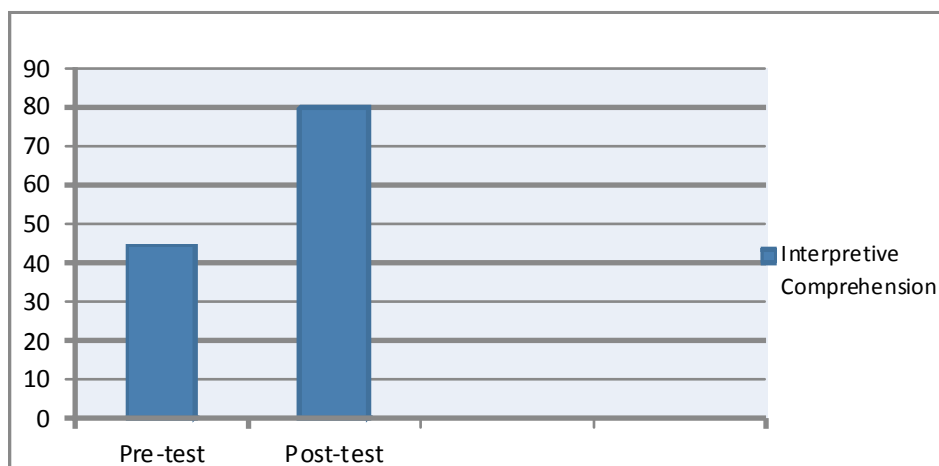
The graphic above shows that there was improvement of the students in
reading comprehension in terms of interpretive comprehension from pre-

test with the mean score was 44,5 to post-test with the mean score was 79,8
and the improvement of pre-test to post-test was 79,3 %.

Table 4.5. Classification of the students Score Reading Comprehension in term of conclusion (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	3	9%
4	Fairly Good	66-75	3	9%
5	Fair	56-65	3	9%
6	Poor	36-55	16	50%
7	Very Poor	0.0-35	7	22%
Total			32	100%

Based on the table 4.5 above, it shows that the Classification of the
students score interpretive reading in term of conclusion in pre-test there
are 3 (9%) students got good, 3 (9%) students got fairly good, 3(9%)
students got fair, 16 (50%) students got poor and 7 (22%) students got very
poor.

Table 4.6. Classification of the students Score Reading Comprehension in term
of conclusion (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	15	47%
3	Good	76-85	7	22%
4	Fairly Good	66-75	4	12%
5	Fairly	56-65	5	16%
6	Poor	36-55	1	3%
7	Very Poor	0.0-35	0	0
Total			32	100%

Based on the table 4.6 above, it shows that the Classification of the
students score interpretive reading in term of conclusion in post-test there
are 15(47%) students very good, 7 (22%) students got good, 4 (3%) students
fairly good, 5(16%) students got fair and 1(3%) students got poor.

3. Hyphothesis Testing

The hypothesis is tested by using inferential analysis. In this case,
the researcher used t-test (test of significance) for independent sample
test, that is, a test to know the significant difference between the result of
students' mean scores in pretest and posttest the researcher used t-test
analysis on the level of significant ( ) = 0.05 with the degree of freedom
(df) = N – 1, where N = Number of subject (32 students) then the value

of t-table is 2.03 the t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through REAP Technique table below;

Table 4.7 The Comparison of T-test and T-table Score of the Students' Reading Comprehension

Variables	t-test	t-table	Description
Literal reading comprehension	6,91	2,03	Significance
Interpretive reading Comprehension	11,03	2,03	Significance
X	17,94	2,03	

The table above shows that the value of the t- test is higher than the value of t-table. The t-test value of main idea is greater than t-table (6,91 >2,03) and t-test value of conclusion are greater than t-table (11,03 > 2,03) The result of calculating t-test of the indicators in the students' t-test in literal and interpretive reading comprehension is greater than t-table (17,94 > 2,032).

The value of the t-test is greater than t-table. The score in variable of Reading Comprehension is (17,94 > 2,03). It is said that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that there is a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through REAP Technique after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 32 (N-1=32-1), thus the alternative hypothesis (H1) is accepted and null hypothesis (HO) is rejected. In contrary, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 31, thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of student's reading comprehension in literal and interpretive reading comprehension. The previous research showed that according to Jatmiko (2014) in his journal "The Effect of REAP Technique Towards Reading Comprehension In Narrative Text Of the Second Year At Sman 14 Pekanbaru" The average of students' score at the pre-test was 47,12 points. While the average of students' score at the post-test was 66,21 points. There was significant different of students' reading Narrative text between the pre-test and post-test. Therefore, alternative hypothesis was accepted and null hypothesis was rejected because the observed statistic ($t_{observed}$) was greater than critical statistic ($t_{critical}$) of 5% where 6.24,> 2.04. Therefore, there was significant effect achieved in Reading Narrative text text after application of REAP Technique toward reading narrative at SMAN14 Pekanbaru.

Furthermore, according to Wijiastuti (2013) in her thesis "Improving Reading Comprehension Through Reading, Encoding, Annotating, Pondering (REAP) Technique (A Case Study At The Second Grade of SMP N 4 Cirebon) From the result of statistic calculation, it proved that the $t_{account}$ is

2,048 and t_{table} at the significant level 5% or 0,05 with the degree of of freedom (df) 39 is 1,991. It means that the hypothesis " Reading, Encoding, Annotating, Pondering (REAP) can improving the students Reading Comprehension to the second grade of SMP N 4 Cirebon is accepted since the $t_{account}$ is higher that t_{table} (2,048 > 1,991).

Santi (2015) in her journal "Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy" The result of this research shows that using REAP Technique successfully improved students' reading comprehension. There were 83,7% students reached the very good category or got the score   75. The improvement was influenced by the used of interesting materials chosen, the REAP Technique , and the teacher attitudes toward the students.

In this Research, The description the analysis of the data from reading test as explains in the previous section shows that the students' comprehension in literal and interpretive reading comprehension. It examines the result of treatment teaching and learning process toward the effectiveness of REAP Technique to increase of reading skill dealing with literal and interpretive reading comprehension at the tenth grade student of SMK Negeri 1 Bantaeng which is conducted with pre-test, treatment and post-test during 6 meetings.

The students' mean score after presenting in teaching Reading Comprehension using REAP Technique is better than before the treatment is gave to the students. Before giving treatment, the students' comprehension in

literal and interpretive are fair. After giving the treatment, their comprehension is significantly improve and categorized as good.

1. **Students' Literal Reading Comprehension Using REAP Technique**

Students' literal reading comprehension is supported by the mean score of students on pre-test and post-test in main idea is 51,3 and 74,8. Before applied REAP Technique the students could not decide clearly identified main idea by providing strong evidence, details relating to the main idea. But after applied REAP Technique the students easily for decide main idea.

After calculating the students' score of the indicator of Literal Reading Comprehension in pre-test and post-test also explain the classification of students' improvement of literal reading comprehension. In pre-test there are 1 (3%) students got good, 7 (22%) students got fairly good, 5 (16%) students got fair, 15 (47%) students got poor, and 4 (12%) students got very poor. After doing treatment, the students' score classification in post-test are changed 7(22%) students very good, 8(22%) students got good, 7(22%) students fairly good, 6(18%) students got fair, 4(12%) students got poor, and then none of them got excellent, fair and very poor.

Based on the finding above in applying REAP Technique in the class, the data is collected through the test as explains in the previous finding section shows that the students' comprehension in the literal is significantly improved. The data on Table 4.1 shows that the score of

literal is improved 45,8% from the mean score in pre-test is 51,3 to be 74,8 in post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that REAP Technique could improve the students' comprehension in literal reading comprehension.

2. **Students' Interpretive Reading Comprehension Using REAP Technique**

Students' interpretive reading comprehension it is supported by the mean score of students on pre-test and post-test conclusion were 44,5 and 79,8 which are classified as very good classification. Before applied REAP Technique that is the students difficult to get conclusion or reflects resources reading in development idea but after applied the strategy they are easily for decide conclusion and get the meaning moral value of the text. It means that the using of REAP Technique effective on the students' reading comprehension.

After calculating the students' score of the indicator of Interpretive Reading Comprehension in pre-test and post-test also explain the classification of students' development of interpretive reading comprehension. In pre-test test there are 3 (9%) students got good, 3 (9%) students got fairly good, 3(9%) students got fair, 16 (50%) students got poor and 7 (22%) students got very poor. After doing treatment, the students' score classification in post-test are changed 15(47%) students very good, 7 (22%) students got good, 4 (3%) students fairly good, 5(16%)

students got fair, 1(3%) students got poor and then none of them excellent, poor and very poor.

Based on the finding above in applying REAP Technique in the class, the data is collected through the test as explains in the previous finding section shows that the students' comprehension in the interpretive is significantly improved.

The data on table 4.4 shows that the score of interpretive is improve 78,3% from the mean score 44,5 on pre –test to be 79,8 on post-test. The main score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that REAP Technique could improve the students' comprehension in interpretive comprehension.

3.   The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 34 indicated that t-table value is 2,03 and t-test value is 17,94. Therefore, it can be concluded that statistically hypothesis of H_I is accepted and the statistically hypothesis of H_O is rejected. It means that the using of REAP Technique in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretive comprehension in reading skill . It is concluded that REAP Technique improve the students' comprehension in literal and interpretive in reading.

It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answer the questions and find out main idea, conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the students were easy to answer the questions and find out main idea, conclusion.

From the discussion above, it could be concluded that the tenth grade Students of SMK Negeri 1 Bantaeng have good skills in reading after being taught through REAP Technique especially in comprehending a Narrative text.

Even the researcher used reading, encoding, annotating and pondering (REAP) technique it still related to previous researches that has been mentioned above, such as Jatmiko (2014) used REAP Technique in narrative text but the population is the second years students of SMP PGRI Pekan Baru in academic year 2013/2014. The data collected them with number of students are 30 students. There is XI 1 IPA while Maratika (2013) used REAP technique but the population is the Second Grade of SMP N 4 Cirebon and Santi (2015) used REAP Technique but the population is the second year students of VIII.2 class of SMPN 14 Kota Bengkulu. The subject were 37 students, consisted twenty two (22) males and fifteen (15) females.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting The Experimental Research about The Use of REAP Technique in Teaching Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. REAP Technique is effective to increase the students' *literal reading comprehension in main idea*, it was improved by the mean score of literal comprehension before and after giving treatment with the t-test value main idea comprehension is greater than t-table.

2. REAP Technique is effective to increase the students' *interpretive reading comprehension in conclusion*, it was improved by the mean score interpretive comprehension before and after giving treatment with the t-test value interpretive comprehension is greater than t-table. The result of calculating t-test of the indicators in the students' t-test reading comprehension (literal and interpretive comprehension) is greater than t-table. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

Based on the conclusion above , the researcher presents some suggestions as follows:

1. It is suggested that the teacher especially for the English Teacher at the tenth grade students of SMK Negeri 1 Bantaeng, they use REAP

Technique as one alternative among other teaching that can be used in teaching reading comprehension.

2. It is suggested that the English Teacher at English Teacher at the tenth grade students of SMK Negeri 1 Bantaeng, should use REAP Technique in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension

3. For next researcher, it is suggested to this thesis as an additional reference with different discussion.

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APPEDICES

APPENDIX A

A.1 The Students' Row Scores of Pre-test

A.2. The Students' Row Scores of Post-test

A.3.The students' Scores of Pretest (X_1) and Post-test(X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

A.4. Scoring Classification of the students pretest and posttest

A.5. Calculation of the Mean Score of Students' Reading Comprehension

A.6. The Percentage of the Students' Development in Reading Comprehension

A.7. Calculating test of significance

A.8. Table distribution of T-Value

APPENDIX A.1

The Students' Row of Pre-test

Respondents	Pre-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Abd. Rahmat	36	56
Asmila Dewi	78	40
Dedi Harianto	63	40
Diva Alifa	65	40
Fadli	38	36
Hera Astuti Nengsi	48	40
Ilham	66	56
Kartika	38	36
Khaeratul Mar'ah	63	40
Lenny	63	31
Marsellah Mawa Darahmah	52	40
Muhammad Akhmal	36	76
Nabila Aura Puri	27	31
Novia Pramitri	66	40
Nur Chandra	35	66
Nur Insan Fajri	70	40
Nur Jannah	31	70
Nurfadila Resky	46	51

Nurhidayat	70	40
Nurmi	42	35
Nurul Fadillah	45	40
Ramdani Nur	36	76
Rini Angriani	73	32
Risdah	53	32
Riswandi	66	36
Rita Anriana Bahar	30	76
Saharuddin	46	56
Sarmila	65	27
Syamsir Budu	63	40
Taufiq Hidayat	42	23
Wahyuni	40	36
Zainuddin	50	46
Total	$\sum$**X= 1642**	$\sum$**X= 1424**
Mean Score (X)	**X= 51.3**	**X= 44.5**

APPENDIX A.2

The Students' Row of Post-test

Respondents	Post-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Abd. Rahmat	80	76
Asmila Dewi	80	95
Dedi Harianto	70	60
Diva Alifa	67	60
Fadli	51	71
Hera Astuti Nengsi	48	80
Ilham	89	91
Kartika	91	91
Khaeratul Mar'ah	71	61
Lenny	65	85
Marsellah Mawa Darahmah	58	81
Muhammad Akhmal	80	86
Nabila Aura Puri	80	91
Novia Pramitri	66	40
Nur Chandra	78	80
Nur Insan Fajri	87	95

Nur Jannah	91	70
Nurfadila Resky	91	90
Nurhidayat	80	60
Nurmi	58	81
Nurul Fadillah	58	76
Ramdani Nur	76	90
Rini Angriani	73	86
Risdah	69	87
Riswandi	83	91
Rita Anriana Bahar	73	91
Saharuddin	90	95
Sarmila	81	95
Syamsir Budu	64	71
Taufiq Hidayat	80	60
Wahyuni	89	81
Zainuddin	76	87
Total	$\sum$**X= 2393**	$\sum$**X= 2554**
Mean Score (X)	**X= 74,8**	**X= 79.8**

APPENDIX A.3

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between

The matched pairs (D), and Square of the Gain (D^2)

1. Literal Comprehension

Respondents	Literal Comprehension			
	Pre-test	**Post-test**	**D (X2-X1)**	**D^2**
Abd. Rahmat	36	80	44	1936
Asmila Dewi	78	80	2	4
Dedi Harianto	63	70	7	49
Diva Alifa	65	67	2	4
Fadli	38	51	13	169
Hera Astuti Nengsi	48	48	0	0
Ilham	66	89	23	529
Kartika	38	91	53	2809
Khaeratul Mar'ah	63	71	8	64
Lenny	63	65	2	4
Marsellah Mawa Darahmah	52	58	6	36
Muhammad Akhmal	36	80	44	1936
Nabila Aura Puri	27	80	53	2809
Novia Pramitri	66	66	0	0
Nur Chandra	35	78	43	1849

Nur Insan Fajri	70	87	17	289
Nur Jannah	31	91	60	3600
Nurfadila Resky	46	91	45	2025
Nurhidayat	70	80	10	100
Nurmi	42	58	16	256
Nurul Fadillah	45	58	13	169
Ramdani Nur	36	76	40	1600
Rini Angriani	73	73	0	0
Risdah	53	69	16	256
Riswandi	66	83	17	289
Rita Anriana Bahar	30	73	43	1849
Saharuddin	46	90	44	1936
Sarmila	65	81	16	256
Syamsir Budu	63	64	1	1
Taufiq Hidayat	42	80	38	1444
Wahyuni	40	89	49	2401
Zainuddin	50	76	26	676
Total	$\sum_{X=1642}$	$\sum_{X=2393}$	$\sum_{D=751}$	$\sum_{D^2=29345}$

2. Interpretive Comprehension

Respondents	Interpretive Comprehension			
	Pre-test	Post-test	D (X2-X1)	D^2
Abd. Rahmat	56	76	20	400
Asmila Dewi	40	95	55	3025
Dedi Harianto	40	60	20	400
Diva Alifa	40	60	20	400
Fadli	36	71	35	1225
Hera Astuti Nengsi	40	80	40	1600
Ilham	56	91	35	1225
Kartika	36	91	55	3025
Khaeratul Mar'ah	40	61	21	441
Lenny	31	85	54	2916
Marsellah Mawa Darahmah	40	81	41	1681
Muhammad Akhmal	76	86	10	100
Nabila Aura Puri	31	91	60	3600
Novia Pramitri	40	40	0	0
Nur Chandra	66	80	14	196
Nur Insan Fajri	40	95	55	3025
Nur Jannah	70	70	0	0
Nurfadila Resky	51	90	39	1521
Nurhidayat	40	60	20	400

Nurmi	35	81	46	2116
Nurul Fadillah	40	76	36	1296
Ramdani Nur	76	90	14	196
Rini Angriani	32	86	54	2916
Risdah	32	87	55	3025
Riswandi	36	91	55	3025
Rita Anriana Bahar	76	91	15	225
Saharuddin	56	95	39	1521
Sarmila	27	95	68	4624
Syamsir Budu	40	71	31	961
Taufiq Hidayat	23	60	37	1369
Wahyuni	36	81	45	2025
Zainuddin	46	87	41	1681
Total	$\sum$**X= 1324**	$\sum$**X= 2554**	$\sum$**D=1130**	$\sum$**D² = 50160**

APPENDIX A.4

1. Scoring Classification of the students pretest and posttest Literal

Respondents	Literal Comprehension			
	Pre-test	**Classification**	**Post-test**	**Classification**
Abd. Rahmat	36	Poor	80	Good
Asmila Dewi	78	Good	80	Good
Dedi Harianto	63	Fairly Good	70	Fairly Good
Diva Alifa	65	Fair	67	Fairly Good
Fadli	38	Poor	51	Poor
Hera Astuti Nengsi	48	Poor	48	Poor
Ilham	66	Fairly Good	89	Very Good
Kartika	38	Poor	91	Very Good
Khaeratul Mar'ah	63	Fair	71	Fairly Good
Lenny	63	Fair	65	Fair
Marsellah Mawa Darahmah	52	Poor	58	Fair
Muhammad Akhmal	36	Poor	80	Good
Nabila Aura Puri	27	Very Poor	80	Good
Novia Pramitri	66	Fairly Good	66	Faily Good
Nur Chandra	35	Very Poor	78	Good
Nur Insan Fajri	70	Fairly Good	87	Very Good
Nur Jannah	31	Very Poor	91	Very Good
Nurfadila Resky	46	Poor	91	Very Good
Nurhidayat	70	Faily Good	80	Good
Nurmi	42	Poor	58	Fair

Nurul Fadillah	45	Poor	58	Fair
Ramdani Nur	36	Poor	80	Good
Rini Angriani	73	Fairly Good	80	Good
Risdah	53	Poor	70	Fairly Good
Riswandi	66	Fairly Good	67	Fairly Good
Rita Anriana Bahar	30	Very Poor	51	Poor
Saharuddin	46	Poor	48	Poor
Sarmila	65	Fair	89	Very Good
Syamsir Budu	63	Fair	91	Very Good
Taufiq Hidayat	42	Poor	71	Fairly Good
Wahyuni	40	Poor	65	Fair
Zainuddin	50	Poor	58	Fair

2. Scoring Classification of the students pretest and posttest Interpretive

Respondents	Interpretive Comprehension			
	Pre-test	Classification	Post-test	Classification
Abd. Rahmat	56	Fair	76	Good
Asmila Dewi	40	Poor	95	Very Good
Dedi Harianto	40	Poor	60	Fair
Diva Alifa	40	Poor	60	Fair
Fadli	36	Poor	71	Fairly Good
Hera Astuti Nengsi	40	Poor	80	Good
Ilham	56	Fair	91	Very Good
Kartika	36	Poor	91	Very Good
Khaeratul Mar'ah	40	Poor	61	Fair
Lenny	31	Very Poor	85	Good
Marsellah Mawa Darahmah	40	Poor	81	Good
Muhammad Akhmal	76	Good	86	Very Good
Nabila Aura Puri	31	Very Poor	91	Very Good
Novia Pramitri	40	Poor	40	Poor
Nur Chandra	66	Fairly Good	80	Good
Nur Insan Fajri	40	Poor	95	Very Good
Nur Jannah	70	Fairly good	70	Fairly Good
Nurfadila Resky	51	Poor	90	Very Good
Nurhidayat	40	poor	60	Fair
Nurmi	35	Very Poor	81	Fairly Good
Nurul Fadillah	40	Poor	76	Good

Ramdani Nur	76	Good	90	Very Good
Rini Angriani	32	Very Poor	86	Very Good
Risdah	32	Very Poor	87	Very Good
Riswandi	36	Poor	91	Very Good
Rita Anriana Bahar	76	Good	91	Very Good
Saharuddin	56	Fair	95	Very Good
Sarmila	27	Very Poor	95	Very Good
Syamsir Budu	40	Poor	71	Faily Good
Taufiq Hidayat	23	Very Poor	60	Fair
Wahyuni	36	Poor	81	Good
Zainuddin	46	Poor	87	Very Good

APPENDIX A.5

Mean score of the Pre-test and Post-test and Gain(D)

a. The students' mean score of pre-test and post-test in reading for literal comprehension

Pre-test: $\bar{X}_1 = \frac{\Sigma X}{N}$

$= \frac{1642}{32}$

$= 51,3$ (Poor)

Post-test: $\bar{X}_2 = \frac{\Sigma X}{N}$

$= \frac{2393}{32}$

$= 74,8$ (Fairly Good)

b. The students' mean score of pre-test and post-test in reading for interpretive comprehension

Pre-test: $\bar{X}_1 = \frac{\Sigma X}{N}$

$= \frac{1424}{32}$

$= 44,5$ (Poor)

Post-test: $\bar{X}_2 = \frac{\Sigma X}{N}$

$$= \frac{2554}{32}$$

$$= 79{,}8 \text{ (Good)}$$

c. The students' Mean score of gain (D) literal comprehension

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{751}{32}$$

$$\overline{D} = \mathbf{23{,}5}$$

d. The students' Mean score of gain (D) interpretive comprehension

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{1130}{32}$$

$$\overline{D} = \mathbf{35{,}3}$$

APPENDIX A.6

The percentage of the students' development in reading comprehension

1. Literal Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{74,8 - 51,3}{51,3} \text{ x } 100 \%$$

$$= \frac{23,5}{51,3} x100\%$$

$$P = 45,8\%$$

2. Interpretive Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{79,8 - 44,5}{44,5} x100\%$$

$$= \frac{35,3}{44,5} x100\%$$

$$= 79,3\%$$

APPENDIX A.7

Test of significance

a. Test of significance of Literal Comprehension

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{23,5}{\sqrt{\dfrac{29345 - \dfrac{(751)^2}{32}}{32(32-1)}}}$$

$$= \frac{23,5}{\sqrt{\dfrac{29345 - \dfrac{564001}{32}}{32(32-1)}}}$$

$$= \frac{23,5}{\sqrt{\dfrac{29345 - 17625,03}{992}}}$$

$$= \frac{23,5}{\sqrt{\dfrac{11719,9}{992}}}$$

$$= \frac{23,5}{\sqrt{11,8}}$$

$$= \frac{23,5}{3,4}$$

$$= 6,91$$

b. Test of significance of interpretive comprehension

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{35,3}{\sqrt{\dfrac{50160 - \dfrac{(1130)^2}{32}}{32(32-1)}}}$$

$$= \frac{35,3}{\sqrt{\dfrac{50160 - \dfrac{1276900}{32}}{32(32-1)}}}$$

$$= \frac{35,3}{\sqrt{\dfrac{50160 - 39903,12}{992}}}$$

$$= \frac{35,3}{\sqrt{\dfrac{10256,8}{992}}}$$

$$= \frac{35,3}{\sqrt{10,3}}$$

$$= \frac{35,3}{3,2}$$

$$= 11,03$$

APPENDIX A.8

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=32 – 1= 31

T- table= 2.03951

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.40 91
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.39..
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190

39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

APPENDIX B

B.1 Pre-test and Post-test

B.2. Lesson plan and Teaching Materials

B.3. REAP Chart

B.4. Documentation

Find the Main Idea

pre test

Name :

Princess Mandalika

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king held an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princess began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of the Lombok. The king and princess were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worm *nyale*. People believe that those *nyales* are princess Mandalika' s hair.

1. Why did the king hold an arrow shooting competition?
2. "She <u>died</u> in the south sea of Lombok"
The word "died" has the same meaning as................
3. The structure of the text is……...
4. Write the main idea of the paragraph 1.
5. Write two supporting ideas for main idea of paragraph 1.

Drawing a Conclusion

Name:

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. "Lion ought not to be like that!" Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o'clock a man brought a big piece of meat and put it in the old lion's cage then he put a bag of nuts and two bananas in the young lion's cage. The young lion was very surprised. "I don't understand this," he said to the old lion, "I behave like a real lion while you lie there doing nothing, and look what happens!"

"Well, you see," said the old lion kindly, "this is a small zoo. They haven't got enough money for two lions, so in their books you are here as a monkey

1.The communicative purpose of the text above is to…

2. The young lion was very surprised because …

3. What did the man put in the young's lion cage?

4. I <u>behave</u> like a real lion while you lie there doing nothing

What is the synonym of the word above?

5. What the lesson you learn on the story?

Find the Main Idea

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took in gently and fed it. To show it gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird returned to its previous nest.

Knowing that the sparrow flew away, the kind man and women looked for their sparrow. They walked along way, crossed the bridge, climbed a mountain, and passed the wood.

Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets, one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one.

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpion, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

1. What is a sparrow? It is a…
2. What is the "resolution" of the story?
3. What is the best title for the story?
4. Write the main idea of paragraph 1.
5. Write two supporting ideas for the main idea of paragraph 1.

Drawing a Conclusion

Once a man was walking in a park when he came across a penguin

He took him to a policeman and said,"I have just found this penguin. What should I do?" The policeman replied,"Take him to the Zoo

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, "Why are you still carrying that penguin about? Didn't you take it to the zoo?" "I certainly did," replied the man.

And it was a great idea because he really enjoyed it, so today I'm taking him to the movies!

1. What did the writer want to say about the story?
2. Who asked the man to take it to the zoo?
3. The communicative purpose of the text above is to…
4. What the lesson you learn on the story?
5. What is the best title for the story?

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

1. Nama Sekolah   : SMK NEGERI 1 BANTAENG
2. Mata Pelajaran   : Bahasa Inggris
3. Kelas/Semester   : X/1
4. Keterampilan bahasa   *: Reading*
5. Genre   : Narrative
6. Alokasi Waktu   : 2 x 45 menit

B. Standar Kompetensi

Memahami makna teks tulis monolog yang berbentuk narrative secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Kompetensi Dasar

Merespon makna dalam langkah retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

D. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Siswa dapat membaca teks bacaan dengan *pronounciation* yang baik dan benar.
2. Siswa dapat menentukan main idea setelah membaca text narrative
3. Siswa dapat menjawab dan mengerjakan soal-soal yang diberikan.

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran

REAP Technique

G. Prosedur Pembelajaran

1. Kegiatan Awal (10') : Introduction

a. Memberi salam dan Berdoa

b. Mengecek kehadiran siswa

c. Mereview pelajaran sebelumnya

d. Menjelaskan tujuan pelajaran

e. Menjelaskan manfaat pelajara

2. Kegiatan Inti (30')

Tahap	Kegiatan Guru	Kegiatan Siswa
Demonstrate of knowledge	1. Membacakan materi *Ali baba and the forty thieves*, dan menanyakan kepada siswa pendapat mereka tentang hasil bacaan tersebut. 2. Kemudian memberikan pertanyaan lebih lanjut untuk memberikan pandangan kepada siswa tentang teks yang akan dibaca. 3. Meminta salah satu siswa-siswa membaca paragraf pertama dari teks *Ali baba and the forty thieves* 4. Menanyakan kepada siswa bagaimana teks tersebut nantinya, akan berakhir dengan *happy ending* atau *sad ending*. 5. Memberitahukan kepada siswa vocabulary yang akan muncul pada teks dan meminta siswa mencari makna vocabulary tersebut bersama teman satu grupnya. 6. Menanyakan kepada siswa tenses apa yang akan muncul pada teks, menekankan pada penggunaan verb bentuk past.	1. Menjawab pertanyaan dari guru tentang pertanyaan tentang materi *Ali baba and the forty thieves* 2. Salah satu membaca paragraf pertama dari teks *the ungly duckling* 3. Siswa mempu mngientifikasi paragraf pertama dari teks *Ali baba and the forty thieves* 4. Menjawab pertanyaan guru tentang teks nantinya. 5. Mencocokkan vocabulary dengan makannya di teks. 6. Menjawab pertanyaan guru tenses apa yang akan muncul pada teks
Structured	1. Meminta siswa untuk membaca teks *Ali baba and the*	1. Membaca teks berjudul *Ali baba and the forty thieves*

Exercise	*forty thieves* dan memberikan pertanyaan seputar teks yang diberikan. 2. Menanyakan kepada siswa tentang ide pokok, dan menentukan kesimpulan dari cerita tersebut. 3. Meminta siswa untuk mengerjakan latihan – latihan.	serta menjawab pertanyaan sesuai yang dibaca. 2. Menjawab pertanyaan guru tentang tebakan mereka. 3. Mengerjakan latihan-latihan
Guided Exercise	1. Memberikan pertanyaan kepada siswa : "Did you like reading *Ali baba and the forty thieves*?" Have you ever read any fairy tales that have a similar story like this one? "How is it different?" "What's your favourite fairy tale? 2. Memberi penjelasan lebih lanjut kepada para siswa berkenaan dengan jawaban atas tugas-tugas tersebut.	1. Menjawab pertanyaan dari guru 2. Menyimak penilaian guru atas kinerja mereka, dan memberikan tanggapan seperlunya.
Exercise Self	1. Guru memberikan tugas rumah (PR) yang diberikan untuk kelanjutan pelatihan untuk pembelajaran berikutnya. 2. Guru memberikan umpan balik tentang hasil tugas yang diberikan kepada siswa dirumah.	1. Mengerjakan tugas rumah (PR) yang diberikan oleh guru 2. Siswa menerima umpan balik tentang hasil tugas yang diberikan guru.

3. Kegiatan Akhir (5')

    a.   Meringkas pelajaran.

    b.   Melakukan refleksi.

    c.   Menyiapkan pelajaran yang akan datang.

    d.   Memberi salam penutup.

H. Alat Bantu/Media Pembelajaran

Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah *work sheet*, *power point*, *LCD projector,* dan laptop.

I. Sumber Pembelajaran

    Buku teks relevan dan kamus

J. Penilaian

   1. Jenis Penilaian   : Formatif

   2. Teknik Penilaian   : Tertulis

   3. Rubric penilaian

Rubric of Main Idea

No	Criteria	score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007:17)

Rubric of Conclusion

No	Criteria	score
1	Conclusion reflect resource reading in development of idea. It is excellent	40
2	Conclusion reflect resource reading in development of idea. It is good	30
3	Conclusion reflect resource reading in development of idea. It is poor	20
4	Conclusion reflect resource reading in development of idea.	10

Pollard (2007:17)

Ali Baba and The Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup,"

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up he was surprised to see forty thieves and forty horses. They stopped in front of a big rock.

"Open sesame!" shouted the leader. A door in the rock opened. The thieves carried sacks full of gold into the cave. When they had finished the leader shouted.

"Close sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "open sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sack. The sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints in the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door in the street. When the forty thieves arrived they had their knives between their teeth. But they never found Ali or the gold. And Ali and his wife lived happily ever after.

(Alberti, 2014)

1. Who are the characters in this text?
2. "We have no food in the house" (paragraph 2)
The word *we* refer to……
3. "As soon as the thieves had <u>disappeared</u>"
The underlined word means……
4. Where was the location of the cave?
5. Write the main ideas of the paragraph 1.

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

1. Nama Sekolah   : SMKN 1 BANTAENG
2. Mata Pelajaran   : Bahasa Inggris
3. Kelas/Semester   : X/1
4. Keterampilan bahasa   *: Reading*
5. Genre   : Narrative
6. Alokasi Waktu   : 2 x 45 menit

B. Standar Kompetensi

Memahami makna teks tulis monolog yang berbentuk narrative secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Kompetensi Dasar

Merespon makna dalam langkah retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

D. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Siswa dapat membaca teks bacaan dengan *pronounciation* yang baik dan benar.
2. Siswa dapat menentukan main idea setelah membaca text narrative
3. Siswa dapat menjawab dan mengerjakan soal-soal yang diberikan.

E. Materi Pembelajaran
Terlampir
F. Metode Pembelajaran
REAP Technique
G. Prosedur Pembelajaran
1. Kegiatan Awal (10') : Introduction
   a. Memberi salam dan Berdoa
   b. Mengecek kehadiran siswa
   c. Mereview pelajaran sebelumnya
   d. Menjelaskan tujuan pelajaran
   e. Menjelaskan manfaat pelajara

2. Kegiatan Inti (30')

Tahap	Kegiatan Guru	Kegiatan Siswa
Demonstrate of knowledge	1. Membacakan materi *Cinnderella*, dan menanyakan kepada siswa pendapat mereka tentang hasil bacaan tersebut. 2. Kemudian memberikan pertanyaan lebih lanjut untuk memberikan pandangan kepada siswa tentang teks yang akan dibaca. 3. Meminta salah satu siswa-siswa membaca paragraf pertama dari teks Cinnderella. 4. Menanyakan kepada siswa bagaimana teks tersebut nantinya, akan berakhir dengan *happy ending* atau *sad ending*. 5. Memberitahukan kepada siswa vocabulary yang akan muncul pada teks dan meminta siswa mencari makna vocabulary tersebut bersama teman satu grupnya. 6. Menanyakan kepada siswa tenses apa yang akan muncul pada teks, menekankan pada penggunaan verb bentuk past.	1. Menjawab pertanyaan dari guru tentang pertanyaan tentang materi *Cinnderella*. 2. Salah satu membaca paragraf pertama dari teks Cinnderella. 3. Siswa mempu mngientifikasi paragraf pertama dari teks *Cinnderella*. 4. Menjawab pertanyaan guru tentang teks nantinya. 5. Mencocokkan vocabulary dengan makannya di teks. 6. Menjawab pertanyaan guru tenses apa yang akan muncul pada teks

Structured Exercise	1. Meminta siswa untuk membaca teks berjudul *Cinnderella* dan memberikan pertanyaan seputar teks yang diberikan. 2. Menanyakan kepada siswa tentang ide pokok, dan menentukan kesimpulan dari cerita tersebut. 3. Meminta siswa untuk mengerjakan latihan – latihan.	1. Membaca teks berjudul *Cinnderella* serta menjawab pertanyaan sesuai yang dibaca. 2. Menjawab pertanyaan guru tentang tebakan mereka. 3. Mengerjakan latihan-latihan
Guided Exercise	1. Memberikan pertanyaan kepada siswa : "Did you like reading Cinnderella?" Have you ever read any fairy tales that have a similar story like this one? "How is it different?" "What's your favourite fairy tale? 2. Memberi penjelasan lebih lanjut kepada para siswa berkenaan dengan jawaban atas tugas-tugas tersebut. 3. Memberikan pre-test kepada siswa	1. Menjawab pertanyaan dari guru 2. Menyimak penilaian guru atas kinerja mereka, dan memberikan tanggapan seperlunya. 3. Mengerjakan pre-test kepada siswa.
Exercise Self	1. Guru memberikan tugas rumah (PR) yang diberikan untuk kelanjutan pelatihan untuk pembelajaran berikutnya. 2. Guru memberikan umpan balik tentang hasil tugas yang diberikan kepada siswa dirumah.	1. Mengerjakan tugas rumah (PR) yang diberikan oleh guru 2. Siswa menerima umpan balik tentang hasil tugas yang diberikan guru.

3. Kegiatan Akhir (5')

    a. Meringkas pelajaran.

    b. Melakukan refleksi.

    c. Menyiapkan pelajaran yang akan datang.

    d. Memberi salam penutup.

H. Alat Bantu/Media Pembelajaran

Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah *work sheet*, *power point*, *LCD projector,* dan laptop.

I. Sumber Pembelajaran

Learnenglishteens.britishcouncil

Making reading communicative_Teaching English_British Council_BBC.htm

J. Penilaian

1. Jenis Penilaian   : Formatif
2. Teknik Penilaian   : Tertulis
3. Rubric Penilaian

Rubric of Main Idea

No	Criteria	score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007:17)

Rubric of Conclusion

No	Criteria	score
1	Conclusion reflect resource reading in development of idea. It is excellent	40
2	Conclusion reflect resource reading in development of idea. It is good	30
3	Conclusion reflect resource reading in development of idea. It is poor	20
4	Conclusion reflect resource reading in development of idea.	10

Pollard (2007:17)

Mengetahui:

Mahasiswa Penelitian,,

Andi Sri Hardiyanti
10535567113

Cinderella

Once upon a time there was beautiful girl called Cinderella. She lived with her stepsister and step mother. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They live happily ever after.

(Alberti,2014)

1. The text above can be classified as ….
2. What is the complication of story?
3. Write the main idea of the paragraph 1.
4. Write two supporting ideas for main idea.
5. What the lesson you learn on the story?

A. Identitas

1. Nama Sekolah   : SMK NEGERI 1 BANTAENG
2. Mata Pelajaran   : Bahasa Inggris
3. Kelas/Semester   : X/1
4. Keterampilan bahasa *: Reading*
5. Genre   : Narrative
6. Alokasi Waktu   : 2 x 45 menit

B. Standar Kompetensi

Memahami makna teks tulis monolog yang berbentuk narrative secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Kompetensi Dasar

Merespon makna dalam langkah retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

D. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Siswa dapat membaca teks bacaan dengan *pronounciation* yang baik dan benar.
2. Siswa dapat menentukan main idea setelah membaca text narrative
3. Siswa dapat menjawab dan mengerjakan soal-soal yang diberikan.

E. Materi Pembelajaran

(Terlampir: Lampiran 1)

F. Metode Pembelajaran

REAP Technique

G. Prosedur Pembelajaran

1. Kegiatan Awal (10') : Introduction

a. Memberi salam dan Berdoa

b. Mengecek kehadiran siswa

c. Mereview pelajaran sebelumnya

d. Menjelaskan tujuan pelajaran

e. Menjelaskan manfaat pelajara

2. Kegiatan Inti (30')

Tahap	Kegiatan Guru	Kegiatan Siswa
Demonstrate of knowledge	1. Membacakan materi *the tyrant who become a just ruler* , dan menanyakan kepada siswa pendapat mereka tentang hasil bacaan tersebut. 2. Kemudian memberikan pertanyaan lebih lanjut untuk memberikan pandangan kepada siswa tentang teks yang akan dibaca. 3. Meminta salah satu siswa-siswa membaca paragraf pertama dari teks *e.* 4. Menanyakan kepada siswa bagaimana teks tersebut nantinya, akan berakhir dengan *happy ending* atau *sad ending*. 5. Memberitahukan kepada siswa vocabulary yang akan muncul pada teks dan meminta siswa mencari makna vocabulary tersebut bersama teman satu grupnya. 6. Menanyakan kepada siswa tenses apa yang akan muncul pada teks, menekankan pada penggunaan verb bentuk past.	1. Menjawab pertanyaan dari guru tentang pertanyaan tentang materi *the tyrant who become a just ruler*. 2. Salah satu membaca paragraf pertama dari teks *the tyrant who become a just ruler*. 3. Siswa mempu mngientifikasi paragraf pertama dari teks *the tyrant who become a just ruler.* 4. Menjawab pertanyaan guru tentang teks nantinya. 5. Mencocokkan vocabulary dengan makannya di teks. 6. Menjawab pertanyaan guru tenses apa yang akan muncul pada teks
Structured Exercise	1. Meminta siswa untuk membaca teks berjudul *the tyrant who become a just ruler* dan memberikan pertanyaan seputar	1. Membaca teks berjudul *the tyrant who become a just ruler* serta menjawab pertanyaan sesuai yang dibaca.

	teks yang diberikan. 2. Menanyakan kepada siswa tentang ide pokok, dan menentukan kesimpulan dari cerita tersebut. 3. Meminta siswa untuk mengerjakan latihan – latihan.	2. Menjawab pertanyaan guru tentang tebakan mereka. 3. Mengerjakan latihan-latihan
Guided Exercise	1. Memberikan pertanyaan kepada siswa : "Did you like reading *the tyrant who become a just ruler*?" Have you ever read any fairy tales that have a similar story like this one? "How is it different?" "What's your favourite fairy tale? 2. Memberi penjelasan lebih lanjut kepada para siswa berkenaan dengan jawaban atas tugas-tugas tersebut. 3. Memberikan pre-test kepada siswa	1. Menjawab pertanyaan dari guru 2. Menyimak penilaian guru atas kinerja mereka, dan memberikan tanggapan seperlunya. 3. Mengerjakan pre-test kepada siswa.
Exercise Self	1. Guru memberikan tugas rumah (PR) yang diberikan untuk kelanjutan pelatihan untuk pembelajaran berikutnya. 2. Guru memberikan umpan balik tentang hasil tugas yang diberikan kepada siswa dirumah.	1. Mengerjakan tugas rumah (PR) yang diberikan oleh guru 2. Siswa menerima umpan balik tentang hasil tugas yang diberikan guru.

3. Kegiatan Akhir (5')

a. Meringkas pelajaran.

b. Melakukan refleksi.

c. Menyiapkan pelajaran yang akan datang.

d. Memberi salam penutup.

H. Alat Bantu/Media Pembelajaran

Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah *work sheet*, *power point*, *LCD projector,* dan laptop.

I. Sumber Pembelajaran

Learnenglishteens.britishcouncil

Making reading communicative_Teaching English_British Council_BBC.htm

J. Penilaian

1. Jenis Penilaian : Formatif

2. Teknik Penilaian : Tertulis

3. Rubric penilaian :

Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007:17)

Rubric of Conclusion

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea. It is excellent	40
2	Conclusion reflect resource reading in development of idea. It is good	30
3	Conclusion reflect resource reading in development of idea. It is poor	20
4	Conclusion reflect resource reading in development of idea.	10

Pollard (2007:17)

Mengetahui:

Mahasiswa Penlitian,

Andi Sri Hardiyanti

10535567113

The Tyrant Who Became a Just Ruler

In the olden times there was a king who was so cruel and unjust toward his subjects that he was always called the tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear subjects, the days of my tyranny are over. Henceforth, you shall live in peace and happiness, for I have decided to try my rule henceforth justly end well."

The king kept his words so well that soon he was known throughout the land as The Just King. By and by one of his favorite came to him said, "Your majesty, I beg you to tell me how it was that you had this change of heart to words your people."

And the King replayed, "As I was galloping through my forests one afternoon, I caught sight of a hound casing a fox. The fox escaped into his hole, but not until he had been beaten by the dog so badly that he would be lame for life. The hound, returning home met a man who threw a stone at him, which broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses, and resolved to change my rule. 'for surely,' I said to myself,' he who does evil will sooner or later to overtaken my evil."

(Albert,2014)

1. Paragraph two tell us that The King….
2. The organization of text above is….
3. What is the resolution of the story?
4. Write the main idea of paragraph in your own word.
5. Write two supporting ideas for main idea.

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

7. Nama Sekolah : SMK NEGERI 1 BANTAENG
8. Mata Pelajaran : Bahasa Inggris
9. Kelas/Semester : X/1
10. Keterampilan bahasa *: Reading*
11. Genre : Narrative
12. Alokasi Waktu : 2 x 45 menit

B. Standar Kompetensi

Memahami makna teks tulis monolog yang berbentuk narrative secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Kompetensi Dasar

Merespon makna dalam langkah retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

D. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

4. Siswa dapat membaca teks bacaan dengan *pronounciation* yang baik dan benar.
5. Siswa dapat menentukan main idea setelah membaca text narrative
6. Siswa dapat menjawab dan mengerjakan soal-soal yang diberikan.

E. Materi Pembelajaran

(Terlampir: Lampiran 1)

F. Metode Pembelajaran

REAP Technique

G. Prosedur Pembelajaran

1. Kegiatan Awal (10') : Introduction

f. Memberi salam dan Berdoa

g. Mengecek kehadiran siswa

h. Mereview pelajaran sebelumnya

i. Menjelaskan tujuan dan manfaat pelajaran

2. Kegiatan Inti (30')

Tahap	Kegiatan Guru	Kegiatan Siswa
Demonstrate of knowledge	7. Membacakan materi *beauty and the beast* , dan menanyakan kepada siswa pendapat mereka tentang hasil bacaan tersebut. 8. Kemudian memberikan pertanyaan lebih lanjut untuk memberikan pandangan kepada siswa tentang teks yang akan dibaca. 9. Meminta salah satu siswa-siswa membaca paragraf pertama dari teks *e.* 10. Menanyakan kepada siswa bagaimana teks tersebut nantinya, akan berakhir dengan *happy ending* atau *sad ending*. 11. Memberitahukan kepada siswa vocabulary yang akan muncul pada teks dan meminta siswa mencari makna vocabulary tersebut bersama teman satu grupnya. 12. Menanyakan kepada siswa tenses apa yang akan muncul pada teks, menekankan pada penggunaan verb bentuk past.	7. Menjawab pertanyaan dari guru tentang pertanyaan tentang materi *beaty and the beast.* 8. Salah satu membaca paragraf pertama dari teks *beauty and the beast.* 9. Siswa mempu mngientifikasi paragraf pertama dari beauty and the beast Menjawab pertanyaan guru tentang teks nantinya. 10. Mencocokkan vocabulary dengan makannya di teks. 11. Menjawab pertanyaan guru tenses apa yang akan muncul pada teks
Structured Exercise	4. Meminta siswa untuk membaca teks berjudul *beauty and the beast* dan memberikan pertanyaan seputar teks	4. Membaca teks beauty and the beast serta menjawab pertanyaan sesuai yang dibaca.

	yang diberikan. 5. Menanyakan kepada siswa tentang ide pokok, dan menentukan kesimpulan dari cerita tersebut. 6. Meminta siswa untuk mengerjakan latihan – latihan.	5. Menjawab pertanyaan guru tentang tebakan mereka. 6. Mengerjakan latihan-latihan
Guided Exercise	4. Memberikan pertanyaan kepada siswa : "Did you like reading *beauty and the beast*?" Have you ever read any fairy tales that have a similar story like this one? "How is it different?" "What's your favourite fairy tale? 5. Memberi penjelasan lebih lanjut kepada para siswa berkenaan dengan jawaban atas tugas-tugas tersebut. 6. Memberikan pre-test kepada siswa	4. Menjawab pertanyaan dari guru 5. Menyimak penilaian guru atas kinerja mereka, dan memberikan tanggapan seperlunya. 6. Mengerjakan pre-test kepada siswa.
Exercise Self	3. Guru memberikan tugas rumah (PR) yang diberikan untuk kelanjutan pelatihan untuk pembelajaran berikutnya. 4. Guru memberikan umpan balik tentang hasil tugas yang diberikan kepada siswa dirumah.	4. Mengerjakan tugas rumah (PR) yang diberikan oleh guru 5. Siswa menerima umpan balik tentang hasil tugas yang diberikan guru.

6. Kegiatan Akhir (5')

e. Meringkas pelajaran.

f. Melakukan refleksi.

g. Menyiapkan pelajaran yang akan datang.

h. Memberi salam penutup.

H. Alat Bantu/Media Pembelajaran

Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah *work sheet*, *power point*, *LCD projector,* dan laptop.

II. Sumber Pembelajaran

Learnenglishteens.britishcouncil

Making reading communicative_Teaching English_British Council_BBC.htm

J. Penilaian

4. Jenis Penilaian   : Formatif

5. Teknik Penilaian   : Tertulis

6. Rubric penilaian   :

Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007:17)

Rubric of Conclusion

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea. It is excellent	40
2	Conclusion reflect resource reading in development of idea. It is good	30
3	Conclusion reflect resource reading in development of idea. It is poor	20
4	Conclusion reflect resource reading in development of idea.	10

Pollard (2007:17)

Mengetahui:

Mahasiswa Penlitian,

Andi Sri Hardiyanti

10535567113

BEAUTY AND THE BEAST

Once upon a time, there was a beautiful girl named Beauty. She lived with her two sisters and her father in a small village. She was also a hard working girl. She always helped her father in the farm.

One day her father went out for the city. He saw an old castle. He became curious to know who lived inside, and he went in. While he was walking around the castle, he met nobody inside. Knowing that there was none inside, he ate the food on the table and picked a rose from the garden, for Beauty. Then an angry beast appeared and wanted to kill him unless Beauty was brought to him.

After reaching his home, Beauty's father told her the truth. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast castle and lived there only with the Beast. Her   gloomy life had begun since then. She often tried to run away but she was always successfully stopped by the Beast.

The Beast loved beauty very much. Because of his treatment, Beauty began to like him too.

One day, when beauty visiting her father in the village because of his illness, she had a dream. She saw the Beast was dying. She suddenly came back to the Beast castle. Seeing the "dying Beast" she began to cry. When her tear was falling on to the Beast, he became a handsome prince.

Beauty and the Beast got married and lived happily ever after.

(Albert,2014)

1. Paragraph two tell us that The King….
2. Her gloomy life had begun since than. The underlined word means….
3. What is the resolution of the story?
4. Write the main idea of paragraph 1.
5. Write two supporting ideas for paragraph 1.

Keys Answer

Pre Test

Find a Main idea

1. To get the best prince for his daughter
2. Passed away
3. Orientation > complication> resolution
4. The kiang of kuripan had a daughter, named Mandalika
5. She was so beautiful . many princes wanted to marry her

Drawing a conclusion

1. To entertain the readers with story of young lion
2. The aman fed it a bag of nuts and two babanas
3. Nut and bananas
4. Act
5. Don't judge by the cover

Post test

Find a main idea

1. Bird
2. The king-hearted man and woman looked for the sparrow
3. The old woman and the sparrow
4. One morning, his wife found a poor little sparrow
5. She took in gently and fed it. To show it gratitude, the sparrow stayed with them and sang very morning

Drawing a conclusion

1. We have to take the penguin to the cinema
2. The policeman
3. To explain about penguin
4. Keep penguin
5. The penguin

Keys Answer

Ali baba and forty thieves

1. Ali baba, his wife and forty thieves
2. Ali baba and his wife
3. No one here
4. Near from ali baba's house
5. Ali abab was such a poor man that he had only one shoe for his two feet

Cinderella
1. Fairy tale
2. One day an invitation to the ball came the family. Her stepsister did not let her go, so Cinderella was very sad.
3. Once upon a time there was beautiful girls called Cinderella
4. She lived with her step sister and step mother. They were very bossy. She had to do all the housework
5. Don't' hate someone

Beauty and the beast

1. Beauty's father's experience in an old castle
2. Depressed
3. She suddenly came back to the beast castle
4. Once upon a time, there was a beautiful girl named beauty
5. She lived with her two sisters and her father in a small village. She was also a hard working girl.

The tyrant who became a just ruler
1. Showed his surprise to his subject
2. Orientation, complication, resolution
3. The hound, returning home met a man who threw a stone at him, which broke his leg
4. In the olden times there was a king who was so cruel and unjust toward his subjects that he was always called the tyrant
5. So heartless was he that his people used to pray night and day that they might have a new king.

PLEASE PUT YOUR ANSWER IN THE CHART BELLOW!

R E A P

R	E

A	P

R	Read the text. Jot down the title.
E	Encode the text by putting the main ideas.
A	Annotate the text by writing a statement that summarizes the important points.
P	Ponder the text by thinking and discussing about the purpose of the text.

Appendix Documentation

CURRICULUM VITAE

Andi Sri Hardiyanti was born on March 25rd, 1995 in Ujung Pandang. She has 2 sister. She lives at Pongtiku I, Makassar city. She is the youngest child from the couple of (alm) Drs. Andi Baso and Syahrina Syam, SE. She started her education First, in elementary school at SD Teladan Merpati and she graduated in 2007. Continues at SMP Negeri 1 Bantaeng, she graduates 2010. And she continued at SMA Negeri 1 Bantaeng and graduates at 2013. In the same time, she entered the English Department field in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title **The   Use of REAP Technique to Improve Reading Comprehension at the Tenth Grade Students of SMK Negeri 1 Bantaeng Kabupaten Bantaeng** *(An Experimental Research at the Tenth Grade Students of SMK Negeri 1 Bantaeng)*