IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING, ENCODING, ANNOTATING AND PONDERING (REAP) AT THE TENTH GRADE STUDENTS OF SMAS PSM PLEMAHAN

THESIS

Presented to

State Islamic Institute of Kediri

in Particular Fulfillment of the Requirements

for the Degree of *Sarjana* in English Language Education

By :

RIZKY SILVIA PRATIWI

9.322.072.15

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2019

DECLARATION OF AUTHENTICITY

Name	: Rizky Silvia Pratiwi
Students' ID Number	: 9322 072 15
Study Program	: Education
Department	: English
Title of Thesis	: Improving Students' Reading Comprehension Through Reading, Encoding, Annotating and Pondering (REAP) at the Tenth Grade Students of SMAS PSM Plemahan

I hereby declare that the thesis and the work presented in it are my own and it has generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

This is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) Kediri

Kediri, May 9th, 2019

The researcher

Rizky Silvia Pratiwi

NIM. 9322 072 15

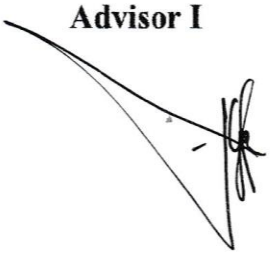
APPROVAL PAGE

IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING, ENCODING, ANNOTATING AND PONDERING (REAP) AT THE TENTH GRADE STUDENTS OF SMAS PSM PLEMAHAN

RIZKY SILVIA PRATIWI

NIM. 9322.072.15

Approved by:

Advisor I	Advisor II
	
Dr. Ary Setya Budhi Ningrum, M.Pd	**Ima Fitriyah, M.Pd.I**
NIP. 198204302008012011	**NIP. 198607022015032003**

RATIFICATION SHEET

IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING, ENCODING, ANNOTATING AND PONDERING (REAP) AT THE TENTH GRADE STUDENTS OF SMAS PSM PLEMAHAN

RIZKY SILVIA PRATIWI
9.322.072.15

Has been examined by the Board of Examiners of State Islamic Institute of Kediri on May 22nd, 2019

1. **Main Examiner**
   Erna Nur Kholida, M. Pd.
   NIP. 197611252007102005 (.....)

2. **Examiner I**
   Dr. Ary Setya Budhi Ningrum, M .Pd.
   NIP. 198204302008012011 (.....)

3. **Examiner II**
   Ima Fitriyah, M.Pd.I
   NIP. 198607022015032003 (.....)

Kediri, May 22nd, 2019
Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri

Dr. H. ALI ANWAR, M. Ag.
NIP. 19640503 199603 1 00 1

NOTA KONSULTAN

Kediri, 09 Mei 2019

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Bimbingan Skripsi

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri
Di
Jalan Sunan Ampel No. 07 Ngronggo, Kediri

Assalamualaikum Wr. Wb.

Memenuhi permintaan Bapak Rektor untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini.

Nama : Rizky Silvia Pratiwi
NIM : 932207215
Judul : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING, ENCODING, ANNOTATING AND PONDERING (REAP) AT THE TENTH GRADE STUDENTS OF SMAS PSM PLEMAHAN**

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

Wasalamualaikum Wr. Wb.

Pembimbing I,	**Pembimbing II,**
Dr. Ary Setya Budhi Ningrum, M.Pd	**Ima Fitriyah, M.Pd.I**
NIP. 198204302008012011	**NIP. 198607022015032003**

NOTA PEMBIMBING

Kediri, 22 Mei 2019

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Bimbingan Skripsi

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri
Di
Jalan Sunan Ampel No. 07 Ngronggo, Kediri

Assalamualaikum Wr. Wb.

Memenuhi permintaan Bapak Rektor untuk membimbing penyusunan *skripsi mahasiswa tersebut di bawah ini.*

Nama : Rizky Silvia Pratiwi
NIM : 932207215
Judul : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING, ENCODING, ANNOTATING AND PONDERING (REAP) AT THE TENTH GRADE STUDENTS OF SMAS PSM PLEMAHAN**

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 22 Mei 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

Wasalamualaikum Wr. Wb.

Pembimbing I,	**Pembimbing II,**
Dr. Ary Setya Budhi Ningrum, M.Pd	**Ima Fitriyah, M.Pd.I**
NIP. 198204302008012011	**NIP. 198607022015032003**

MOTTO

Let us not look back in anger, nor forward in fear, but around in awareness

~James Thurber~

DEDICATION SHEET

This graduation paper is whole heartedly dedicated to:

- ❖ Allah SWT who always blesses me wherever and whenever I am.
- ❖ My beloved parents Suparni and Lusiyah, thanks for all support, finance, encouragement and pray all the time to me.
- ❖ My beloved siblings Dian Meirina and Reza Ajeng, thanks for all support. I love you all.
- ❖ My sincerely advisors, Dr. Ary Setya Budhi Ningrum, M.Pd., and Ima Fitriyah, M.Pd.I thank you so much for all your guidance and suggestion to lead my thesis better.
- ❖ My closest friends "Seminar Terpaksa Cuy", Isti, Atin, Ila, Fendi. Thanks for all your everything.
- ❖ All of my friends in "Family Kost" that always support and help me to finish this thesis.
- ❖ Mrs Nia, English teacher at SMAS PSM Plemahan. Thank you for your help.
- ❖ All students at the tenth grade of SMAS PSM Plemahan. Thank you for your participation.

ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful. All praise to Allah for the blessing given us wherever and whenever we are. Peace and Blessing be upon to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness.

In this opportunity, I would like to express my deepest gratitude to the following people, who always supported, helped, and prayed to achieve a success in completing this thesis.

1. Dr. Nur Chamid, M.M as the Principal of State Islamic Institute of Kediri.
2. Dr. Ary Setya Budhi Ningrum, M.Pd., and Ima Fitriyah, M.Pd.I as my advisors who always give a guidance, help, and constructive critics and suggestion to finish my thesis.
3. All of the staff in Faculty of Education and Teacher Training office, Academic office, Student Learning Center (SLC) of IAIN Kediri who help me in the process to finish my thesis.
4. My parents, my siblings, Dian, Basuki, Ajeng, and my niece, Enca who have given me support, motivation, never stop caring and always sending prayers to finish this thesis.
5. The English teacher and the tenth grade students of SMAS PSM Plemahan who have helped me in conducting this research.
6. My closest friends "Seminar Terpaksa Cuy", Isti, Atin, Ila and Fendi, thanks for everything.
7. My friends in "Family Kost" Lany, Evi, Sucidee, Ana, Mudi, Infrinda, Zahra, Nurul and Ika who have given the motivation and help during finish this thesis. May Allah bless them all, *Aamiin.*

Kediri, 9 May 2019

The Researcher

ABSTRACT

Pratiwi, Rizky Silvia. 2019. *Improving Students' Reading Comprehension Through Reading, Encoding, Annotating and Pondering (REAP) at the Tenth Grade Students of SMAS PSM Plemahan.* Thesis. Department of English Language Education, Faculty of Education and Teacher Training. State Islamic Institute of Kediri (IAIN Kediri). Advisor: (I) Dr. Ary Setya Budhi Ningrum, M.Pd., (II) Ima Fitriyah, M.Pd.I.

This study was conducted to improve students' reading comprehension through Reading, Encoding, Annotating and Pondering (REAP) technique at the tenth grade students of SMAS PSM Plemahan. The subject of this study was the tenth grade students consisting of 21 students, 15 female students and 6 male students. This research used Classroom Action Research (CAR) and conducted in two cycles. The instruments of the research were reading test, the students' and researcher's observation sheet, and field note. The results of this research showed that the REAP technique are successful in improving the students' reading comprehension. It was approved by mean score, students' success and observation sheet. The criteria of success include mean score, students' success and the students' and researcher's observation sheet. In pretest, the mean score of reading test was 42,61 and the students' success got 19,04%. Additionally, in cycle 1 the mean score was 58,09, and the students' success was 42,85%. Meanwhile for the researchers' and the students' observation in cycle 1 in the first meeting got 76,92% and 53,84%, while in the second meeting got 76,92% and 53,84%. Furthermore, in cycle II the mean score was 70, and the students' success was 76,19%. The researcher's and the students' observation in cycle II in the first meeting got 100% and 92,30%, while in the second meeting both of researcher's and the students' observation got 100%. It meant that the criteria of minimum score have reached. Thus, it can be concluded REAP technique was successful to improve students' reading comprehension at the tenth grade students of SMAS PSM Plemahan.

Keywords: ***Reading Comprehension, Reading, Encoding, Annotating and Pondering (REAP), Recount Text***

TABLE OF CONTENT

COVER ..... **i**

DECLARATION OF AUTHENTICITY ..... Error! Bookmark not defined.

APPROVAL PAGE ..... Error! Bookmark not defined.

RATIFICATION SHEET ..... Error! Bookmark not defined.

NOTA KONSULTAN ..... Error! Bookmark not defined.

NOTA PEMBIMBING ..... Error! Bookmark not defined.

MOTTO ..... **viii**

DEDICATION SHEET ..... **viii**

ACKNOWLEDGEMENT ..... **ix**

ABSTRACT ..... **x**

TABLE OF CONTENT ..... **xi**

LIST OF TABLES ..... **xiv**

LIST OF APPENDICES ..... **xv**

CHAPTER 1 : INTRODUCTION **1**

A. Background of Study 1

B. Research Problem 5

C. Objective of Study 5

D. Significance of Study 5

E. Scope and Limitation of Study 6

F. Definition of Key Terms 6

CHAPTER II : REVIEW OF RELATED LITERATURE **8**

A. Reading 8

1. Definition of Reading 8
2.The Ways of Reading Comprehension 9
3. Purpose of Reading 11
4.Technique for Testing Reading 11
B. Recount Text 12
1.Definition of Recount Text 12
2. Generic Structure of Recount Text 14
3. Language Feature 14
4. Types of Recount Text 14
C. Teaching Reading 14
1.The Nature of Teaching Reading 14
2.Principles of Teaching Reading 15
3.Activities in Teaching Reading 16
D. REAP Technique 17
1.Definition of REAP 17
2.The Purpose of REAP 19
3.Advantage of REAP 19
4.Procedures of REAP 20
CHAPTER III : RESEARCH METHODOLOGY 22
A. Research Design 22
B. Setting and Subject of the Research 23
C. Research Procedure 25
1.Preliminary Study 25

2.Planning..... 25

3.Implementing 31

4.Observing 32

5.Reflecting 33

CHAPTER IV : FINDINGS AND DISCUSSION. Error! Bookmark not defined.

A. Research Finding.....**Error! Bookmark not defined.**

B. Discussion .....**Error! Bookmark not defined.**

CHAPTER V : CONCLUSION AND SUGGESTION..... 34

A. Conclusion..... 34

B. Suggestion 36

BIBLIOGRAPHY 37

LIST OF TABLES

Table 3.1 ..... **27**

The Course Grid of Reading Comprehension Test

Table 3.2 ..... **30**

Criteria of Means Score

Table 3.3 ..... **30**

Criteria of Students' Success

Table 3.4 ..... **31**

Criteria of Observation Sheet

Table 4.1 ..... Error!

Bookmark not defined.

Score of Pre-Test

Table 4.2 ..... **38**

Observation Checklist on first meeting in cycle I

Table 4.3 ..... Error!

Bookmark not defined.

Observation Checklist on second meeting in cycle I

Table 4.4 ..... **42**

Score of Post-test in Cycle 1

Table 4.5 ..... Error!

Bookmark not defined.

Observation Checklist on first meeting in cycle II

Table 4.6 ..... Error!

Bookmark not defined.

Observation Checklist on second meeting in cycle II

Table 4.7 ..... Error!

Bookmark not defined.

Score of Post-test in Cycle II

LIST OF APPENDICES

Appendix 1 ..... Error! Bookmark not defined.

Lesson Plan of Cycle I

Appendix 2 ..... Error! Bookmark not defined.

Lesson Plan of Cycle II

Appendix 3 ..... Error! Bookmark not defined.

Text for Cycle 1

Appendix 4 ..... Error! Bookmark not defined.

Text for Cycle 2

Appendix 5 ..... Error! Bookmark not defined.

Pre-test

Appendix 6 ..... Error! Bookmark not defined.

Post-test (Cycle 1)

Appendix 7 ..... Error! Bookmark not defined.

Post-test (Cycle II)

Appendix 8 ..... Error! Bookmark not defined.

Key Answer

Appendix 9 ..... Error! Bookmark not defined.

The Students' Attendance List

Appendix 10 ..... Error! Bookmark not defined.

Sample of Students' Pre-Test

Appendix 11 ..... Error! Bookmark not defined.

Sample of Students' Post-Test (Cycle I)

Appendix 12 ..... Error! Bookmark not defined.

Sample of Students' Post-Test (Cycle II)

Appendix 13 ..... Error! Bookmark not defined.

Sample of Students' Worksheet (Cycle I)

Appendix 14 ..... Error! Bookmark not defined.

Sample of Students' Worksheet (Cycle II)

Appendix 15 ..... Error! Bookmark not defined.

Observation Checklist of Cycle I in First Meeting

Appendix 16 ..... Error! Bookmark not defined.

Observation Checklist of Cycle I in Second Meeting

Appendix 17 ..... Error! Bookmark not defined.

Observation Checklist of Cycle II in First Meeting

Appendix 18 ..... Error! Bookmark not defined.

Observation Checklist of Cycle II in Second Meeting

Appendix 19 ..... Error! Bookmark not defined.

Field Note 1

Appendix 20 ..... Error! Bookmark not defined.

Field Note 2

Appendix 21 ..... Error! Bookmark not defined.

Field Note 3

Appendix 22 ..... Error! Bookmark not defined.

Field Note 4

CHAPTER 1

INTRODUCTION

This chapter presents some aspect, they are: (a) Background of Study, Statement of the problem, (c) Objective of the study, (d) Scope and Limitation of the study, (e) Significance of the study (f) Operational definition of key term.

A. Background of Study

Reading is one of the important English skills in teaching and learning process, especially in Indonesia. It is found that the most of examination questions are reading passage. Reading is an important process in getting information either written text or the meaning from the writer to the reader. It is also the backbone of other language skills (Arianggi, 2014). It makes the students have to read more and comprehend the content of the text to answer the question. By using reading skill, the students can improve their other language skills and language components.

The main point of reading is comprehension. It is the process of the reader to read the text and find the gist such as an important message from the text. In reading comprehension, the reader must use their thinking, feeling, skill or strategies in finding the gist of the text (Fitri, Inderawati, & Erlina, 2018). When the reader reads the text especially English text comprehensively, she / he also gets more knowledge and information, finds

new words, comprehends the content or the meaning from text and is able to make a conclusion about the text.

In reading, many students think that reading skill is not interesting and makes them boring. Most of the students feel the difficulties to comprehend the text. Incomprehensible text, difficult words, vocabulary, and length of the text are the cause of their difficulties (Zasrianita, 2016). According to Johnson and Pearson (in Zuchdi, 2008) students' reading comprehension can be affected by internal and external factor. Internal factor consists of language skill, motivation, interested, and the reader's ability. Meanwhile, the external factor consists of elements of reading and the reading environment. Elements of reading include organization and the difficulty of the text. The reading environment includes teacher's preparation, during and after reading lessons in the class. Therefore, the students need motivation, background knowledge and some strategies to make them interested in reading.

As an educator, the teacher has an important role in teaching students in the class. It makes a language teacher must be able to select appropriate method or uses a different technique in teaching English which is appropriate to be applied and needed by students. Actually, the students not only need the appropriate technique that be used, but also the teacher should give motivation to the students in teaching learning process. It is done to make the students interested in studying English, especially in reading text. The teacher should also cheer the students up to comprehend the given materials.

In fact, the students at the tenth grade at Sekolah Menengah Atas Swasta Pesantren Sabilil Muttaqien (SMAS PSM) Plemahan have some problems in reading. They got lacks in vocabularies mastery, missed understanding, and they still translate word by word. Furthermore, their motivation to learn English and improve their reading comprehension is still low. They also find difficulties in comprehending text and finding the main idea of a text. The problems appeared because the method or the technique that is used does not make the students interested and they feel bored when they are learning English reading skill. As a result, there is no improvement in the students' reading comprehension. Meanwhile, reading skill is one of the skills that always appear in a test and seek students' concentration more in comprehending the content of the text.

Based on the problems, the researcher applies the new technique that has not been used yet in English reading skill in this school. The technique is REAP. Eanet and Manzo (in Marantika & Fitrawati, 2013) state REAP is an acronym for Reading, Encoding, Annotating, and Pondering. It is a strategy to help the readers in understanding a text**.** It starts with the reader finds the idea from the text that they have read by using the reader's own word. They also make a conclusion and share their ideas with others. This technique will help the students to comprehend the text by connecting the text with their understanding. It will also forces the students to find main ideas using their own words, understand unfamiliar words on the text by using quotes, phrases, or other words.

REAP technique can be used in teaching kinds of text. One of the kinds of text is recount text. Recount is a text mostly learned since elementary school and in junior high school. The text contains a story or experience in the past. In this text, there are a series of events and the cause and effect among one event to others (Marantika & Fitrawati, 2013). There are also some kinds of recount text, such as personal recount, factual recount, and historical recount. Meanwhile, in this research the researcher uses all of them based for conducting the research.

Some studies tell about the use of Reading, Encoding, Annotating, and Pondering (REAP) technique to improve the students' reading comprehension. Zasrianita (2016) in the study entitled "Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension (A Classroom Action Research at Tenth grade Students in MTSN 1 Kota Bengkulu in Academic Years 2016)" shows that REAP techniques can improve the students' reading comprehension. According to Santi, (2015) conducting research "Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy", shows that using REAP strategy was successful in improving students' reading comprehension. Arianggi (2014) conducting research "The Effectiveness of Using REAP (Read, Encode, Annotate, Ponder) Strategy to Improve Reading Comprehension Ability in Narrative Text at the Tenth-grade Students of SMPN 7 Purworejo in The Academic Year 2013/2014". It shows that teaching narrative text using REAP strategy is effective.

In other words, the researcher believes that using REAP technique can improve reading comprehension. Therefore, the research is entitled "Improving Students' Reading Comprehension through Reading, Encoding, Annotating and Pondering (REAP) at The Tenth grade Students of SMAS PSM Plemahan".

B. Research Problem

Based on the background of the study above, the problem of this research as the following questions:

1. How is the implementation of Reading, Encoding, Annotating and Pondering (REAP) for improving students' reading comprehension?
2. Can REAP technique improve students' reading comprehension?

C. Objective of Study

The objective of this research is to know and explain how the implementation of Reading, Encoding, Annotating and Pondering (REAP) can improve the students' reading comprehension at the tenth grade students of SMAS PSM Plemahan.

D. Significance of Study

The researcher hopes that this research will be useful for the following:

1. For the teachers

This research uses new technique in teaching reading comprehension. Hopefully, the teacher can use this technique in teaching and learning process in the classroom especially to improve the students' reading comprehension.

2. For the students

The students are expected can improve their motivation in learning English. Hopefully, this technique can improve their comprehension in reading comprehension.

3. For the reader

After reading this thesis, the reader will get new information or knowledge about this technique, which is appropriate to be implemented for the future in teaching reading in the classroom.

E. Scope and Limitation of Study

In this research, the researcher will not research all of the students in Senior High School, but the researcher will limit research on tenth grade students at SMAS PSM Plemahan. The study is conducted to improve the students' reading comprehension through REAP technique. The subject of this study is the tenth grade students of SMAS PSM Plemahan.

F. Definition of Key Terms

To avoid misconception on some term in this study, the key terms are defined as follows:

1. Reading

Reading is the process for getting the information from the writer to the reader through the written text. The goal of reading is to comprehend the meaning of. In reading, it is not only looking words in the text but also it needs to comprehend all of the components in a text and more than comprehending the meaning of words (Zasrianita, 2016). It makes the reader think and understands the text well.

2. Teaching Reading

Teaching reading is an activity in the education class to get an objective of teaching reading (Brown, 2007). Teaching reading is about the activity that is done by the teacher in the classroom to encourage the students in understanding the whole information in a text.

3. Recount Text

Recount is a text to retell an event that occurred in the past. It has the purpose to tell an event or entertain the readers or listeners (Hartono, 2005). The structures of recount text consist of orientation, events, and reorientation.

4. REAP Technique

Read, Encode, Annotate, and Ponder (REAP) is a strategy for helping readers to understand a text. It will also help the reader to find the main idea of the text both orally and in written form by using his/her own words (Arianggi, 2014). REAP is a technique that makes the students is easier to understand and comprehend the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the definition of reading, the ways of reading, purpose of reading, technique for testing reading, definition of genre, genres of text, teaching reading, definition of REAP, the purpose of REAP, advantages of REAP, and procedures of REAP.

A. Reading

Reading is one of English skills that is used for getting the whole information from the text. The researcher shows the definition of reading, the ways of reading comprehension, purpose of reading, and technique of testing reading.

1. Definition of Reading

One of the language skills has an important role for someone who wants to master and understand the materials in English is reading. It is also a basic skill for the students starting from elementary school until university. Reading is an activity in getting information or a way to learn a new language or vocabulary from the text (Santi, 2015). It is the ability of finding the meaning from the written text and interpret the information properly (Grabe & Stoller, 2002). It needs perception and thought in finding the meaning and interpreting the information. It is also the best

solution to solve the problems and the center of knowledge for the learners.

Recognition and comprehension are the appropriate processes in reading. Word recognition is about the way to write symbols to give respond from someone's spoken language. Meanwhile, comprehension is the way to build sense of words, sentences and connected text (Grabe & Stoller, 2002). This process needs much the eyes and brain. The eyes get the information and the brain goes to work of the information. In reading, not only reads the text but also students get much information, build the reader's critical thinking up, and remember the passage that is already (Marantika & Fitrawati, 2013). One of the strategies to do communication well, learners must recognize, master, interpretation, and perception of reading the text. The students will not get the better one in achievement without reading a lot.

2. The Ways of Reading Comprehension

There are some ways of to comprehend text. Those are as follows:

1. Scanning

In this scanning way of reading, the reader reads the text in very high speed for looking for a specific piece of information. It is very useful for the reader to help in understanding completely for the main point of the text. The reader reads the words to answer the question, so the reader does not need to read for each word in the text.

2. Skimming

Skimming is high-speed reading that the reader only reads the main words in each paragraph to guess the whole information from the passage or the book (Gebhard, 2009). This one trains the reader to grow the confidence in catching the information

3. Extensive Reading

On this way has a function that is for improving the reading skill by the quantity that is able to comprehend and pleasurable. The teacher has a duty for guiding the reader to some materials (Gebhard, 2009). The reader makes a report for the reading activity and it is given to the teacher.

4. Reading for gist

The reader reads much in specific points and others are going to be skipped for less important. It is because the reader finds the answer from the questions in the text (Hadfield & Charles, 2008). In this way, the reader only takes a gist from a text.

5. Reading for detail

In this activity, the reader focuses on the whole of the text information, every single sentence, phrases, words. Moreover, the reader follows every single meaning from the text. This one is usually found in a legal document or a set of complicated instructions (Hadfield & Charles, 2008).

3. Purpose of Reading

The learning process has a necessary role for the students to get knowledge and information about everything. The reader will get something to improve the knowledge, information and pleasure, instruction to something and also know what is happening and has happened by reading. In reading, the reader gets opportunity to read materials in order to get many pieces of information, everything that the reader is interested in and necessary for the second language learners. Mastering second language knowledge is able to be got by reading and this one is one of the important parts. (Lightbown & Spada, 2008). For the second language learners, it is better to remember the new words and the important words to build English skill.

Someone reads a text or a book is used for looking for the information or give comments from other's ideas or writing styles. Reading also gives the benefit to the students in mastering the vocabularies even in their spelling and in their writing. Somebody is able to read something for getting information, pleasure, or holding knowledge that someone wants to get (Grabe & Stoller, 2002). People can read such as newspaper, magazine, novel, short story, scientific book, religious book, or other reading sources to enhance the written language or text.

4. Technique for Testing Reading

In this case, the test taker thinks twice to decide the types of questions, the test taker may not just make the questions without any good

measurable. The students in doing the questions, they do not only know the content of the text but also the students have to understand the generic structure and the social purpose. Therefore, the test taker has a big duty in choosing the types of questions in testing reading to get the whole aspect (Alderson, 2005). Here, the following types:

a. Multiple choices
b. Answer questions
c. Sentence completion
d. Note / summary / diagram / flowchart / table completion
e. Choosing from a "heading book" for identifying paragraphs or sections of the text, identification of writer's view or attitude claims include yes / no / not given
f. Classification
g. Matching lists

B. Recount Text

1. Definition of Recount Text

Recount text is retells the events or experience that was happened in the past. It is a text for informing or entertaining the audiences. In this text, the writer writes the story to tell the reader about the past event through a sequence of event (Sudarwati & Grace, 2014). In this text, the writer also writes his/her feeling at the end of the story to inform the reader.

2. Generic Structure of Recount Text

Recount text consists of the following structure:

1. Orientation

   It is opening paragraph where the writer introduces the participants, place and time of the text.

2. Events

   It shows the events that were happened in past time. The series of events are arranged chronologically.

3. Reorientation (optional)

   This is the end of the structure of recount. This part describes the comments / feeling from the writer of the story.

3. Language Features

The language features of recount text are:

a. Introducing personal participants, such as I, you, he, my father.

b. Using past tense, e.g. saw, took, went, found, felt, etc.

c. Using adverb and adverb of phrase such as last week, at the mountain, lately.

d. Using chronological connection, such as then, first, etc

4. Types of Recount Text

There are some types of recount text including:

a. Personal recount

Personal recount is one kind of recount that is retelling a writer's experience in the past. Example of the personal recount is the writer's experience when she/he went to Kelud Mountain.

b. Factual recount

Factual recount is a story that informing about the factual event in the past. Historical recount, police report and scientific experiment are examples of factual recount.

c. Imaginative recount

Imaginative recount is a story that retelling an unreal event but it is written by a writer like a real story to entertain the reader. The story entitles *My Life as Roman Emperor* is one of the examples of an imaginative recount (Cliff, Greg, & Eric, 2011).

C. Teaching Reading

1. The Nature of Teaching Reading

Teaching reading is the process in helping the students to comprehend the texts. Teaching word recognition and teaching reading comprehension are two components in the process of teaching reading. Teaching word recognition is the reader needs decoding the written letters by using recognize the word and matching the sound with the text (Hadfield & Charles, 2008). Meanwhile, teaching reading comprehension

is the readers understand the meaning of the text based on what the reader reads.

2. Principles of Teaching Reading

There are many principles to help the teacher in teaching reading in order to help the students reach comprehension. They are:

1) Reading is not passive skill

Reading is about the amazing activities in learning. Every successful criterion in reading, the students must know every single word arguments and function. If the students do not understand about those, they are not able to understand the means. It makes the teacher should encourage the students to read extensively.

2) Students know the reading topic

In reading process, the students need understand the topic about the text to get the whole information. If they do not get the point, they will get misunderstanding of the text.

3) Students give right respond of the text

The teacher gives direction to the students to measure whether the students already get the main point of the text. It is proved by students' responds from the teacher's question about the text. The students are allowed to express their ideas about the topic.

4) Prediction is main feature in reading

In reading text, the students will be stimulated in developing the understanding about the topic. The students get a clue about the main

points in the book that they have read. So that, the teacher should give a clue about the text and the students will respond based on clue and a text that they have read.

5) The task and the topic must be match

The teacher exercises the students by giving quizzes or questions related to the topic about. It is used to know the students get the ideas or not.

6) Giving full explanation in reading text

A text consists of many words, sentences, paragraphs. Each sentence has meaningful, it makes good teacher should explore the ideas every single sentence to the students. This one is done to make the students have clear understanding (Harmer, 2010).

3. Activities in Teaching Reading

There are three activities related to a reading classroom process in teaching reading. They are pre-reading activities, whilst reading activities, and post-reading activities.

1. Pre-reading activities

In this stage, the teacher encourages the learners' interest. The learners begin to be introduced with the topic and context, motivate learners' background knowledge, and encourage the learners to predict what the meaning of speaker or writer in the text is (Hadfield & Charles, 2008). The learners also are introduced some key vocabularies

or expressions by the teacher. It is done because vocabulary is a basic component in understanding the main meaning.

2. Whilst reading activities

During teaching reading, the students are asked to read repeatedly with a series of tasks. It begins with skimming or scanning, doing some tasks for finding the main meaning and then go on to more detailed reading. The learners should guess the meaning or identifying keywords from the text to check their comprehension.

3. Post-reading activities

In this process, the learners are asked to focus on languages in the text, new vocabulary, expressions or a detailed structure of function of the text (Hadfield & Charles, 2008). These activities have function to recheck the learners' understanding of the topic based on the text. The base to work in the other skill such as for speaking or writing needs the use of reading and the language.

D. REAP Technique

In this case, the researcher shows the information details about REAP technique. The detail ones are definition REAP, the purposes of REAP, advantages of REAP, and procedures of REAP.

1. Definition of REAP

REAP or Read, Encode, Annotate, and Ponder is the technique to help the reader easier in understanding the text and improving learners'

reading comprehension. REAP is an alternative way of giving the direction for readers and guided them to comprehend the text (Mutia, Syafar, & Dewi, 2016). This technique practices the students in critical thinking about the text based on what they read (Marantika & Fitrawati, 2013). In other hands, REAP is a technique to make the reader easier in understanding the whole passage and comprehending the text to improve their reading skill.

In detail information read is an activity to get the information from the text that the reader read. In this step, the students read the text that the teacher decides for the material. The result of this step is the information of the text. While, encode is an activity to find the difficult words or phrases and main idea of the text. In this step, the students survive theirselves to find their difficulties after getting information from reading step. Furthermore annotate is an activity to identify the main events of every paragraph. On other words, this process is about finding main events from each paragraph of the text. Meanwhile, ponder is an activity to make a conclusion and decide moral value from the text that the students read (Zasrianita, 2016). It is the real written from the students. They made by their own words.

REAP is a technique to get the main idea of text by using “R” Read the text, “E” Encode the author’s main idea by using the reader’s words, “A” Annotate the text from the text with the reader’s words, “P” Ponder is making a conclusion from the text based on the understanding (Zasrianita,

2016). Actually, reading is a simple and easy activity, but getting the main idea from the text is the difficult one. This technique solves that problem in the text and it is useful for the readers especially the students. The students or reader feel easier to answer the question related to the reading material given if they understand and comprehend the reading material.

2. The Purpose of REAP

REAP is a technique to help the students in understanding the text, make the students become effective readers, and improve thinking critically about the text (Zasrianita, 2016). This technique helps the students finding the main ides of the text easily and increasing reading comprehension.

3. Advantage of REAP

REAP technique has some advantages for the readers or learners. First, the learners or readers of the text will understand the whole of the text because the conclusion of the text is done after the whole reading process. Second, the learners or the readers are able to find each main idea in each paragraph in the text. Third, in annotating the students or learners write the main idea or information in the text by their own words. It makes the learners or the readers read each point carefully and active in the reading process. Fourth, the learners or the readers accustomed to understand and comprehend the short or long text (Santi, 2015). This strategy helps students communicate between the text and their own words

based on their understanding. It happens because the learners or the readers use their statement based their understanding of the text.

The readers do not need to understand all of the meaning of every word in the text in applying this technique. Process in REAP makes the students often to read the text. Restating the main ideas and important points of the text in their own words make the students are more understand and comprehend the text. This technique combines several skills such as writing and speaking to discuss with others about reading material (Zasrianita, 2016). Furthermore, the readers do not need much time to understand all of the meaning of every word in the text, so it does not waste much time.

4. Procedures of REAP

There some steps for doing the REAP technique. The first is Reading. In reading the students read the text based on the teacher given. The second is encoding. In this step, the students find the main topic according to the author's main topic. The third is Annotating. In this step, the students write important words or keywords from the text by their own words. The last is Pondering. In pondering, the students make the conclusion about the information of the text that they got and the students' understanding by using their own words (Zasrianita, 2016). Those steps are done to help the students comprehend the text easily and quickly without wasting much time.

There is also other explanation about the steps of REAP. Eanet and Manzo (in Marantika & Fitrawati, 2013) state in reading step, the reader reads the whole text about two times or more to find the main idea of the text. In Encoding, the reader gains their thinking by their own statements. It makes the reader think critically in building the idea of the text into their own statements and understanding. In annotating, the reader writes the information that they have got in those step before by their own statements. In the last step which is Pondering, the reader reviews their writing by itself, after that sharing and discussing with their friends to give feedback (Marantika & Fitrawati, 2013). This technique guides the students to build the main idea by their own words and encourage them to communicate between their understanding of the text and the author's meaning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, setting, and subject of the study and research procedure.

A. Research Design

Research design is a system used to do the research. The purpose of this study is to improve the students' reading comprehension through reading, encoding, annotating, and pondering (REAP) at the tenth grade students of SMAS PSM Plemahan. This study uses Classroom Action Research (CAR) in improving the teaching learning process in the classroom. Action research is about taking action research based on the problems in the place. This design used in some of the settings, such as school, hospitals, government units, and others (Ary & Razavieh, 2010). According to Kemmis & McTaggart (as cited in Sanjaya, 2010), there are four activities in conducting the classroom action research. They are planning the action, implementing the action, observation to observe the teaching-learning process, analyzing the results and doing the reflection. If the cycle 1 is successful, the action will stop. Meanwhile, if cycle 1 is failed, the researcher will continue to the next cycle.

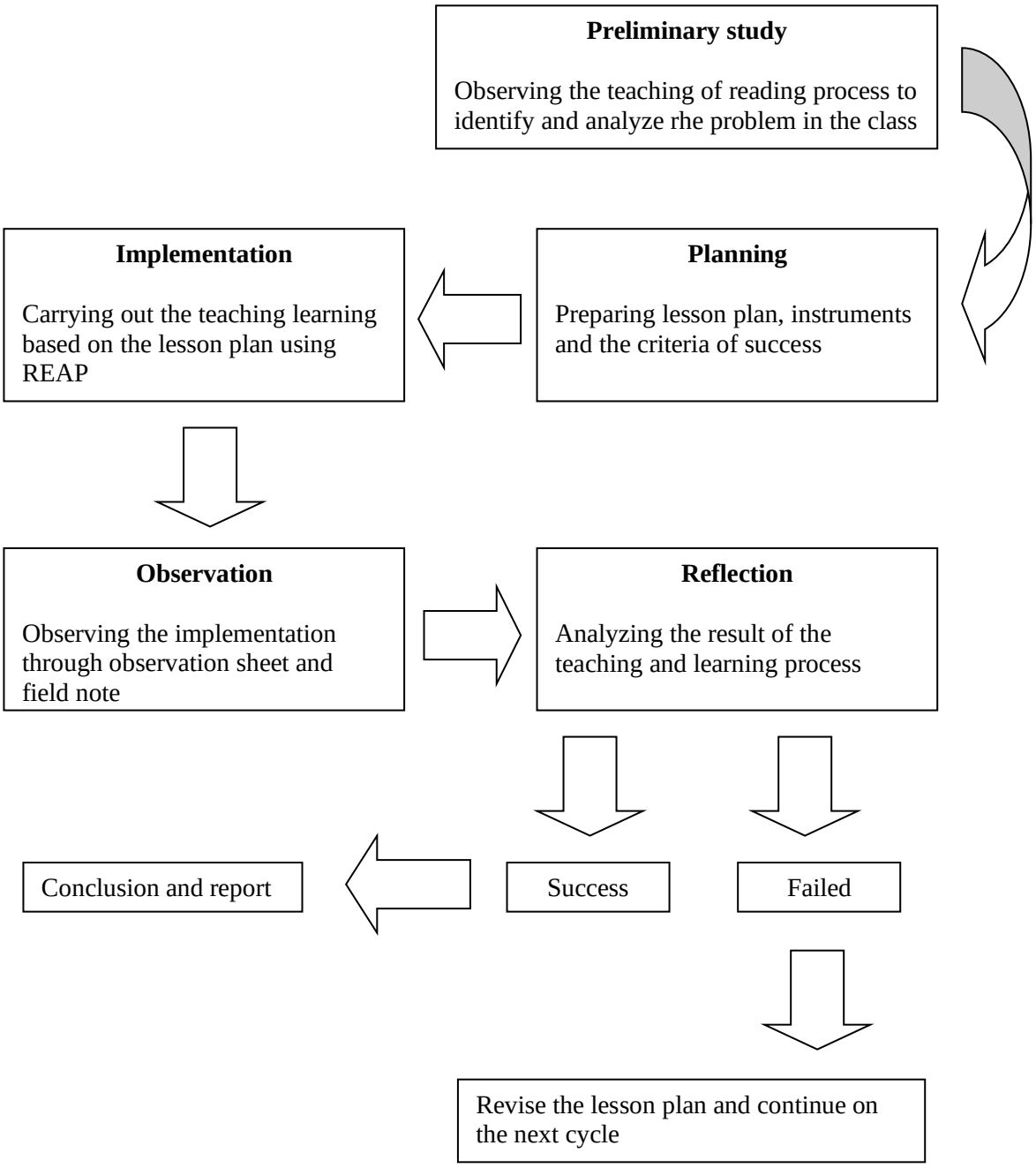
In this study, the problem faced by most students gets the problem during teaching learning process especially they are difficult to understand and comprehend text in reading the text. The researcher will collaborate with

English teacher in doing this research. Acting as a teacher, the researcher will teach in the classroom and conduct the activities of teaching and learning process. Meanwhile, as an observer, the English teacher will observe teaching and learning process in the classroom.

B. Setting and Subject of the Research

This research is conducted at SMAS PSM Plemahan. It is located on Jalan BLK, Kayen Lor, Plemahan, Kediri. The subject of the study was tenth grade students of SMAS PSM Plemahan in the academic year 2018/2019. This research is divided into three sections. The first is pre-test, the second is treatment, and the last is post-test.

The diagram of the main steps of this research:



The diagram of Kemmis & Taggart (1992) (as cited in Sanjaya, 2010)

C. Research Procedure

Classroom action research consists of four steps. The steps are preliminary study, planning, implementing, observing and reflecting (Ary, Sorensen & Razavieh, 2010). The preliminary study is the first step in this procedure to identify and analyze the problems during learning process in the classroom.

In applying the steps, if in cycle 1 the students' reading comprehension improve and the criteria of success has been reached, the researcher will not continue on the next cycle and make the conclusion directly. Meanwhile, if cycle 1 is not successful, the researcher revises the RPP and continues to the next cycle. Every procedure in this study that consists of preliminary study, planning, implementing, observing and reflecting are described below:

1. Preliminary Study

Preliminary study is done to identify the problems in the classroom during learning process. On this pre-cycle, after getting the permission from the English teacher, the researcher meets the students and asking some questions to them related to the teaching of English in the classroom and to know the students' problem in reading.

2. Planning

Planning is a step to prepare the technique to be applied in the teaching-learning process in the classroom. It needs good preparation before going to the implementation. There are some activities in planning

include preparing lesson plan, preparing instruments, and preparing criteria of success.

a. Preparing Lesson Plan

Lesson plan is a plan of teaching based on time given with some meeting which is arranged by the researcher in writing form before teaching in the classroom.

b. Preparing instrument

Instrument is the tools to conduct the research and collect the data collection. There are many kinds of instrument that can be used, such as interview, test, rating scale, questionnaires, observation, and documentation (Arikunto, 2006).

On this research, the researcher will use tests consist of pre-test and post-test, observation sheet, and field note.

a) Test

Test is a sequence of some questions to measure the ability, the intelligence of knowledge and skill owned by individual or group (Arikunto, 2006). In this study, there are pre-test and post-test.

The pre-test is taken by the participants before the treatment. It is done to know the students' competence before applying REAP technique. Meanwhile, post-test is a test given after applying REAP technique. This test is used to know the effectiveness of this technique and also to measure the students'

progress after applying REAP technique. The type of the test in pre-test and post-test are multiple choices with 20 questions and they are adopted from *Developing English Competencies for Senior High School (SMA / MA) Grade X* and *Pathway to English for Senior High School and MA Grade X* book.

Table 3.1
The Course Grid of Reading Comprehension Test

Type of questions	Number of Questions		
	Pretest	**Cycle I (Post-test)**	**Cycle II (Post-test)**
The students find the main idea or topic of the text	8,12,18	1,4,8	4,9,12
The students find the main ideas of paragraph	2, 17	9, 14, 17	1,6,17
The students find the specific information of the text	1, 3, 6, 9, 13, 20	2, 5, 12	2,5,13
The students find the detailed information of the text	10	18	10,19
The students find the unclear stated information of the text	5, 7	6, 13	18
The students find the reference of word from context	14	10, 20	3,14
The students find synonym / antonym from context	4, 11, 15	3, 7, 11, 15, 19	8,11,15
The students find moral value of the text	16, 19	16	7,16,20

b) Observation sheet

Observation is following the whole events happened in the classroom and focus on the object of the research (Arikunto, 2006). It focuses on the situation during teaching-learning process, students' activities and behaviors, teacher’s performance and also students’ abilities in applying the technique.

Observation sheet of teaching-learning describes what teacher and students are doing in the teaching-learning process in the class. The observer just put a checklist on the aspect of teachers' performance and students' activity in the observation sheet.

c) Field note

This instrument describes what are the students feeling, hearing, seeing, and thinking during learning process in the classroom. Thus, the researcher writes the result of reflection in these field notes.

c. Preparing Criteria of Success

The data collection is gotten from an achievement test and observation sheet. It is analyzed by looking at the mean and percentage of the students' success and observation sheet in each cycle as follows:

1. To know the improvement of students' reading comprehension, the researcher counts the means score from the total students in the class. The formula is as follows:

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

Where:

M : Mean

$\sum X$: total scores

N : total of students in class

The criteria for means score are 70. That is based on considerations of minimum score criteria (KKM) in English lesson, result of pretest, students' skill and advice from English teacher. It means this study gets success when the means score is 70.

2. To count the percentages of the students' success is as follows:

$$Student\ success = \frac{total\ of\ students\ get\ score\ 70}{total\ of\ students\ in\ the\ class} x100\%$$

The criteria for the minimum score are 70 and the percentage of successfulness is 75%. It means, this study gets success when the student gets 70 minimally and 75% for the percentage of successfulness.

3. To count the result of observation sheet, the formula is as follows:

$$Percentage = \frac{total\ scores}{maximal\ score} x\ 100\%$$

The criteria of percentage are 75%. It means this study is successful when the observation sheet gets 75%.

In other hands, the criteria of success can be categorized as follow:

Table 3.2
Criteria of Means Score

Scores	Category
85 - 100	Excellent
75 - 84	Very good
60 - 74	Good
40 - 59	Fair
≤ 39	Poor

Table 3.3
Criteria of Students' Success

Percentage of students' getting score 70 minimally	Qualifications	Category
85% - 100%	The students' achievement in English improves perfectly and the technique that is applied is successful to improve the students' achievement in English perfectly	Excellent
75% - 84%	The students' achievement in English improves well and the technique that is applied is successful to improve the students' achievement in English well	Very good
60% - 74%	The students' achievement in English improves enough and the technique that is applied is successful to improve the students' achievement in English.	Good
40% - 59%	The students' achievement in English little bit improves and the technique that is applied is not successful to improve the students' achievement in English.	Fair
≤ 39%	The students' achievement in English does not improve and the technique is not successful to improve the students' achievement in English.	Poor

Table 3.4
Criteria of Observation Sheet

Percentage of observation sheet	Qualifications	Category
85% - 100%	There is no any mistake for the students and researcher, everything runs well with no lack nesses	Excellent
75% - 84%	The students do the best effort in studying and the researcher gives best performance in teaching	Very good
60% – 74%	The students know the material in good understanding and the researcher leads the class well	Good
40% – 59%	The students have enough understanding about material and the researcher rather ignores the classroom condition	Fair
≤ 39%	The students have less understanding the materials and the researcher can not control the class	Poor

3. Implementing

Implementing is the thing which is done in the learning process. In this study, the researcher implemented the REAP technique.

In implementing this technique, as a teacher the researcher conducts the teaching in the class, while the collaborator acts as an observer that observing teaching-learning process by applying this technique. The implementing in this research as follows:

The first stage is reading. In reading, the teacher gives a text to each member of the group that the students were divided into four groups to help them in learning reading with REAP. Then, one of the students is asked to read aloud in front of the class and the other students listening

carefully. After that, the teachers ask all of the students to read the text by two or three times by themselves to make them more understanding about the text.

The next stage is encoding. In encoding, the students build their idea about text into their own words, also some of the difficult vocabularies. Then, the teacher asks the delegation of each group to write down the difficult vocabularies in the whiteboard. After that, the teacher invites the students to discuss the meaning or the synonym of the difficult vocabularies.

In annotating, the student writes down their idea about the content of the text based on the text. The students make the generic structure of the text to make it easier.

The last is pondering. In pondering, the students ponder the keywords of text, by discussing, thinking, or talking with their member of the group, then make one perfect summarize and moral value about the text using their own language**.**

4. Observing

In observing, the researcher observes and collecting the data that happened during the implementation of the REAP technique. This observation focuses on the students' and teacher's activities based on lesson plan.

In the observation of doing the research, the researcher does together with the English teacher as the collaborator in the learning

process. The students' observation sheet to know the increasing the skill and the teacher's observation sheet to know the researcher does the research in teaching-learning process.

5. Reflecting

In this step, the researcher analyzes criteria of success that include the means score and percentages of the students' success and also all of the information which is collected and gotten in observing step. In making a conclusion, the researcher reflects the activities during applying REAP.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some aspect, they are: (a) Conclusion, (b) Suggestion.

A. Conclusion

Reading is an important process in getting information either written text or the meaning from the writer to the reader. Reading comprehension is the process of the reader to read the text and find the gist such as an important message from the text, finds new words, comprehends the content or the meaning from text and is able to make a conclusion about the text. In teaching reading comprehension, the teacher must be able to select appropriate method or uses a different technique in teaching English which is appropriate to be applied and needed by students to comprehend the given materials.

In this paper the researcher used Reading, Encoding, Annotating and Pondering (REAP) technique. It is a strategy to help the readers in understanding a text and find main ideas using their own words. It was approved by the students' mean score of reading test from pretest was 42,61, cycle I was 58,09, cycle II was 70, and the students' success got 76,19% in cycle II while pretest and cycle I got .19,04% and 42,85%.

From the students' and researcher observation sheet, there was also improvement in every meeting. The students' observation sheet in cycle I, it got 53,84% for the first meeting and 76,92% for the second meeting. There

were progress in cycle II, in first meeting it got 92,30% and the second meeting got 100%. Meanwhile, for the researcher's observation sheet in cycle 1 got 76,92% and 100%. There was similarities score in cycle II both of first and second meeting which was 100%.

This study used Classroom Action Research (CAR) that consisted two cycles and two meetings in each cycle. In conducting this study, the students had problem in cycle I and the researcher had to revise it. Most of them were still confused with the researcher's instructions and understanding the material. In cycle II the researcher gave a chart and the students had to fill the chart about main idea, main events or important point, and find moral value about the text using their own words. The chart made the students was easier to understand the researcher's instructions quickly and they could express their ideas into clear understanding. The steps of cycle II that could improve the students' reading comprehension as follow:

R : The students wrote the title of the text in the chart R

E : The students found difficult vocabularies and main idea into their own words from the text. Then the students wrote them in the chart E and present

A : The students wrote the main events of the text and wrote them in the chart A using their own words. They were asked to discuss their works with their member of group.

P : The students made a summary and moral value about the text using their own words. Then wrote them in the chart P and shared the discussion in the class.

The students at SMAS PSM Plemahan were more enthusiasm in learning the material using REAP technique and easier in understanding the text. It can be concluded REAP technique was successful and effective to improve students' reading comprehension at the tenth grade students of SMAS PSM Plemahan.

B. Suggestion

The researcher has some suggestion for the following:

1. For the English teacher

   Actually, REAP technique is one of the way to solve the problems in teaching reading. The teacher can use this technique in the class to make the students are more enthusiastic and easier in understanding the text.

2. For the students

   The student should have high motivation and more enthusiastic in learning English especially in reading comprehension. They should participate in class to improve their skill.

3. For the reader

   The reader can read this thesis to get knowledge and new information about REAP technique which is appropriate to be applied in teaching reading in the future.

4. For the next researcher

   REAP technique can be alternative choice in conducting the research especially in teaching and learning English in the classroom.

BIBLIOGRAPHY

Alderson, J. (2005). *Assessing Reading.* Cambridge: Cambridge University Press.

Arianggi, C. N. (2014). *The Effectiveness of Using REAP (Read, Encode, Annotate, Ponder) Strategy to Improve Reading Comprehension Ability in Narrative Text at The Tenth grade Students of SMP N 7 Purworejo in The Academic Year 2013/2014.* Unpublished Thesis. Purworejo: Muhammadiyah University of Purworejo.

Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. (2010). *Introduction to Research and Education.* USA: Wadswoth Cengage Learning.

Bima, M, B., Cicik, K., Susianingsih. (2017). *Detik-Detik UNBK Bahasa Inggris Tahun Pelajaran 2017/2018.* Klaten: PT Macanan Intan Pariwara.

Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching Fifth Edition.* New York: Longman.

Cliff, W., Greg, A., & Eric, H. (2011). *Targeting Text: Recount, Procedure, Exposition Middle Primary.* Blake Education: Green Giant Press.

Doddy, A., Ahmad, S., Effendi. (2008). *Developing English Competencies for Senior High School (SMA / MA) Grade X*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional Tahun 2008.

Duffy, G. G. (2009). *Explaining Reading, A source for Teaching Concepts, Skills, and Strategies.* New York: The Guilford Press.

Fitri, A., Inderawati, R., & Erlina. (2018). Reading Comprehension Achievement on Narrative Text by Using REAP Strategy. *English Language Education and Literature*, 3 (1), 1-7.

Gallant, J. A. (2008). *New York State Grade 3 Elementary-Level English Language Arts Test.* New York: Barrons Educational Series.

Gebhard, J. G. (2009). *Teaching English as a Foreign or Second Language (Second Edition).* Michigan: The University of Michigan.

Grabe, W., & Stoller, F. (2002). *Teaching and Researching Reading.* New York: Longman.

Hadfield, J., & Charles, H. (2008). *Introduction to Teaching English.* New York: Oxford University Press.

Harmer, J. (2010). *How to Teach English.* England: Longman.

Hartono, R. (2005). *Genres of Texts.* Semarang: English Departement of Semarang.

Keir, J. (2009). *Imaginative Narratives: Perfecting the Arts of Writing Stories.* Greenwood: Redy-Ed Publication Australia.

Lighbown, P. M., & Spada, N. (2008). *How Languages are Learned.* Cambridge: Cambridge University Press.

Marantika, J. P., & Fitrawati. (2013). The REAP Strategy for Teaching Reading A Narrative Text to Junior High School Students. *Journal of English Language Teaching,* 1 (2), 70-77.

Mutia, F., Syafar, A., & Dewi, A. K. (2016). Applying Read, Encode, Annotate, and Ponder (REAP) Technique to Develop Reading Comprehension of The Grade X Students. *English Language Teaching Society (ELTS) ,* 4 (1), 1-11.

Sanjaya, W. (2010). *Penelitian Tindakan Kelas* . Jakarta: Kencana.

Santi, V. M. (2015). Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy. *Journal of Linguistics and Language Teaching,* 2 (1), 1-7.

Sudarwati, T. M., & Grace, E. (2014). *Pathway to English for Senior High School and MA Grade X.* Jakarta: Penerbit Erlangga.

Zasrianita, F. (2016). Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension. *Ta'dib,* 19 (2), 147-164.

Zuchdi, D. (2008). *Strategi Meningkatkan Kemampuan Membaca.* Yogyakarta: UNY Press.

CURRICULUM VITAE

A. Identify

Name	: Rizky Silvia Pratiwi
Place and Date of Birth	: Trenggalek, June 16th 1997
Address	: RT. 10, RW. 03, Ds. Panggungsari, Kec. Durenan, Kab. Trenggalek
Sex	: Female
Religion	: Islam
Nationality	: Indonesia
Email	: rizkysilvia04@gmail.com

B. Educational Background

1. Graduated from SDN 2 Panggungsari, 2009.
2. Graduated from SMPN 1 Durenan, 2012.
3. Graduated from SMAN 1 Durenan, 2015.
4. Studying at Department of English Language Education of State Islamic Institute of Kediri 2015 - 2019.