**THE EFFECT OF USING REAP (READ, ENCODE, ANNOTATE PONDER) METHOD ON STUDENTS’ READING COMPREHENSION IN ANALYTICAL EXPOSITIONTEXT OF**

**THE ELEVENTH GRADEOF SMK SWASTA HARAPAN STABAT**

**IN ACADEMIC YEAR 2019/2020**

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**ABSTRACT**

The objective of this research was to find out whether there was a significant effect of using REAP (Read, Encode, Annotate, Ponder) on students’ reading comprehension in analitycal exposition text of the eleventh grade of SMK Swasta Harapan Stabat in academic year 2019/2020. In this research, the researcher took 80 students as the sample. As the experimental class, the researcher used class XI.1 ADP which consisted of 40 students and for the control class, the researcher used class XI.4 ADP that consist of 40 students. The, the researcher gave pre-test and post-test to both classes.The researcher then statistically analyzed the data by using t-test. After analyzing the data, the researcher concluded that teaching analytical exposition text using REAP method was effective. As the fact, the result of t-test was 2,86 with *df* = 78. Because there was not *df* 78 in the t-table, so the researcher decided to use *df* 60 since it is closer to 78 than *df* 120.The table at df 60 showed that the value of t-table ($t\_{tab})$ was 2,00 for 5% and 2,66 for 1%. Theoritically, the Alternative Hypothesis ($H\_{a}$) was accepted if the value of t-test was greater than the value of t-table ($t\_{test})$> ($t\_{tab})$. The finding showed that t-test was greater than t-table (2,86 > 2,00 and 2,66). The researcher meant the hypothesis ($H\_{a}$) was accepted. It was stated that “There is a significant effect of using REAP method on students’ reading comprehension in analytical exposition text of the eleventh grade students of SMK Swasta Harapan Stabat in academic year 2019/2020” was accepted.

**Key words**:The Effect, REAP Method, Reading Comprehension, Analytical Exposition Text

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**1.INTRODUCTION**

Language is an instrument of communication and it has a crucial role of human existence. Without language human will not be able to communicate or transfer ideas each other. One person needs a language as an instrument to communicate and keep social process with one other person being well. This is why, a language has a crucial role in living of human being.

Nowadays, English is called as an international language and it is also the second language of many countries in the world. Therefore, people can realize the importance of cummunication using english language. When someone knows english , they can come to and communicate with the citizens of most countries in this globe without any confusion in expressing their feeling and thinking. Therefore, english is one of the world largest language used around the world and most important language to learn and use.

In Indonesia, english is a foreign language and has been taught to the students from different levels of education. In learning english, students will study four english skill with three language components.The students is expected to master all english skill (reading, writing, speaking, and listening) and the english three components (grammar, pronunciation, and vocabulary). In the other word, students are expected to be able in using english both spoken or written forms. Many Indonesian students find a lot of difficulties to learn english skill and components. The role of english teacher is need to make students can get understanding about english four skills theory and practicing it in spoken form. One of english skill that most of students get confused is reading.

Reading is an activity to understand a passage or written text.Reading comprehension basically is an activity to help students to comprehend a text. Comprehension of text depends on two main things, reader and what they read . Because of that, reading is a crucial activity to get information from texts. Like a saying goes ‘Books is the world’s window’, it means through reading books students will get new information and knowledge around the world, that is why reading is crucial to enrich informations and knowledges. In senior high school curriculum 2013, reading is a standard competence conducted to the students. In reading, students will obtain informations, growing their critical thinking and getting the knowledge from a passage that the students will read. Every reading text contains at least one massage or as much as possible massages. That is why, apllying a proper method/strategy is needed to make students easier to get understanding about the massages of a text or passage that the students will read.

In students’ environment, school, and public place, they have to find the symbol or information from the text. Unfortunately, they can read the text without understanding meaning of the text. In reading there is an action of understanding meaning of the text. In reading there is an action of understanding what you read, it is called comprehension. It is hard to understanding and building the new ideas or information from the text of the writer and readers’ background knowledge. Moreover when person read a text, she or he engages of cognitive process to comprehend or construct meaning from the text.

In addition, reading comprehension has been described as complex intellectual process involving a number of abilities. Reader must use information already acquired to filter, interpret, organize and establish relationship with the new incoming information on the page, in order to understand the text, a reader must be able to identify words rapidly and know the meaning of almost all of the words and able to combine units of meaning into a coherent massage.

Therefore, reading comprehension is a process to understand a text. It is a cognitive process. Reading comprehension means the reader uses the reading ability to find the main point or the main information from a text. When read a text, the reader will use the critical thinking ability, the interpretation ability or the ability to comprehend all written symbols (words).

One of genre text that is studied by students in the curriculum 2013 is analytical exposition text. Analytical exposition text is one of genre text that is crucial to understand. This text is about argument. How the writer persuade the reader for a case.The writer wants the reader can realize a case in the text by their own perspective. In curiculum 2013, analytical exposition text will be taught for the eleventh grade students. In the english handbook of senior high school students in curriculum 2013 of the eleventh grade, study about analytical exposition text is explained in chapter four (4) with title natural disaster-an exposition.

The most common used of analytical exposition’s generic structures are :

1. *Thesis*. It introduces the topic of the text and indicates writer’s position in the text.
2. *Arguments.* Each of the argument consists of two divisions. The first one is point. It restates the main argument outlined in preview. This means that each point is an idea that supports the statement of the thesis. The second one is elaboration. Elaboration is the part where the writer develops and support each point with evidence, prove or even analysis.
3. *Re-iteration.* This last part of analytical exposition text is used to restate the writer’s position again to the reader.

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features usually called as lexicogrammatical feature. The significant lexicogrammatical features used in analytical exposition text are:

1. Focus on generic human and non-human participant.
2. Use of simple present tense.
3. Use of external Temporal Conjunction (conjunctions that indicates time, period or order) to stage argument. Example: first, second, finally.
4. Reasoning trhough Causal Conjunction or nominalization (usually indicates reason and effect). Example: thus, for the reason.

In the english handbook of curriculum 2013, there are several standard competence that have to be achieved by the students. The standard competence in study analytical exposition text is (3.4) differ social function, text structure, and language feature of several analytical exposition texts spoken and written in giving and asking information about actual issue, appropriate with the context of use. (4.4) Analytical exposition text. (4.4.1) To catch meaning contextually related social function, text structure, and language feature in analytical exposition text spoken and written, related actual issue. (4.4.2) To compile written analytical exposition text , related actual issue, in paying attantion of social function, text structure, and language feature properly and appropriate of contexts.

Based on the standard competence above, study about analytical exposition text is hoped to the students so that the students are able to differ, catch meaning, and compile text related actual issue, social function, text structure, and language feature of the analytical exposition text. The students are expected be able to analyze the analytical exposition text based on its structure and language feature.

In reading a text, the teacher has to be able give a proper strategy or method that will make students easier to comprehend a text. The method is also being a manner of the students in getting comprehension of all kind of text that the students will read.

In this research, the researcher want to know about the effect of using REAP method as a new fascinated method on students’ reading comprehension in analytical exposition text. REAP method is a method to teach reading. REAP is an acronym for Read, Encode, Annotate and Ponder. REAP will be a guidance to develope students’ critical thinking and comprehension.

REAP is a two level strategy. Once students have learned the annotation forms. They can use the REAP Independently as a study formula to guide thoughful reading or the teacher can use it as an instructional activity.

Steps in students use of REAP:

**R** :Read to discern the writer’s message

**E** :Encode the message by putting it into your own word

**A** :Annotate by cogently writing the message in notes for yourself or in a thought book to share with others.

**P** :Ponder the message through self- questioning and discussion with others.

In Read, Encode, Annotate, Ponder (REAP) method, there are some advantages and disadvantages. The advantages of REAP are:

1. The students learn to represent main ideas and the author’s message in their own word.
2. REAP method will help the students to connect between a text and their words to enable them to communicate their understanding of the text.
3. The Read step is aimed to help the students to revisit the text.
4. The Encode step allows students to understand the text by restating main ideas and important point of the text in their own words.
5. The Annotate step can improve the students’ attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.
6. The Ponder step allows the students to make a presonal between the text with their understanding.

The disadvantages of REAP are:

1. It needs much time to apply the REAP method.
2. There are many steps in applying the REAP method.

Based on the researchers’ experience as a teacher of practice teaching program, there were so many students who felt difficult to comprehend a text such as how to understand the main point of the text, analyzed the text, recognized the genre of the text and its structure, and answered questions based on the text.

 The students also complained about study english at school was not interesting because the teacher just used direct and grammar translation method in teaching reading, such as asking students to imitate the teacher, asking the students to read a text then another students continue reading the text after that, the students had to answer questions in the text below or just asking students to translate the english text being indonesian. The researcher can reflect if the students need another method that will help them easier to comprehend the analytical exposition text and study reading can be more interesting.

Based on the expectation and the reality above, the researcher is able to know about the gap of both. In the expectation, the students are hoped be capable to analyze and compile the analytical exposition text but in the reality the students are still difficult in doing it. The teacher need to give a method or way that is able to make students can be easier to analyze the analytical exposition text. Due to that problem, in this research the researcher want to know about the effect of REAP (Read, Encode, Annotate, Ponder) method on students’ reading comprehension in analytical exposition text of the eleventh grade of SMK Swasta Harapan Stabat in academic year 2019/2020.

**2. RESEARCH METHODOLOGY**

In this study, the researcher used true experimental design (Control group pre-test and post-test). To collect the data, the sample had been divided into two classes. One of the classes assigned as the experimental group and the other one as the control group. The experimental group was the group that received treatment by REAP method. While the control group was the group that did not receive treatment by REAP method but it received the conventional method. The total number of population was 154 students who consisted of four classses (8 male students and 146 female students).

**Table 1. Total Number of Population**

|  |  |  |  |
| --- | --- | --- | --- |
| Classes(ADP) | Male | Female | Total |
| XI.1XI.2XI.3XI.4 | 0800 | 40293740 | 40373740 |
| Total | 8 | 146 | 154 |

In this research, the researcher used probability sampling to get sample of whole population. The sample had been divided as experiment class and control class. The best known of the probability sampling procedures is simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample. The steps in simple random sampling comprised the following:

* + 1. Defined the population
		2. Listed all members of the population
		3. Selected the sample by employing a procedure where sheer chance determined which members on the list were drawn for the sample.

In this research, the researcher used the simple random sampling. The researcher “Mixing” the subjects of population so all subjects were considered the same. Because of that, the researcher gave the same right for each subjects to get chance to be chosen being the sample. Because each subjects had the same right, the researcher avoided to specialize one or several subject to be the sample.

There were three ways to do the simple random sampling such as using lottery, ordinal and numerical random table. In this research, the researcher used lottery as a way to choose the sample. The steps to do the lottery as follows:

A representative of each classes wrote their own class on a slice of paper and folded it.

1. Each of representatives put the paper into a little glass.
2. The researcher shook the glass and spread the papers on a table.
3. The researcher chose two of the papers randomly, the first paper was the experiment class and the second paper was the control class.

After doing the steps, the researcher had chosen XI.1 ADP as the experiment class and XI.4 ADP as the control class. XI.1 ADP contained fourty (40) students and XI.4 ADP contained fourty (40) students.

**Table 2. Sample of the research**

|  |  |  |
| --- | --- | --- |
| Sample | Classes | Number of Students |
| Experimental Class | XI.1 ADP | 40 |
| Control Class | XI.4 ADP | 40 |
| Total |  | 80 |

The procedure of administering the assaignment as the instrument of the study was a test that been to both sample groups before they were taught about reading comprehesion in analytical exposition text. Then, the same assignment was administered to both sample groups after they were taught about reading comprehension in analytical exposition text. To collect the data, the researcher used test. In the test, the researcher used Multiple Choice. The datas had been calculated by quantitative calculation (t-test).

The instruments used in this research were tested for validity, reliability, normality tests and homogeneity tests, as a prerequisite test for the data analysis. Based on the test, the result was:

**2.1.Validity Test**

For comparing the result of validity test, the researcher used the r value of product moment, if the r value is lower than the r value in product moment, then the correlation is not significant (unvalid). If the r value is bigger than the r value of product moment, then the correlation is significant (valid).

Based on the result of statistical calculation, the researcher concluded if the instrument was invalid because of $r\_{Count}$>$r\_{Table}$ (Product Moment). It was 0,80 > 0,312 (5%) and 0,403 (1%). The researcher concluded the instrument was valid.

**Table 3.Validity Coefficient Classification**

|  |  |  |
| --- | --- | --- |
| No | Validity Coefficient | Interpretation |
| 1 | 0,80 <$r\_{xy}$< 1,00 | Very High |
| 2 | 0,60 <$r\_{xy}$< 0,80 | High |
| 3 | 0,40 <$r\_{xy}$< 0,0 | Sufficient |
| 4 | 0,20 <$r\_{xy}$< 0,42 | Bad |
| 5 | 0,00 <$r\_{xy}$< 0,20 | Very Bad |
| 6 | $r\_{xy}$< 0,00 | Invalid |

After knew if the instrument was valid, the researcher looked at the validity coefficient classification above, the instrument was interpreted very high because of 0,80 ≤ 0,80 < 1,00.

**2.2. Reliability Test**

The reliability of the instrument was tested by using formula, K-R 21. Based on the calculation, the researcher concluded if the instrument was reliable because of $r\_{11 }$>$r\_{table }($Product Moment). The result showed 2,306 > 0,312 (5%) and 0,403 (1%).

**2.3. Normality Test**

This test was used to know whether the data distribution was normal or not. Based on statistical calculation using SPSS 23, tested normality was done by looking One-sample Kolmogorov-Sminov test. After looked in line Asym.sg.(2-tailed), if Asymp.sg. > 0,05 or Asymp.sg. = 0,05. It meant the data distribution was normal.

a.Experimental Class (Pre-test and Post-test)

**Table 4. Result of SPSS 23**

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Asymp.sg. (2-tailed) | Sig. 0,05 | Data Distribution |
| Pre-test | 0,077 | > | Normal |
| Post-test | 0,058 | > | Normal |

b.Control Class (Pre-test and Post-test)

**Table 5. Result of SPSS 23**

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Asymp.sg. (2-tailed) | Sig. 0,05 | Data Distribution |
| Pre test | 0,200 | > | Normal |
| Posttest | 0,001 | < | Abnormal |

**2.4. Homogeneity Test**

The homogeneity test was done to know whether data variation of the sample had equal variant or not.

a.Pre-test (Control Class and Experimental Class)

Based on the output of SPSS 23 statistical calculation, the data significancy of pre-test between control class and experimental class was in sig. 0,071. Because of 0,071 > 0,05, it meant the test of homogeneity of variances stated the score of both was homogenous.

**Table 6. Result of SPSS 23**

|  |  |  |  |
| --- | --- | --- | --- |
| Test  | Significancy | Sig. 0,05 | Variant |
| Pre-test | 0,071 | > | Homogenous |

b.Post-test (Control Class and Experimental Class)

Based on the output of SPSS 23 statistical calculation, the data significancy of pre-test between control class and experimental class was in sig. 0,019. Because 0,019 < 0,05, it meant the test of homogeneity of variances stated the score of both was not homogenous.

**Table 7. Result of SPSS 23**

|  |  |  |  |
| --- | --- | --- | --- |
| Test  | Significancy | Sig. 0,05 | Variant |
| Post-test | 0,019 | < | Heterogenous |

**2.5.** **Technique of Data Analysis**

Generally, the research pattern was conducted for two groups, the one was experimental group and another was control group. After conducting the experiment so the result (datas) of both were calculated in comparing the mean of both. For the random sample, the testing of difference mean had been calculated using pattern t-test as follow:

$$t= \frac{M\_{X}-M\_{Y}}{\sqrt{\left[\frac{\sum\_{}^{}x^{2}+ \sum\_{}^{}y^{2}}{N\_{X}+N\_{Y}-2}\right]\left[\frac{1}{N\_{X}}+ \frac{1}{N\_{Y}}\right]}}$$

For the explanation :

M = mean score per group

N =the number of subjects

x =deviation of each score $x\_{2} and x\_{1}$

y =deviation of each score $y\_{2} from mean Y\_{1}$

**3. THE RESULT AND DISCUSSION**

**3.1.T-test Calculation**

After the data was collected, the researcher calculated the students’ pre-test and post-test score got the t-test result then made decision about the hypothesis.

The t-test was:

$$M\_{Y}= \frac{1555}{40} = 38,87$$

$$y\_{2 }= \sum\_{}^{}Y^{2}- \frac{(\sum\_{}^{}X)^{2}}{N}$$

 = 69.975 - $\frac{1555^{2}}{40}$

 = 69.975 – 60.450,6

 = 9.524,4

$$M\_{X}= \frac{1210}{40} = 30,2$$

$$\sum\_{}^{}x^{2}=\sum\_{}^{}X^{2}- \frac{(\sum\_{}^{}X)^{2}}{N}$$

= $\sum\_{}^{}X^{2}-\frac{(\sum\_{}^{}X)^{2}}{N}$

= 41.200 - $\frac{1210^{2}}{40}$

= 41.200 - $\frac{1.464.100}{40}$

= 41.200 – 36.602,5

= 4.597,5

Then the finding data was simplified as the following:

$M\_{X}$ = 30,25

$M\_{Y}$ = 38,87

$\sum\_{}^{}x^{2}$ = 4.597,5

$\sum\_{}^{}y^{2}$ = 9.524,4

$N\_{X}$ = 40

$N\_{Y}$ = 40

To analyze the data gained from the test, the writer use the t-test formula as the following:

$$t= \frac{M\_{X}-M\_{Y}}{\sqrt{\left[\frac{\sum\_{}^{}x^{2}+ \sum\_{}^{}y^{2}}{N\_{X}+N\_{Y}-2}\right]\left[\frac{1}{N\_{X}}+ \frac{1}{N\_{Y}}\right]}}$$

The result of the t-test calculation is as shown below:

$$t= \frac{30,25-38,87}{\sqrt{\left[\frac{4.597,5+9.524,4}{40+40-2}\right]\left[\frac{1}{40}+ \frac{1}{40}\right]}}$$

$$t=\frac{+8,62}{\sqrt{\frac{14.121,9}{78}x \frac{2}{40}= \frac{28.243,8}{3120}}}$$

$$t=\frac{+8,62}{\sqrt{\frac{28.243,8}{3120}}}$$

$$t=\frac{+8,62}{\sqrt{9,05 }}$$

$$t=\frac{+8,62}{3,01}$$

$$t=2,86$$

From the calculation of the data analysis by using t-test that the value of t-observed was 2,86. Then, to see whether the hypothesis of this study was accepted or not, the value was compared with the value from t-table distribution *df* = 78 (since there are 40 students in each class, therefore the *Degree of Freedom* = ( $N\_{X}$ + $N\_{Y}$ - 2) = 40 + 40 – 2 = 78). Because there was not *df* 78 in the t-table, so the researcher decided to use *df* 60 since it was closer to 78 than *df* 120. The table at df 60 showed that the value of t-table ($t\_{tab})$ was 2,00 for 5% and 2,66 for 1%.

Theoritically, the Alternative Hypothesis ($H\_{a}$) was accepted if the value of t-test was greater than the value of t-table ($t\_{test})$> ($t\_{table})$. The finding above showed that t-test was greater than t-table (2,86 > 2,00 and 2,66). The researcher meant the hypothesis ($H\_{a}$) was accepted.

The result of the research proved that there was a significant effect of using REAP method on students’ reading comprehension in analytical exposition text of the eleventh grade students of SMK Swasta Harapan Stabat in academic year 2019/2020.

**4.CONCLUSION**

This research was conducted to answer the research problem if there was a significant effect of using REAP method on students’ reading comprehension in analytical exposition text of the eleventh grade of SMK Swasta Harapan Stabat in academic year 2019/2020. The result of this research showed the REAP method helped students to comprehend a text. The REAP method was also as a new students’ method to study reading at school. The students also responded an excitement of study reading using REAP method.

Based on the result of data analysis, it could be concluded that the result of the test showed that the students who were taught using REAP method got higher score than students who were not. The mean score of the students in experimental class was 38,87, while in the control class was 30,25. The difference of the means was 8,62. From the mean, it meant that the experimental class’ score is higher than the control class’ score. This result was also supported by the result of statistical analysis using t-test. It showed that $t\_{test}$ is higher that $t\_{table}$, t-test was 2,86 while t-table was 2,00 for 5% and 2,66 for 1%. It stated that 2,00 < 2,86 > 2,66, that meant the Alternative Hypothesis ($H\_{a}$) was accepted.

**5. SUGGESTION**

Having the result of the research, the researcher provided some suggestion. The suggestions were related to the teacher, the school and another researcher. It was as the following :

1. Study reading analytical exposition text practiced students to realize the phenomenon surrounding, stimulating perspective and understanding why the phenomenon happened. Study analytical exposition text also practiced students’ ability to share own arguments and perspectives.
2. REAP method was an useful method that made students easier to understand a text. REAP method was also considered as a new way to study reading at school. Use the REAP Box made students more excited to analyse the text so students got more comprehension. This method could be a reference to teach reading at school.
3. In applying the REAP method, the researcher suggested if the teacher used a text that contained of common english vocabulary. It make students could maximise the outcome of the study.
4. For the school, the REAP method gave a good effect on students’ reading comprehension hopefully the school gave reccomendation to the english teacher in order to apply it in the learning process.
5. For the teacher, the posittive effect from this research could be a consideration to teach reading using different method.
6. For another researcher, the REAP method could be used in another class and sample. The another researcher could use it as a method to conduct another research with different population and sample.

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