THE EFFECT OF USING REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY ON READING COMPREHENSION OF NARRATIVE TEXT OF THE FIRST YEAR STUDENTS OF SMAN 1 TEBING TINGGI TIMUR MERANTI

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Abstract: This research was designed to investigate whether there is a significant effect of using Read Encode Annotate Ponder strategy on reading comprehension of narrative text of the first year students of SMAN 1 Tebing Tinggi Timur Meranti. This research took place at SMAN 1 Tebing Tinggi Timur Meranti from April to june 2017. The sample was 40 students from X.2 Social that took by using cluster sampling technique. The test containing 40 items was used to collect the data. The technique of data analysis was paired sample t-test. The research findings found that there was a significant difference of students' reading comprehension on narrative text after being taught through Read Encode Annotate Ponder strategy. Based on the data analysis, it was found that t-test (7.051)was bigger than t-table (2.023). This suggested that REAP strategy was effective in teaching reading narrative text.

Keywords: Read Encode Annotate Ponder, Reading Comprehension, Narrative Text

PENGARUH PENGGUNAAN STRATEGY REAP (MEMBACA, MENYANDIKAN, MENCATAT KETERANGAN, MEMPERTIMBANGKAN) TERHADAP PEMAHAMAN MEMBACA TEKS NARATIVE SISWA KELAS 1 SMAN 1 TEBING TINGGI TIMUR MERANTI

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Abstrak: Penelitian ini diadakan untuk menginvestigasi apakah ada pengaruh dari penggunaan strategi Membaca, Menyandikan, Mencatat keterangan,dan Mempertimbangkan terhadap kemampuan membaca teks narrative siswa kelas 1 SMAN 1 Tebing Tinggi Timur Meranti. Penelitian ini bertempat di SMAN Tebing Tinggi Timur Meranti dari bulan April sampai bulan Juni tahun 2017. Pesertanya terdiri dari 40 siswa dari kelas X.2 yang diambil secara acak. Dalam mengumpulkan data, terdapat 40 soal yang digunakan dalam tes tersebut. Teknik dalam mengumpulkan data adalah dengan menggunakan test. Data dianalisa dengan menggunakan t-test. Dari Penelitian ini, ditemukan bahwa adanya perbedaan yang signifikan setelah mengajar dengan menggunakan metode Membaca, Menyandikan, Mencatat keterangan, dan Mempertimbangkan dalam memahami teks narrative. Berdasarkan data yang telah dianalisa, terlihat bahwa t-test 7,051 lebuh tinggi dari t-table 2,023. Jadi, tipe pembelajaran kooperative lebih efektif daripada mengajar tanpa metode. Berdasarkan hasil tersebut, bisa di simpulkan bahwa aplikasi penggunaan pembelajaran kooperative jenis Membaca, Menyandikan, Mencatat keterangan dan Mempertimbangkan sangat effectif didalam mengajar pemahaman membaca.

Kata Kunci :   Membaca, Menyandikan, Mengumpulkan informasi, dan Mempertimbangkan, Pemahaman membaca, teks narrative.

INTRODUCTION

This research was designed to investigate whether there is a significant effect of using REAP strategy on reading comprehension of narrative text of the first year students of SMAN 1 Tebing Tinggi Timur Meranti. Based on the result of interview, it was found that most of the students faced some problems not only in comprehending narrative text, but also in comprehending other reading texts. Particularly in grasping the messages from the text.

Reading is one of the four language skills that should be learned by the students.. Burnes and Page (1991) states that reading is comprehend written discourse. It is an interactive process that goes on between the reader and the text, resulting in comprehension. Those, to comprehend the text means the reader must be able to find any information needed to comprehend from the text. Then, Elizabeth, *et al* (1986) state that reading is a skill empowers everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge.

There are some components in reading comprehension which should befocused on comprehending a reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully: First is finding main idea. Finding main idea helps the reader to understand the paragraph and helps to remenber the content later. Second is finding factual information. The factual information questions generally appear with WH question word. Third is meaning of difficult word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as; it, she, he, this, etc. Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence.

One of the text types taught at senior high school students is narrative text. According to Herman (2009), a narrative text is the stories concerning temporal sequence, situations events unfolding in time; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Narrative may exits in a variety of forms, in cluding biographies anecdotes short stories and novel. All written fiction may be viewed as narration. Is semiotic representation of a series of events connectedin a temporal and causal way? Films, plays, comic strips, novel, news reels, chronicles and treatises of Georgica history are all narratives in this widest sense. Narrative can therefore be constructed using a wide variety of semiotic media: written or spoken language images, gestures and acting. Each of the text has its own communicative goal structural text, and language features. Simple examples in the society that accustomed to cooking receipt (procedure of cooking food).one who likes reading or writing the story, legend, fable narrative genre is suitable model reading or writing for us. If someone, so a descriptive genre is very suitable for us.

Rajan, et al (2002) say that social function is the purpose of the text type.According to Sudarwati (2005), the purpose of narrative text is to amuse or to entertain. According to Kurniawati (2013) the generic structures of narrative text are

orientation, complication , resolution and re-orientation. According to Joyce and Feez (2000), the language features of narrative text are using simplepast tense (e.g. I went there), using action verb to shows the event(e.g. killed, walked), using adverb of time (e.g. once upon a time, one day).

METHODOLOGY

This research is a Pre-experimental research. According to Gay (2000), a Pre-experimental research is the activity in performing can be shown in this schema; (O_1 X O_2)**.** In a One Group Pretest-Posttest design, a single group participant measured on the dependent variable both before and after the manipulation of independent variable.

The population of this research was all of the first year students of SMAN 1 Tebing Tinggi Timur Meranti while the sample was class X.2. In choosing the sample, the cluster sampling technique was used. To collect the data, the multiple-choice test was used. The total number of test items was 40 questions provided with four choices for each question. The test consisted of 5 short narrative texts. Each text contained 8 questions. The time allocated for doing the test was 90 minutes. The test had been tried-out to students from try out class. From the calculation, it can be seen that the reliability of the test is 0.52 which means the test is reliable. The test administered twice, namely pre-test and post-test. The data was analyzed by using SPSS . The students' score classified into five levels of mastery: Very Poor, Poor, Mediocre, Good, and Excellent.

FINDINGS AND DISCUSSION

Findings

Table 1. The Students' Reading Comprehension Before Treatment (Pre-test Score)

No	Students	Correct Answer	Score	Classification
1	Student 1	32	80.0	Good
2	Student 2	31	77.5	Good
3	Student 3	24	60.0	Mediocre
4	Student 4	23	57.5	Mediocre
5	Student 5	27	67.5	Good
6	Student 6	29	72.5	Good
7	Student 7	28	70.0	Good
8	Student 8	28	70.0	Good
9	Student 9	28	70.0	Good
10	Student 10	27	67.5	Good
11	Student 11	27	67.5	Good
12	Student 12	27	67.5	Good
13	Student 13	21	52.5	Mediocre
14	Student 14	23	57.5	Mediocre

No	Students	Correct Answer	Score	Classification
15	Student 15	27	67.5	Good
16	Student 16	27	67.5	Good
17	Student 17	23	57.5	Mediocre
18	Student 18	21	52.5	Mediocre
19	Student 19	26	65.0	Good
20	Student 20	26	65.0	Good
21	Student 21	25	62.5	Good
22	Student 22	25	62.5	Good
23	Student 23	25	62.5	Good
24	Student 24	25	62.5	Good
25	Student 25	25	62.5	Good
26	Student 26	25	62.5	Good
27	Student 27	24	60.0	Mediocre
28	Student 28	24	60.0	Mediocre
29	Student 29	27	67.5	Good
30	Student 30	27	67.5	Good
31	Student 31	27	67.5	Good
32	Student 32	33	82.5	Excellent
33	Student 33	34	85.0	Excellent
34	Student 34	22	55.0	Mediocre
35	Student 35	22	55.0	Mediocre
36	Student 36	35	87.5	Excellent
37	Student 37	32	80.0	Good
38	Student 38	21	52.5	Mediocre
39	Student 39	24	60.0	Mediocre
40	Student 40	34	85.0	Excellent
Total			**2652.5**	**Good**
Mean			**66.63**	

From the table above, there were 40 respondents. The calculation of total pre-test score was 2652,5 and the mean score of pre-test was 66.63.

Table 2. The Students' Reading Comprehension After the Treatment (Post-test Score)

No	Students	Correct Answer	Score	Classification
1	Student 1	35	88	Excellent
2	Student 2	34	85	Excellent
3	Student 3	27	68	Good
4	Student 4	25	63	Good
5	Student 5	32	80	Good

No	Students	Correct Answer	Score	Classification
6	Student 6	31	78	Good
7	Student 7	31	78	Good
8	Student 8	31	78	Good
9	Student 9	31	78	Good
10	Student 10	31	78	Good
11	Student 11	31	78	Good
12	Student 12	30	75	Good
13	Student 13	20	50	Mediocre
14	Student 14	30	75	Good
15	Student 15	26	65	Good
16	Student 16	29	73	Good
17	Student 17	29	73	Good
18	Student 18	23	58	Mediocre
19	Student 19	31	78	Good
20	Student 20	29	73	Good
21	Student 21	31	78	Good
22	Student 22	28	70	Good
23	Student 23	27	68	Good
24	Student 24	28	70	Good
25	Student 25	31	78	Good
26	Student 26	28	70	Good
27	Student 27	28	70	Good
28	Student 28	31	78	Good
29	Student 29	28	70	Good
30	Student 30	27	68	Good
31	Student 31	31	78	Good
32	Student 32	33	83	Excellent
33	Student 33	30	75	Good
34	Student 34	26	65	Good
35	Student 35	31	78	Good
36	Student 36	34	85	Excellent
37	Student 37	33	83	Excellent
38	Student 38	24	60	Mediocre
39	Student 39	24	60	Mediocre
40	Student 40	36	90	Excellent
Total			**2937.5**	**Good**
Mean			**73.73**	

From the table above, the calculation of total post-test score was 2937.5 and the mean score was 73.73.

Based on the mean score of pre-test and post-test above, we can conclude that the mean score of post-test (73.73) is higher than mean score of pre-test (66.63) after treatment by using REAP strategy.

Table 3. The Analysis of Paired Sample T-test between Pre-test and Post-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	posttest – pretest	7.100	6.368	1.007	5.063	9.137	7.051	39	.000

From the table above, the output of paired sample test showed that t-test result was 7.051, standard error mean was 1.007. By comparing number of significance, if t_{test} < t_{table}, it means that H_0 is accepted and H_1 is rejected and If t_{test} > t_{table}, it means that H_0 is rejected and H_1 is accepted. As the result of the researcher calculating, the researcher gained the t-test was 7.051 > t-table 2.023. Moreover, it can be concluded that 7.051 > 2.023 or H_0 is rejected and H_1 was accepted. Therefore, there was a significant effect of using REAP strategy on reading comprehension of narrative text of the first year students of SMAN 1 Tebing Tinggi Timur Meranti.

Discussion

As it has been discussed in the previous chapter, the researcher tried *to* investigate whether there is a significant effect of using REAP strategy on reading comprehension of narrative text of the first year students of SMAN 1 Tebing Tinggi Timur Meranti. After analyzing the data, the researcher found out that there is a significant effect.

Based on the research finding, it can be concluded that the effect of using REAP strategy gives significant effect for students in comprehending narrative text for the first year students of SMAN 1 Tebing Tinggi Timur Meranti. It was proved by the obtained score of t-test 7.051 and t-table 2.023. Because calculated t-test was larger than t-table, the Alternative hypothesis was accepted and Null hypothesis was rejected. Therefore, there was significant improvement achieved in reading activity after the application of REAP strategy.

The mean score of post-test was 73.73 and the mean score of pre-test was 66.63. It means that, the differences between post-test and pre-test 7.100 points.

CONCLUSION

Based on the research findings, several points could be drawn as conclusion, as follows:
1. Mean score of students reading comprehension on narrative text being taught by using REAP strategy was 73.73.

2. Mean score of students reading comprehension on narrative text without being taught by using REAP strategy was 66.63

3. The result of t-test was 7,051 while t-table was 2.023. Moreover, it can be concluded that $7.051 > 2.023$ or H_0 is rejected and H_1 was accepted. Therefore, there was a significant effect of using REAP strategy on reading comprehension of narrative text of the first year students of SMAN 1 Tebing Tinggi Timur Meranti.

Recommendation

The researcher would like to propose some recommendations to the English teacher and the students. First, the teacher should devote extra time to the students in giving explanation and exercises about comprehending reading texts, especially narrative text. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. The teacher also needs to apply some reading strategies that which are suitable for the students. Second, the students should motivated themselves to read a lot of books more often. In additions, students need to enjoy reading activity because there will be many advantages that they can get.

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