THE EFFECT OF REAP (READ, ENCODE, ANNOTATE, AND PONDER) STRATEGY TOWARDS READING COMPREHENSION IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT MA JABAL NUR KANDIS

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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THE EFFECT OF REAP (READ, ENCODE, ANNOTATE, AND PONDER) STRATEGY TOWARDS READING COMPREHENSION IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT MA JABAL NUR KANDIS

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THESIS

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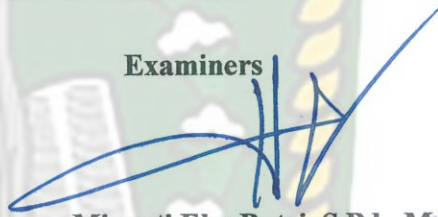Faculty   : Teacher Training and Education

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It is ready to be examined. This letter is made to be used, as it is needed.

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No	Date	Guidance Agenda	Signature
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2	20thFebruary 2019	Revised Chapter I	
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I admit this thesis is belonged to my own expect the question (directly or directly). The questions were taken from many mentioned scientifically. I am responsible for this thesis.

Pekanbaru, December 2019

TRIA NOVITA

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Pekanbaru, December 2019

TRIA NOVITA

ABSTRACT

Tria Novita, 2020 : The Effect of REAP Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MA Jabal Nur Kandis

Keywords : REAP Strategy, Reading Comprehension, Narrative Text.

This research was designed to see the significant effect of REAP strategy towards reading comprehension in narrative text. It aimed at finding out how applying REAP strategy can be used to see the significant effect towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

This research was experimental research with two groups pre-test and post-test, which one group was experimental class and other group was control class. The instrument was using reading test in form essay questions sheet. The population of this research was all classes in grade XI MA Jabal Nur Kandis. There were four classes in grade XI MA Jabal Nur Kandis. The researcher used simple random sampling technique to choose the sample, that were grade XI IPA 1 as the experimental class and grade XI IPS 2 as the control class. There were 32 students for each class. The researcher used paired sample t-test to analyze the data in order to find out whether there was the effect of REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

The research finding showed that there were differences in increasing score in comprehending reading in narrative text between students in class XI IPA 1 after being taught by using REAP strategy and students in class XI IPS 2 that was taught without using REAP strategy. It could be seen that $t_{calculated}$ was 10.451 and based on the distribution table, the score of t_{table} was 2.039. It means that $t_{calculated} > t_{table}$ (10.451 > 2.039). It showed that $t_{calculated}$ was higher than t_{table}. Furthermore, it could be seen that the sig. (2-tailed) in experimental class was 0.000 < 0.05. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

ABSTRACT

Tria Novita, 2020 : The Effect of REAP Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MA Jabal Nur Kandis

Keywords : REAP Strategy, Reading Comprehension, Narrative Text.

Penelitian ini dirancang untuk melihat pengaruh yang signifikan dari strategi REAP terhadap pemahaman membaca dalam teks naratif. Hal ini bertujuan untuk mengetahui bagaimana penerapan strategi REAP dapat digunakan untuk melihat pengaruh yang signifikan terhadap pemahaman membaca dalam teks naratif siswa tahun kedua di MA Jabal Nur Kandis.

Penelitian ini adalah penelitian eksperimen dengan dua kelompok pre-test dan post-test, dimana satu kelompok adalah kelas eksperimen dan kelompok lainnya adalah kelas kontrol. Instrumen ini menggunakan tes membaca dalam bentuk lembar pertanyaan esai. Populasi penelitian ini adalah semua kelas di kelas XI MA Jabal Nur Kandis. Ada empat kelas di kelas XI MA Jabal Nur Kandis. Peneliti menggunakan teknik simple random sampling untuk memilih sampel, yaitu kelas XI IPA 1 sebagai kelas eksperimen dan kelas XI IPS 2 sebagai kelas kontrol. Ada 32 siswa untuk setiap kelas. Peneliti menggunakan paired sample t-test untuk menganalisis data untuk mengetahui apakah ada pengaruh strategi REAP terhadap pemahaman membaca dalam teks naratif siswa tahun kedua di MA Jabal Nur Kandis.

Temuan penelitian menunjukkan bahwa ada perbedaan peningkatan skor dalam memahami bacaan dalam teks narasi antara siswa di kelas XI IPA 1 setelah diajarkan dengan menggunakan strategi REAP dan siswa di kelas XI IPS 2 yang diajarkan tanpa menggunakan strategi REAP. Dapat dilihat bahwa thitung adalah 10.451 dan berdasarkan tabel distribusi, skor ttabel adalah 2.039. Ini berarti bahwa thitung> ttabel (10,451> 2,039). Hal ini menunjukkan bahwa thitung lebih tinggi dari ttabel. Selanjutnya bisa dilihat bahwa sig. (2-tailed) di kelas eksperimen adalah 0,000 <0,05. Oleh karena itu, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari strategi REAP terhadap pemahaman membaca dalam teks naratif siswa tahun kedua di MA Jabal Nur Kandis.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading plays an important role because reading has become a part of our daily life. Through reading various printed materials such as newspaper, magazine, fiction, and nonfiction books, we are able to gain a lot of knowledge, information and pleasure. Therefore, the ability to read the texts in any forms will contribute many advantages in our life such as gaining success at school, etc. For students, reading is also one of the important skills because students can get some information of the texts, besides students can improve their vocabulary, pronunciation, grammar, and their knowledge. Therefore, reading also something crucial and indispensable. By reading, they can increase their knowledge about science, technology, and easy way to get much information that is useful for them.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Therefore, to find out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, a good reading comprehension will show the reader reading ability. Therefore, a good comprehension is necessary in comprehending the meaning what the writer writes.

Comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference , and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn.

Strategy is a plan, method, or series of activities designed to achieves a particular education goal. Learning strategy is a plan and way of teaching that will be done by the teacher with determining the main steps of teaching in accordance with the teaching objectives to be achieved and outlined. It is a series of activity planning which include the use of methods and the use of various resources or strengths in learning. In learning strategy includes the specific approaches, models, methods and learning techniques. Learning strategy has several uses and benefits those are students' need about learning how to think better are served and also help the teacher to have an idea of how to help students in their learning activities. This is because students have differences in terms of ability, motivation to learn, the state of socio-cultural background and economic level. This situation is very influential on activities

and student learning outcomes to develop knowledge skills and attitudes. So, the teacher should use an appropriate strategy for helping the students as solution of their problems.

Discussing of an appropriate strategy which is important to attract students' interest in learning reading, REAP is supposed to be an appropriate strategy to teach reading comprehension. REAP strategy is a strategy for composing annotations of texts. The acronym stands for read, encode, annotate, and ponder. It is intended for used by high school or college students. REAP includes ten varieties of annotations, each focusing on different aspects of a text.

In this case, the researcher has chosen narrative text as a text that was used for applying REAP strategy. Narrative tells fiction and non-fiction, it can be called as a story that is based on a chronological order in events, where the events were experienced by the subject (someone) that experienced a conflict. It means that narrative tells about past, where it always tells about story to be told in oral or written forms. Narrative typically contains action, dialogue, and elaborates details and humor. The narrative is not typically becoming most paragraphs because it does not require the standard thesis sentences stating your main idea, nor it requires the traditional introduction, body, or conclusion.

The reason why the researcher used this strategy is, because REAP (Read, Encode, Annotate, and Ponder) is one of reading comprehension strategy has proven to have positive effect to increase students' comprehension while

reading text. REAP is defined as a strategy which helps reading process to create incomplete meanings into coherence conclusion with students' knowledge, guide students during and after reading process, and help students to be active readers who are able to understand and internalize the writer's idea they get while reading the text with or without the teacher's guidance. REAP strategy can be used to improve students' problem in reading comprehension. It is because REAP strategy can help students in comprehending the text especially in narrative text. So the students can comprehend the text easily.

As we know that mastering of the reading skill is not easy. It is because the readers should have the ability to comprehend the author's messages. In Senior High School, students are expected to understand a text or a passage such as narrative text, recount text, descriptive text, procedure text, and etc. Most of the students have problems in comprehending text they have read. Based on the researcher's observation and English teacher information of the second year students at MA Jabal Nur Kandis, it was found many problems in teaching and learning reading comprehension. The problems could be set from the teacher and students.

The first problem came from the students. Sometimes, the students were bored with the materials which were presented in reading comprehension task. It was because the students had limited stocks of vocabulary and grammar mastery, they got trouble in understanding the reading text. In addition, they only focused on the individuals words not the context. In other words, the

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students thought that to understand the idea of the text, they should know meaning of all words that was written in the text.

The second problem was the students also got difficult in finding information of the reading text and they had difficulties in identifying the generic structure in narrative text. The students were difficult to find the message or information that the writer informed to the reader so that the reader could find the ideas of the text. It was problem of the students that they could not find and catch the information and generic structure of the text so they could not comprehend the text well.

And the last problem came from the teacher. The teacher only pointed the students to do the activities learning in the class or we called as student center learning. The teacher only gave the text and asked the students to read the text. After that the teacher asked students to find the difficult words and look up dictionary to find of the meaning of it. The teacher only asked them to read and translate the text. If they translated all the sentences in the text, it would take more time. The teacher also only asked them to find the meaning of the text but he did not give the solution to the students how to comprehend the text well. As a result, students' achievement in reading comprehension became low.

In this case, to improve students' reading comprehension in narrative text needed an appropriate strategy or technique to help them as solution for their problems. And researcher has chosen REAP (Read, Encode, Annotate, and Ponder) strategy to help students towards reading comprehension in narrative

text. REAP includes ten varieties of annotations, each of them focus on different aspects of a text, that help to improve student writing skills, metacognitive awareness, and comprehension of main ideas (Muskingum College Center for Advancement of Learning Reading Comprehension : 73).

Based on explanation above, the researcher hopes that REAP (Read, Encode, Annotate, and Ponder) strategy can give the significant effect for reading comprehension and helps students more easily and enjoy when they study about reading comprehension in narrative text in the classroom. Therefore, the researcher is interested in carrying out research entitled **"The Effect of REAP (Read, Encode, Annotate, and Ponder) Strategy towards Reading Comprehension in Narrative Text of The Second Year Students at MA Jabal Nur Kandis".**

1.2 Setting of the Problem

Based on the background and the phenomena of the reading comprehension of the second year students at MA Jabal Nur Kandis, there were many problems that made the students were difficult in reading comprehension, especially in narrative text in English class. Thus, the problems of this research were identified in the following identifications:

The first problem came from the students. The students had limited stocks of vocabulary and grammar mastery, they got trouble in understanding the reading text. In addition, they only focused on the individuals words not the

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Dokumen ini adalah Arsip Milik :

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1.3 Limitation of the Problem

Based on the problem above, it could be seen that there were three problems of this research. The researcher focused on narrative text as the material. The researcher focused on how to find the information from the text

and identify the generic structure of narrative text, they were: orientation, complication and resolution in narrative text. To help the students' problem, the researcher used REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

1.4 Formulation of the Problem

According to the limitation of the problem above, in this research could be formulated by the following research question: Is there any significant effect of students' reading comprehension by using REAP (Read, Encode, Annotate, and Ponder) strategy of the second year student at MA Jabal Nur Kandis ?

1.5 Objective of the Research

The objective of conducting this research was to find out whether there is the effect of using REAP strategy towards students reading comprehension in narrative text at the second year of MA Jabal Nur Kandis or not.

1.6 Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

a. To give a contribution about the strategy to English teachers concerning with reading comprehension.

b. To provide useful information for the students about the reading strategy, in order the students can apply it in comprehending the reading text.

c. To fulfill one of the requirements to finish researcher's study in Universitas Islam Riau.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Effect

Effect is a measure of the strength of variable's effect on another variable or the relationship between two or more variables.

2. REAP Strategy

REAP is a reading strategy that is noted as useful in helping students actively interact with the text and construct meaning while reading and also help students to improve their writing skills, metacognitive awareness, and comprehension of main idea.

3. Reading Comprehension

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use.

4. Narrative Text

Narrative text is a story that is crated in a constructive format that describes a fictional and nonfictional story and it has a connected set of chronological events.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading

Reading is one of important skills that should be mastered by the students besides listening, speaking and writing. It can help students study about something and give them addition skill in the future. In daily life, reading becomes much more important because many sources of information are written. Reading could enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover information and increase their knowledge. As we know, reading is an activity with a purpose. And a person may read in order to gain information or verify existing knowledge or in order to critique writer's idea or writing style. A person also may read for enjoyment, or to enhance knowledge of the language being read. Taking those as the consideration, the reading guides the teacher to select the text.

According to Nunan (2003 : 68) states that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Before the readers read the text, they have prior knowledge to make them are easy in understanding meaning of the text. Besides, after the readers understand meaning of the text, they are easy to get the information from what they read.

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Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

Patel and Praveen (2008 : 113) states that reading skill is more important than speaking and writing. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

Although there have been a number definitions of reading, it is not easy to define reading in one sentence. In summary, reading is not merely a receptive process of gathering information by word per word. It is an active process between the writer, text and the reader. There are interactions between them during reading. Interaction between the writer and the text is conducted by the writer in which he uses language (semantic, syntactic and phonological) to produce text that conveys meaning. Then the interaction between the reader and the text happens when the reader try to make sense of the text to get the writer's intended meaning through their background knowledge.

2.1.1 Types of Reading

According to Patel and Praveen (2008 : 117) there are four types of reading:

1) Intensive Reading :

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

2) Extensive Reading :

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be

the source for written compositions in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

3) Aloud Reading :

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be difficult at secondary level.

4) Silent Reading :

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

There are four types of reading, usually in the school the student do the intensive reading, because with the intensive reading the students can get more knowledge and it help the students to get the specific information.

2.2 The Nature of Reading Comprehension

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Comprehension is the primary objective of reading process. Comprehension is the process of reading to understand the meaning of the text, include the vocabulary and the series of words highlighted in the text.

According to Klingner et al (2007 : 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

According to Snow (2002: 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words *extracting* and *constructing* it means that to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. While Keenan, et al (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills.

Based on the explanation above, we can take conclusion that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. It means that reading comprehension is the reading activity which needed more thorough to understand the meaning, find the message of the text and reconstruct the idea of the reader.

2.2.1 The Purpose of Reading Comprehension

According to Rivers and Temperly (1978) in Sunjaya (2016 : 12) the purpose of reading includes:

1. To obtain information for some purposes or because learners are curious about some topic.
2. To obtain instruction on how to perform some task for work or daily life.
3. To act and play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letter.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspapers).
7. For enjoyment or excitement.

Through reading, the students acquire new ideas, obtains the needed information, support one's ideas, add their personal pleasure and broaden their own interest.

2.2.2 The Components of Reading Comprehension

King and Stanley (1989) in Fitria (2014 : 10) states that reading has five components contained in reading texts, which are appropriate with the senior high school curriculum. They are:

1. Finding Main Idea

    Main idea is the main topic that is discussed in a paragraph. Finding main idea is not always in the first paragraph, it can be in the middle or in the last sentence of the paragraph.

2. Finding Factual Information

    Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for Junior High School students. It usually appears with question words.

3. Guessing Vocabulary in Context

    It means that students can develop his or her ability to the word which is not familiar with him or her by relating the meaning of the unfamiliar words in the text what is read.

4. Reference

    Reference words are repeating the some word or phrase several times, after it has been used. The student can usually refer to it rather than repeat it. Reference word will help students understand the reading text.

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5. Inference

Understanding is the most important in reading comprehension whether is explicit or implicit message from the text. Therefore, the students are expected to make accurate prediction.

Based on explanation above, there are five reading components that give meaningful contribution to the students in comprehending a reading text. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

2.2.3 Teaching Reading Comprehension in the Classroom

According to Harmer (2001 : 213), there are the important roles of teachers that have particular relevance if we are trying to get students to read well.

1. The teacher is as an organizer

It means that the teacher need to tell to the students exactly about what their reading purpose is and give them clear instructions about how to achieve it, and then how long they have to do it.

2. The teacher is as an observer

It means that the teacher observed the students' work.

3. The teacher is as a feedback provider

It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.

4. The teacher is as a prompter

It means that when students have read a text the teacher can prompt them to notice language features in that text. On the other hand, these roles needed by teachers to be adopted when asking students to read, in order to get students to read enthusiastically in the class.

Based on the explanation above, it can be seen that in teaching reading in the classroom, the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading. The teacher should give correction to students' mistakes directly or indirectly when students make mistakes in complete or answer the tasks.

2.3 Read, Encode, Annotate, and Ponder (REAP) Strategy

REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. REAP is an effective strategy for students in senior high school. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis. In using REAP strategy, the reader not only improve reading comprehension but also improve writing skill.

2.3.1 The Definition of REAP Strategy

REAP includes ten varieties of annotations, each of them focus on different aspects of a text, that help to improve student writing skills,

metacognitive awareness, and comprehension of main ideas (Muskingum College Center for Advancement of Learning Reading Comprehension : 73).

Eanet & Manzo (1976) In Tiruneh (2014 : 83), stated that REAP is an acronym for the following stages of reading: Read, Encode, Annotate and Ponder. This reading strategy is noted as useful in helping students actively interact with the text and construct meaning while reading. Eanet & Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students' higher-order thinking and writing skills.

According to Supriyantini (2015 : 26), REAP is primarily a cognitive enrichment approach that teaches students to think more precisely and deeply about they read. By following the four steps strategy symbolized by its title :

R - Read   : The first step is read to get the writer's basic message.

E - Encode   : The second step is to encode the message into your own words while reading.

A - Annotate : The third step is to annotate your analysis of the message by writing responses from several perspectives.

P - Ponder   : The last step is to ponder what you have read and written- first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.

REAP is a reading strategy that is noted as useful in helping students actively interact with the text and construct meaning while reading and also help students to improve their writing skills, metacognitive awareness, and comprehension of main idea. REAP strategy had been proven to have effect on reading comprehension, so it can be applied on reading comprehension activities.

2.3.2 The Advantages of REAP Strategy

In Read Encode Annotate Ponder (REAP) strategy, there are some advantages according to Santi (2015). The advantages of REAP those are:

1. The Read step was aimed to help the students to revisit the text.

2. The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words.

3. The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.

4. The Ponder step allows the students to make a personal connection between the texts with their understanding.

2.3.3 The Procedure of REAP Strategy.

According to Marantika and Fitrawati (2013 : 75), the teacher can use the following steps to guide teaching reading by using REAP strategy:

Before doing REAP strategy in reading text, the students are already divided in some groups. Each group consists of four or five students. After that, the teacher gives a narrative text for each members of the group. Next, the teacher guide the students to do the REAP strategy in comprehending narrative text.

1. Read

    The first phase is reading the text, the teacher can ask the students to read the text. The purpose of this activity is to catch the main idea or the main content of the text. In reading step, the reader can read the text about one or two times, the others may be three time. It is according to the reader's ability in catching the idea from the text. This activity takes time about 10 minutes.

2. Encode

    The second activity is encode, in this phase the teacher leads the students to explore their idea about that narrative text into their own words, also some of difficult or new vocabularies. In this stage, the students may discuss to other members of their own group. In encode step, the teacher also add an activity; discussing the new or difficult vocabulary. The students can check the unfamiliar words in the dictionary. This activity takes time about 10 minutes.

3. Annotate

    The third step is annotate, this activity take time about 15 minutes. In annotate step, the students should write down their idea about the content of narrative text that is given to them before. To make it easier, the students can

make the generic structure of the narrative text that they have read, such as: orientation, complication, and resolution of the story line and the content of it. The teacher takes a part in learning process by going around the classroom for checking each group of students. In this activity, there is possibility that there are some groups or students who are not understand about what should do in annotate step.

4. Ponder

The last stage of REAP strategy is ponder. In this stage, the students work by group. They pondering the significance of text, by thinking, discussing, or talking with their member of the group, then make one perfect summarize about the narrative text that is given to the students before. The summary is in they own language and about a half length of the text before. This activity takes time about 15 minutes.

Picture 2.1 Example of using REAP strategy

R : Read	E : Encode
Title of the text	• Main idea • Difficult vocabularies

A : Annotate	P : Ponder
• Orientation • Complication • Resolution	• Question to be discussed with group • Conclusion • Moral value

2.4 The Nature of Narrative Text

Middle and high school students should be able to identify, analyze, and apply knowledge of the structures and elements of narrative literature. In order to successfully comprehend narrative text, students need to apply the structures of story grammar. Narrative literature could be defined as a literature which function is to tell a fiction story or a nonfiction story.

Knapp and Wattkins (2005: 220) states that narrative is one of most commonly read, though least understood of all the genres. Because narrative has been and continues to be such as popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

According to Herman (2009 : 1) Narrative text is the stories concerning temporal sequence, situations events unfolding in time; narrative also deals

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with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

Narrative text is also a story that is crated in a constructive format that describes a fictional or nonfictional story. As statement of (Gerard Genette : 1980 as cited in Leontinus : 2014), narrative text is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or nonfictional events.

Based on the explanation above, it can be concluded that narrative text is a story that is crated in a constructive format that describes a fictional and nonfictional story and it has a connected set of chronological events. Narrative text contains a story either written or unwritten and the social function of narrative text is to entertain the readers or listeners with an imaginative story or past events.

2.4.1 The Generic Structure of Narrative Text

According to Bosede and D.O (2016 : 273) the generic structure of narrative text focuses on a series of stages that propose to build a story. In traditional narrative the stages include :

1. Orientation   : The introduction of the characters who involve in the story, time and the place where the story takes place.

2. Complication : A series of events in which the main character attempts to solve the problem

3. Resolution   : The ending of the story containing the problem solution.

From the statement above, we know that there are three generic structures of narrative text. They are the generic structures of constructing a narration. It is a typical narration that has an opening paragraph to introduce the subject of the narration, and then telling the problem of the story, and also having a final conclusion that signals at the end of the story.

2.4.2 Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. Based on Mislaini (2015), in various sources of narrative text can be found in the form :

1. Fables ; (Stories about animals behave like humans pictured).

2. Fairy stories ; (The story is fantastic, full of wonders).

3. Mysteries ; (Science fiction, romance horror stories, legends, historical narratives personal experience).

4. Ballads ; (Ballads, which can be a touching story readers, usually in the form of a love story that is not up).

2.4.3 The Language Features of Narrative Text

According to Yudantoro (2014 : 12), the language features of narrative text, they are :

a. Using past tense, for example : we went to the zoo, she was happy.

b. Using time connectives and conjunctions to sequence the events, for example : then, before that, soon.

c. Using adverbs and adverbial phrases to indicate place and time, for example : here, in the mountain, happily ever after.

d. Using action verbs in past tense, for example : stayed, climbed.

e. Using saying verbs which sign to pronounce something, for example : said, told, promised. And using thinking verbs which sign of mind, perception or characters' feeling in the story, such as : thought, understood, felt.

f. Using adjectives that formed noun phrase, for example : long black hair, two red apples.

g. Using nouns and pronouns to identify people, animal or things involved. For example : stepsisters, housework, duck, crocodile.

2.5 Past Studies

There are some the researches that studied about REAP strategy. They are: the first research is Fanny Dwi Pratiwi (2012), English department student of UIN SUSKA RIAU with the title "The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Reading Comprehension in News Item

Text of The First Year Student at State Islamic Senior High School Dumai". In this research, there three objectives of the research, they are: To find out the ability of the first year students at State Islamic Senior High School Dumai in comprehending news item reading text by using discussion strategy, to find out the ability of the first year students at State Islamic Senior High School Dumai in comprehending news item reading text by using Read, Encode, Annotate, and Ponder (REAP) strategy and to obtain the effect of using Read, Encode, Annotate, and Ponder (REAP) strategy toward reading comprehension in News Item Text of the first year students at State Islamic Senior High School Dumai.

The differences between the first research and this research are from the title and the objective of the research. If the title of the first research is "The Effect of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Reading Comprehension in News Item Text of The First Year Student at State Islamic Senior High School Dumai" while the title of this research is "The Effect of REAP (Read, Encode, Annotate, and Ponder) Strategy Towards Reading Comprehension in Narrative Text of the Second Year Students at MA JAbal Nur Kandis". And in the first research there are three objectives of the research while in this research there is only one objective of the research.

The second is Amaliatul Khoiriyah (2017), with the title "The Effectiveness of Read, Encode, Annotate, Ponder (REAP) Strategy Toward Student's Reading Comprehension on Exposition Text (An Experimental Research at The Eleventh Grade Students of Islamic Senior High School

Mathla'ul Anwar Menes Center in The Academic Year of 2016/2017). This research investigates the effectiveness of Read, Encode, Annotate, Ponder (REAP) strategy in improve students' reading comprehension on analytical exposition text. The research is conducted based: 1. How is the students' reading comprehension using REAP strategy? 2. Is there any significant effect of REAP strategy in comprehending Exposition reading text. The objectives of this research were to find out the ability of the eleventh grade students in comprehending exposition reading text by using REAP strategy, and to obtain the effect of using REAP strategy toward reading comprehension.

The differences between the second research and this research are from the title and from the objective of the research. If in the second research focused on using REAP strategy towards students' reading comprehension on exposition text while in this research focused on using REAP strategy towards students' reading comprehension in narrative text. And if in the second research there were two objectives of the research while in this research there was only one objective of the research.

The third is Faisal (2013), with the title "The Effect of Using Read, Encode, Annotate And Ponder (Reap) Strategy Toward Writing Ability In Narrative Text Of The First Year Studets At SMAN 2 Bangkinang Barat. The type research was quasi-experimental research which the researcher could not create a new participant groups for this experiment. In collecting the data, the

researcher used test. The test used was writing test. In analyzing the data, the researcher used T-test formula operated by SPSS 16.

The differences between the third research and this research are : the first, in the third research focused on using REAP strategy toward writing ability in narrative text while in this research, the researcher focused on using REAP strategy towards students' reading comprehension in narrative text. The second is in the third research used quasi-experimental research while in this research used true-experimental research. In collecting the data, the third research used writing test while in this research used reading test. The last is in analyzing the data, the third research used t-test formula operated by SPSS 16 while in this research used SPSS 20.

2.6 Conceptual Framework

The title of this research is "The Effect of Using REAP (Read, Encode, Annotate, and Ponder) Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MA Jabal Nur Kandis". In this research, there are two classes as the sample of the research those are experimental class and control class. Therefore, in order to collect the data, the researcher does the pre-test, treatment, and post-test. On the experimental class, the researcher use REAP strategy on the treatment. Otherwise, on the control class was no treatment. Finally, the researcher here got the result from the experimental class and control class.

The conceptual framework of this research can be created as follows :

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┌─────────────────────────────────────────────────────────────┐
│ The Effect of Using REAP (Read, Encode, Annotate, and Ponder) │
│ Strategy towards Reading Comprehension in Narrative Text of the│
│ Second Year Students at MA Jabal Nur Kandis                    │
└─────────────────────────────────────────────────────────────┘
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Experimental Class	Control Class
Pre-test	Pre-test
Treatment by using REAP strategy	Teaching without using REAP strategy
Post test	Post test

Result
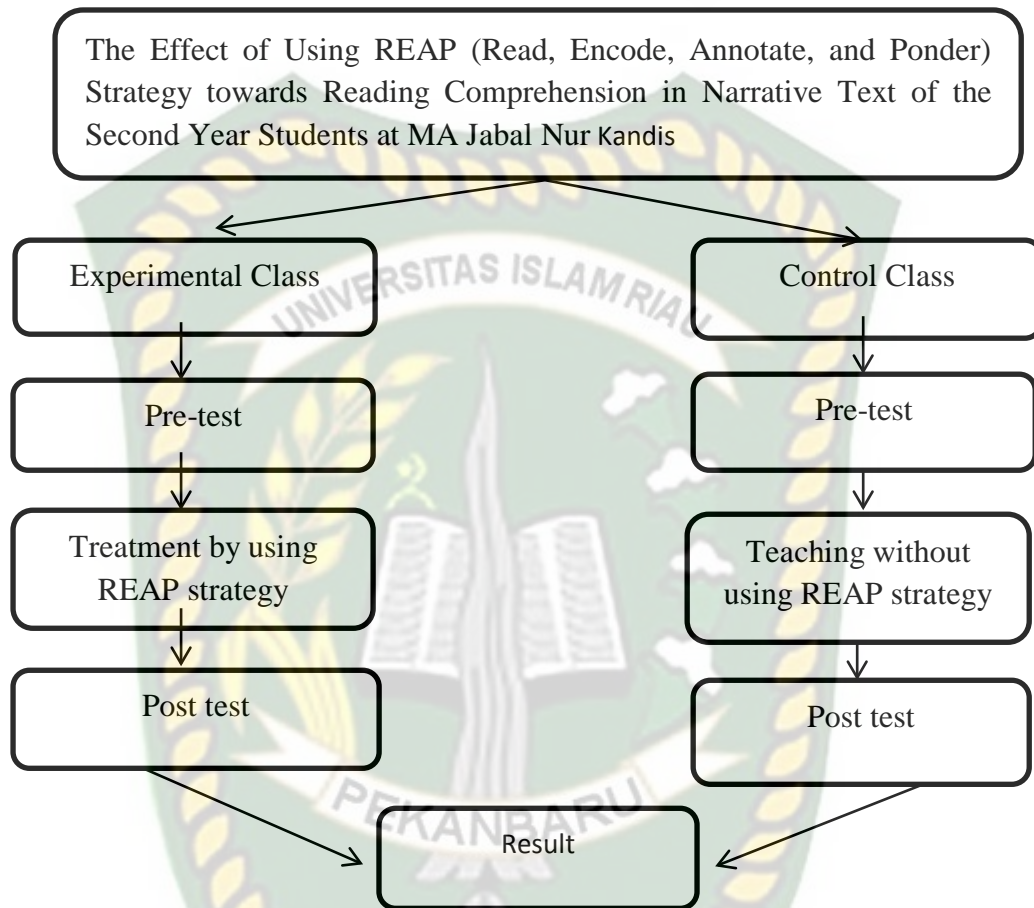
2.7 Hypothesis

Based on the formulation of the research, the hypothesis of the research are as in the following :

H$_o$: There is no significant effect of using REAP strategy towards second year students' reading comprehension in narrative text at MA Jabal Nur Kandis.

H_a : There is a significant effect of using REAP strategy towards second year students' reading comprehension in narrative text at MA Jabal Nur Kandis.

If significant (2-tailed) > 0.05 H_o is accepted and H_a is rejected.

If significant (2-tailed) < 0.05 H_o is rejected and H_a is accepted.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was an experimental research. According to Creswell (2012 : 294), an experimental design is the traditional approach to conducting quantitative research. This research consists of two variables, the independent variable was the effect of using REAP strategy and the dependent variable was reading comprehension in narrative text. This research was intended to find out is there any the effect by using REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis and to know how increase or is there any different achievement between pretest and posttest of the second year students at MA Jabal Nur Kandis in reading comprehension in narrative text being taught by using REAP strategy. The design of research can be drawn as follow:

Figure 3.1 Research Design

REAP Strategy

(X)

→ Treatment →

Students' reading Comprehension in Narrative Text

(Y)
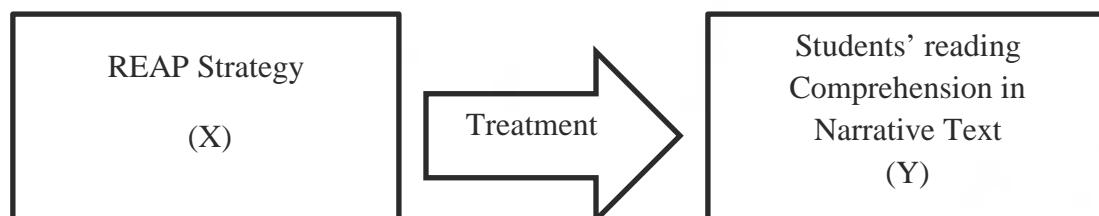
Where:

X: Independent variable

Y: Dependent variable

This research was true experiment in which it used experimental class and control class. According to Campbell and Stanley (1963:13) in Faisal (2013), the sub design of this research can be illustrated as follows:

Table 3.1 The Sub Design of the Research

Class	Pre-test	Treatment	Post-test
Experimental (E)	O_1	X	O_2
Control (C)	O_3		O_4

Where:

E   : Experimental Class

C   : Control Class

O_1 : Pre-test

O_3 : Pre-test

X   : Treatment

O_2 : Post-test

O_4 : Post-test

Table 3.1 showed that the researcher only conducted the treatment in the experimental class and the researcher did not give the treatment in the control class, but two classes got the same pre-test and post-test.

3.2 Location and Time of the Research

To collect the data of the research, the researcher conducted a field research at MA Jabal Nur Kandis, location was on Kandis District, Siak Regency. The researcher has chosen this school because after researcher did the observation at this school, this school had the problem with reading comprehension especially in narrative text. Because of that the researcher did the research there. The research was conducted to find out the effect of Read, Encode, Annotate, and Ponder (REAP) strategy towards reading comprehension especially in narrative text.

The researcher conducted the research on 26th September – 31st October 2019, in the first semester. The researcher collected the data during 6 weeks, there was only one meeting in every class both experimental class and control class in a week. There were 6 meetings for both of classes.

3.3 Population and Sample of the Research

In the research process, before the researcher conducted the data collection activities, then first must be determined about the source of research data. In quantitative research, the determination of the source of research data is known as population and sample.

3.3.1 Population

A population is the wider group of individuals about which the researcher wants to make statements (Lodico, et al : 2006). The research population can be in the form of a group of objects, phenomena or tendencies. The objects within the population are then analyzed before the final conclusion is valid to the whole population. The population of this research was the second year students at MA Jabal Nur Kandis in academic year 2019/2020. There were four classes and consist of 128 students.

Table 3.2

The Population of the Second Year Students of MA Jabal Nur Kandis

No.	Class	Population
1.	XI IPA 1	32
2.	XI IPA 2	32
3.	XI IPS 1	32
4.	XI IPS 2	32
	Total	**128**

3.3.2 Sample

A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the

realistic population (Lodico, et al : 2006). The sample of this research was taken by using simple random sampling technique. According to Arikunto (2009 : 95) Simple random sampling is a sampling technique that uses a lottery for all populations. Each subject is given an alphabetical number in the alphabetical name or original number sequence. With roll paper containing subject numbers, lottery is done as the lottery method is commonly known. And the researcher has chosen two classes to be the samples. The sample of this research were the students of XI IPA 1 consist of 32 students as the experimental class and the students XI IPS 2 consist of 32 students as the control class.

Table 3.3 The Distribution of Sample of the Research

No.	Class	Population	Sample
1.	XI IPA 1	32	Experimental Class
2.	XI IPS 2	32	Control Class
	Total	**64**	

3.4 Research Material

The research material in this research was adopted from the internet about narrative text. The kind of narrative text that used in this research is fiction and the researcher has chosen fable story for the narrative text. It can be seen in following table:

Table 3.4 Blueprint of Research Material

No.	Meetings	Topics
1.	Meeting 1	Pre-Test
2.	Meeting 2	A Mouse and A Lion
3.	Meeting 3	A Turtle and A Rabbit
4.	Meeting 4	The Ant and The Grasshopper
5.	Meeting 5	The Ugly Duckling And New Friend
6.	Meeting 6	Post-Test

3.5 Instrument of Research

The instrument of this research used reading test in form of essay questions sheet. The writer used two series of the test, pre-test and post-test. The pre-test was to know students' reading comprehension before getting treatment. The post-test was to know students' reading comprehension after getting treatment. The test items were adopted from internet.

Table 3.5 Blueprint of Reading Test

No.	Topics	Indicators	Number of Items	Item Number
1.	The Lion King	1. Orientation	4	1,2,3,4
		2. Complication	3	5,6,7
		3. Resolution	3	8,9,10
2.	Sura and Baya	1. Orientation	2	11,12
		2. Complication	2	13,14
		3. Resolution	1	15
3.	A Goat and A Fox	1. Orientation	2	16,17
		2. Complication	1	18
		3. Resolution	2	19,20
Total				20

3.6 The Procedures of the Research

There were two procedures were applied in this research. The first one was the procedure that used in experimental class and the second one was the procedure that used in control class.

3.6.1 Teaching Procedure for Experimental Class

This research was carried out in six meetings. The procedures of this research were divided into:

a. Pre-test

Before giving treatment, students were given a pre-test in order to know students' reading skill before treatment. Pre-test was conducting for the first meeting. The test item consists of 20 essay questions. After evaluating the students' answer and got the score, the researcher calculated their percentage in order to know their comprehension in reading.

b. Treatment

The treatment was conducted for experimental group only. The treatment was used REAP strategy in teaching narrative text from the second meeting until the fifth meeting. The steps are:

1. Pre-teaching activities

    a) Greeting and asking the students about their condition.

    b) Checking students' attendance list.

2. Whilst-teaching activities

    a) Exploration

        1. In this step, the teacher introduced the strategy that will be used by the students and also the teacher. The teacher should make the students clear about the REAP strategy.

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Dokumen ini adalah Arsip Milik :

2. The first introduction was about R: read, most of students know this term.

3. The next explanation was about E: encode, this term is about pick up the gist from the text that they have read by using their own language.

4. The third explanation was about A: annotate, in this step the students made a note or writing up the main idea in their note and still use they own idea.

5. The last explanation was about P: ponder, in this stage the students should ponder or made the consideration about the ideas by thinking and talking with the other members of the group.

6. The teacher explained the strategy before the learning process began in order to avoid the confusing of the student while doing the activity. After explaining how to use REAP strategy, the teacher showed the table where the students can put what they have got in the steps as follow:

REAP

R : Read	E : Encode
Title of the text	- Main idea - Difficult vocabularies
A : Annotate - Orientation - Complication - Resolution	**P : Ponder** - Question to be discussing with group - Conclusion - Moral value

b) Elaboration

1. In exploration stage, the students were already divided in some groups. Each group consists of four or five students.

2. The first activity that should do by the teacher was giving narrative text for each member of the group.

3. Next, the teacher guided students to do the first phase of REAP strategy; Read, in this phase, the teacher can ask the students to

read the text. The purpose of this activity was to catch the main idea or the main content of the text. In reading step, the reader can read the text about one or two times, the others may be three time. It was according to the reader's ability in catching the idea from the text. This activity took time about 10 minutes.

4. The second activity was encode, in this phase the teacher leads the students to explore their idea about that narrative text into their own words, also some of difficult or new vocabularies. In this stage, the students may discuss to other members of their own group. In encode step, the teacher also added an activity; discussing the new or difficult vocabulary. The students can check the unfamiliar words in the dictionary. This activity took time about 10 minutes.

5. The third step was annotate, this activity took time about 15 minutes. In annotate step, the students should write down their idea about the content of narrative text that was given to them before. To make it easier, the students can make the generic structure of the narrative text that they have read, such as: orientation, complication, and resolution of the story line and the content of it.

6. The teacher took a part in learning process by going around the classroom for checking each group of students. In this activity, there was possibility that there were some groups or students

who were not understand about what should do in annotate step.

7. The last stage of REAP strategy was ponder. In this stage, the students worked by group. They pondering the significance of text, by thinking, discussing, or talking with their member of the group, then made one perfect summarize about the narrative text that was given to the students before. The summary was in they own language and about a half length of the text before. This activity took time about 15 minutes.

c) Confirmation

1. In confirmation stage, the teacher asked the students to choose one member of the group to present their summary of the text in front of the class.

2. In this activity, teacher gave comments to each group after finishing the presentation of the summary.

3. Post-teaching activities

In this activity, the teacher gave the feedback to the students for the activity that they have done before. The teacher can give the reward or the gift to the group that has the best conclusion for the text that given by the teacher before. The gift can attract students become more active in the class. Then, the teacher concluded or summarized the lesson together with the students. The teacher reviewed the activities that have been done consistently. The teacher also gave the moral value from the text.

c. Post-test

After finishing the treatment, the writer gives post-test to the students in the last meeting. The purpose was to know is there any improvement on students' comprehending text after the treatment by using REAP strategy in teaching and learning process. The test consists of 20 essay questions.

3.6.2 Teaching Procedure for Control Class

a. Pre-test

The students were in the control class were given pre-test. The purpose was to know the students reading comprehension. Pre-test was conducted for the first meeting. The test item consists of 20 essay questions.

b. Teaching reading in control class

The teacher asked students to read the story independently and answer some question based on the story that they have read. The teacher gave 30 minutes to translate the text. After the time for translating was up, the teacher asked some students to read the text loudly and the other translated the story into Indonesian. Then, the teacher and students discussed the text together. The last, the teacher asked students' problem and concluded the lesson. The texts that were given in the control class were same with experimental class.

c. Post-test

The post-test was administrated in order to know the students' achievement after teaching process. The post-test was conducted at the last meeting.

3.7 Data Collection Technique

As mentioned previously, two classes were used in this research. The first class was XI IPA 1 was selected as the experimental class and XI IPS 2 was selected as the control class. Both of classes were tested by using pre-test. The students were taught by using REAP strategy was in experimental class while control class were taught without using REAP strategy.

The material was same of each class. After the students of experimental class have finished doing the treatment by using REAP strategy, the researcher reviewed and evaluated the progress of teaching and learning process to know whether the strategy that was used worked well. Every meeting, the researcher led them to do the same activities in the different topics to improve their reading comprehension.

After teaching and learning process finished, the researcher gave the post-test. The post-test was given for both classes in the last meeting. The researcher constructed the test in essay questions with 20 items. All questions are developing based on the indicator of narrative text as mentioned before.

3.8 Data Analysis Technique

To analyze the significant effect of REAP strategy towards students' reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis, SPSS (Statistical Program for Social Sciences) version 20 was used

to collect and score the data of the students' score in this research. The procedures are:

1. Scoring the Pre-test and Post-test.

    Then, to interpret the students' score, the researcher used interpretations score that suggested by Arikunto (2009:245).

Table 3.6 The Classification of Students' Scores

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

Adopted by Arikunto (2009:245)

2. Descriptive Analysis

    Hatch and Farhady (1982 : 39) in Wijaya (2016) stated that descriptive analysis is statistics used to summarize data. In this research, descriptive analysis employs the total of students, minimum score, maximum score, result of the mean and the standard deviation.

3. Test of Hypothesis

The test of hypothesis is aimed to reveal whether there is a significant differences between students' reading comprehension in narrative text was taught by using REAP strategy and those who was not taught by using REAP strategy. In this research, the test of hypothesis was using *paired sample t-test.* Paired sample t-test is used to determine whether there are differences in the average of two paired samples.

The final step is to find out the t-score, so to figure out the degree of freedom for two groups, the following formula was used :

df   = (n_1-1+n_2-1)

df   = the degree of freedom for of two groups

n   = the number of individual in the two groups

1   = constant number

(Hatch and Farhady,(1981 : 112) in Ririn (2013))

Finally making conclusion, the analysis of t-test formula describes whether the hypothesis is accept or reject are as follows :

a) If the t-calculate is the same or less than critical value of t-table, so the null hypothesis is accept and the alternative hypothesis is reject.

b) If the value t-calculate is bigger than t-table, means the alternative hypothesis is accept and null hypothesis is reject.

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

The researcher has conducted the research that has been done at MA Jabal Nur Kandis of the second year students. There were two classes in this research. They were XI IPA 1 as experimental class and XI IPS 2 as control class. The researcher gave reading test consists of 20 items of essay questions for pre-test and post-test. The topics were provided including : a mouse and a lion, a turtle and a rabbit, the ant and the grasshopper, the ugly duckling and new friend.

The researcher gave two tests. There were the pre-test and post-test for each class. The pre-test for experimental class was given before the researcher applied the REAP strategy as the strategy in teaching reading comprehension in narrative text of second year students at MA Jabal Nur Kandis. While in control class, the pre-test was given before the teacher taught the topics in the class without using REAP strategy. During in the treatment, the researcher using the REAP strategy in teaching reading comprehension in narrative text that was conducted for four meetings. Both of classes were given the post-test in the last meeting.

4.1.1 Data Presentation of Experimental Class

a.   **Data Presentation of Pre-test in Experimental Class**

Before giving the treatment, the researcher gave pre-test to the students. It was done to know the ability of students in reading comprehension. The researcher compares the score of pre-test and post-test in experimental class. The researcher presented the students' score of pre-test in experimental class as following table :

Table 4.1 Students' Score of Pre-test in Experimental Class

Name	Pre-test	Level
Student 1	90	Excellent
Student 2	54	Fairly-sufficient
Student 3	74	Good
Student 4	76	Good
Student 5	58	Sufficient
Student 6	67	Good
Student 7	72	Good
Student 8	84	Excellent
Student 9	36	Low
Student 10	56	Sufficient
Student 11	72	Good
Student 12	36	Low
Student 13	43	Fairly-sufficient
Student 14	58	Sufficient
Student 15	32	Low
Student 16	69	Good
Student 17	75	Good
Student 18	67	Good
Student 19	69	Good
Student 20	89	Excellent
Student 21	65	Sufficient
Student 22	58	Sufficient
Student 23	70	Good
Student 24	77	Good

Table 4.1 Students' Score of Pre-test in Experimental Class (Continued)

Name	Pre-test	Level
Student 25	61	Sufficient
Student 26	70	Good
Student 27	68	Good
Student 28	70	Good
Student 29	76	Good
Student 30	68	Good
Student 31	62	Sufficient
Student 32	60	Sufficient
Total	**2082**	**Sufficient**
Mean	**65.06**	

Table 4.1 showed the students' result in reading, particularly in reading of narrative text in pre-test. From the data, it showed the result that the total score from 32 students in pre-test was 2082 before doing the treatment. Here, it could be calculated that the average score that they got was 65.06 in level category sufficient.

b. Data Presentation of Post-test in Experimental Class

The post-test was given after treatment by using REAP strategy in experimental class. After teaching four meetings, the post-test was given to see whether there was any significant improvement students' score between experimental class and control class.

Table 4.2 Students' Score of Post-test in Experimental Class

Name	Post-test	Level
Student 1	94	Excellent
Student 2	66	Good
Student 3	87	Excellent
Student 4	82	Excellent
Student 5	70	Good
Student 6	72	Good
Student 7	89	Excellent
Student 8	92	Excellent
Student 9	66	Good
Student 10	67	Good
Student 11	86	Excellent
Student 12	66	Good
Student 13	76	Good
Student 14	68	Good
Student 15	45	Fairly-sufficient
Student 16	80	Excellent
Student 17	85	Excellent
Student 18	75	Good
Student 19	82	Excellent
Student 20	95	Excellent
Student 21	90	Excellent
Student 22	69	Good
Student 23	83	Excellent
Student 24	81	Excellent
Student 25	76	Good
Student 26	84	Excellent
Student 27	78	Good
Student 28	88	Excellent
Student 29	87	Excellent
Student 30	77	Good
Student 31	79	Good
Student 32	74	Good
Total	**2509**	**Good**
Mean	**78.41**	

Table 4.2 showed that the result after doing the treatment, students'

achievements was different from pre-test. The total score from 32 students in

post-test was 2509. Here, it could be calculated that the average score that they got was 78.41 in level category good.

After the researcher analyzed the data of pre-test and post-test in experimental class, the researcher also did the analysis of the descriptive statistics in experimental class in order to find out the differences of both test. It was calculated by using SPSS version 20. It can be seen by this following table :

Table 4.3 Descriptive Statistics of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Experimental Class	32	32	90	65.06	13.928
Post-test of Experimental Class	32	45	95	78.41	10.534
Valid N (listwise)	32				

Based on the table 4.3, it could be seen that the total of students was 32, the minimum score of pre-test in experimental class was 32 while in post-test in experimental class was 45. The maximum score of pre-test in experimental class was 90 while in post-test in experimental class was 95. The mean of pre-test was 65.06 and the mean of post-test was 78.41. Standard deviation of pre-test was 13.928 while standard deviation of post-test was 10.534. So, it could be seen that students' score of pre-test and post-test were different. Students' score were increase after getting treatment.

4.1.2 Data Presentation of Control Class

a. Data Presentation of Pre-test in Control Class

The achievements of pre-test and post-test in control class were different from experimental class. Here, the researcher compare the pre-test and post-test in control class' score without doing the treatment as could be described by this following table:

Table 4.4 Students' Score in Pre-test of Control Class

Name	Pre-test	Level
Student 1	39	Low
Student 2	40	Fairly-sufficient
Student 3	40	Fairly-sufficient
Student 4	42	Fairly-sufficient
Student 5	35	Low
Student 6	48	Fairly-sufficient
Student 7	46	Fairly-sufficient
Student 8	48	Fairly-sufficient
Student 9	64	Sufficient
Student 10	62	Sufficient
Student 11	64	Sufficient
Student 12	64	Sufficient
Student 13	58	Sufficient
Student 14	65	Sufficient
Student 15	60	Sufficient
Student 16	51	Fairly-sufficient
Student 17	51	Fairly-sufficient
Student 18	50	Fairly-sufficient
Student 19	70	Good
Student 20	70	Good
Student 21	39	Low
Student 22	50	Fairly-sufficient
Student 23	37	Low
Student 24	42	Fairly-sufficient
Student 25	72	Good

Table 4.4 Students Score of Pre-test in Control Class (Continued)

Name	Pre-test	Level
Student 26	81	Excellent
Student 27	36	Low
Student 28	74	Good
Student 29	68	Good
Student 30	84	Excellent
Student 31	65	Sufficient
Student 32	75	Good
Total	**1790**	**Fairly-sufficient**
Mean	**55.94**	

Table 4.4 showed that the student' result in reading comprehension, particularly in reading comprehension in narrative text of pre-test in control class. From the data, it showed that the result of the total score from 32 students in pre-test was 1790. Here, it could be calculated that the average score that they got was 55.94 in level category fairly-sufficient.

b. Data Presentation of Post-test in Control Class

The post-test was given after treatment by using REAP strategy in experimental class while in control class, there was no treatment. The post-test was given to see was there any improvement score of students between experimental class and control class or not.

Table 4.5 Students' Score in Post-test of Control Class

Name	Post-test	Level
Student 1	42	Fairly-sufficient
Student 2	43	Fairly-sufficient
Student 3	48	Fairly-sufficient
Student 4	45	Fairly-sufficient
Student 5	38	Low
Student 6	50	Fairly-sufficient
Student 7	66	Good
Student 8	65	Sufficient
Student 9	74	Good
Student 10	60	Sufficient
Student 11	62	Sufficient
Student 12	62	Sufficient
Student 13	68	Good
Student 14	63	Sufficient
Student 15	65	Sufficient
Student 16	58	Sufficient
Student 17	60	Sufficient
Student 18	56	Sufficient
Student 19	80	Excellent
Student 20	75	Good
Student 21	45	Fairly-sufficient
Student 22	55	Fairly-sufficient
Student 23	44	Fairly-sufficient
Student 24	40	Fairly-sufficient
Student 25	84	Excellent
Student 26	86	Excellent
Student 27	46	Fairly-sufficient
Student 28	80	Excellent
Student 29	71	Good
Student 30	80	Excellent
Student 31	70	Good
Student 32	72	Good
Total	**1953**	**Sufficient**
Mean	**61.03**	

Table 4.5 showed the result of total score from 32 students in post-test was 1953. Here, it could be calculated that the average score that they got was 61.03 in level category sufficient.

After the researcher analyzed the data of pre-test and post-test in control class, the researcher also did the analysis of the descriptive statistics in control class in order to find out the differences of both test. It was calculated by using SPSS version 20. It can be seen by this following table :

Table 4.6 Descriptive Statistics of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Control Class	32	35	84	55.94	14.289
Post-test of Control Class	32	38	86	61.03	13.980
Valid N (listwise)	32				

Based on the table 4.6, it could be seen that the total students were 32 students, the minimum score of pre-test in control class was 35 while post-test in control class was 38. The maximum score of pre-test in control class was 84 while post-test in control class was 86. The mean of pre-test was 55.94 and the mean of post-test was 61.03. Standard deviation of pre-test was 14.289 while standard deviation of post-test was 13.980. So, it could be seen that students' score of pre-test and post-test was different.

4.1.3 Data Presentation of Indicator in Narrative Text

Indicator is a characteristic or a sign that shows that students have met the education standards that had been determined and enforced. Indicator can be used as an assessment to determine the level of understanding and mastery of the material by students. In making it, indicator adjusted to the characteristics of the institution, vision and mission as well as the students' potential.

There are three of indicators in narrative text that was used as the instrument of this research. They are : orientation, complication and resolution. The results of indicator in narrative text only taken from experimental class because the researcher wants to know whether there is the significant effect of using REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis. The results of indicator in narrative text from students' result in reading test can be seen from the table below :

Table 4.7 Indicator of Pre-test in Experimental Class

Name	Orientation	Complication	Resolution
Student 1	32	26	32
Student 2	26	12	16
Student 3	27	21	26
Student 4	23	22	31
Student 5	28	13	17
Student 6	30	21	16

Student 7	27	19	23
Student 8	27	26	31
Student 9	26	4	6
Student 10	29	13	14
Student 11	24	22	26
Student 12	26	4	6
Student 13	21	6	16
Student 14	26	16	16
Student 15	17	14	1
Student 16	29	23	17
Student 17	25	20	30
Student 18	23	22	22
Student 19	29	13	27
Student 20	31	26	32
Student 21	27	11	27
Student 22	25	15	18
Student 23	31	21	18
Student 24	28	22	27
Student 25	26	19	16
Student 26	28	22	20
Student 27	27	19	22
Student 28	29	8	33
Student 29	34	26	16
Student 30	23	25	20

Student 31	22	20	20
Student 32	26	15	19
Total	**852**	**566**	**661**
Mean	**26.62**	**17.69**	**20.66**

Table 4.7 showed that the indicator of pre-test in experimental class. From the data, it showed that the result of the total of orientation from 32 students in pre-test was 852 while mean of orientation was 26.62. The result of the total of complication was 566 and mean of complication was 17.69. Meanwhile, the result of the total of resolution was 661 and mean of resolution was 20.66. Here, it could be calculated that the sequence of indicator that many students understand, first was orientation, second was resolution and last was complication.

Table 4.8 Indicator of Post-test in Experimental Class

Name	**Orientation**	**Complication**	**Resolution**
Student 1	34	28	32
Student 2	28	18	20
Student 3	31	26	30
Student 4	30	25	27
Student 5	28	20	22
Student 6	28	21	23
Student 7	32	26	31

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Student 8	34	29	29
Student 9	21	20	25
Student 10	24	20	23
Student 11	28	27	31
Student 12	24	18	24
Student 13	29	15	32
Student 14	33	19	16
Student 15	26	11	8
Student 16	25	23	32
Student 17	28	28	29
Student 18	22	24	29
Student 19	25	26	31
Student 20	33	29	33
Student 21	32	26	32
Student 22	24	19	26
Student 23	29	24	30
Student 24	28	24	29
Student 25	28	21	27
Student 26	30	24	30
Student 27	28	22	28
Student 28	34	28	26
Student 29	33	23	31
Student 30	34	27	16
Student 31	31	28	20

Student 32	29	22	23
Total	**923**	**741**	**845**
Mean	**28.84**	**23.16**	**26.41**

Table 4.8 showed that the indicator of post-test in experimental class. From the data, it showed that the result of the total of orientation from 32 students in pre-test was 923 while mean of orientation was 28.84. The result of the total of complication was 741 and mean of complication was 23.16. Meanwhile, the result of the total of resolution was 845 and mean of resolution was 26.41. Here, it could be calculated that the sequence of indicator that many students understand, first was orientation, second was resolution and last was complication.

4.1.4 Progress of Students' Score

After the researcher was done doing the pre-test and post-test in experimental class and control class, the researcher analyzed the progress of students' result of reading comprehension in narrative text of both classes.

Figure 4.1

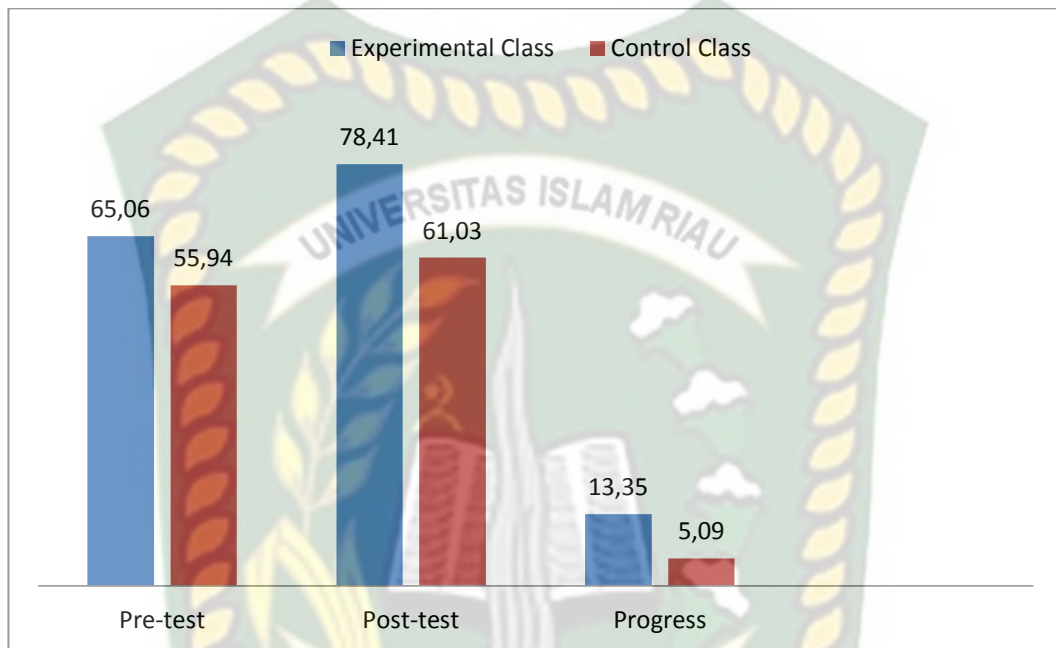**Result of Pre-test and Post-test in Experimental class and Control Class**

Figure 4.1 showed that the mean score of pre-test in experimental class was 65.06 and the mean score of the post-test in experimental class was 78.41.it can be seen that the progress of students' result of reading comprehension in narrative text in experimental class was 13.35. Furthermore, the mean score of pre-test in control class was 55.94 and the mean score of post-test in control class was 61.03. It can be seen that the progress of students' result of reading comprehension in narrative text in control class was 5.09. It means that the progress of students' result of reading comprehension in narrative text in experimental class was higher than in control class. The progressing score in experimental class explained that REAP strategy had the positive effect towards students' reading comprehension in narrative text.

4.1.5 Progress of Indicator in Narrative Text

There are three of indicators in narrative text that was used as the instrument of this research. They are : orientation, complication and resolution. The results of indicator in narrative text only taken from experimental class because the researcher wants to know whether there is the significant effect of using REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis. The results of progress of indicator in narrative text from students' result in reading test can be seen from the diagram below :

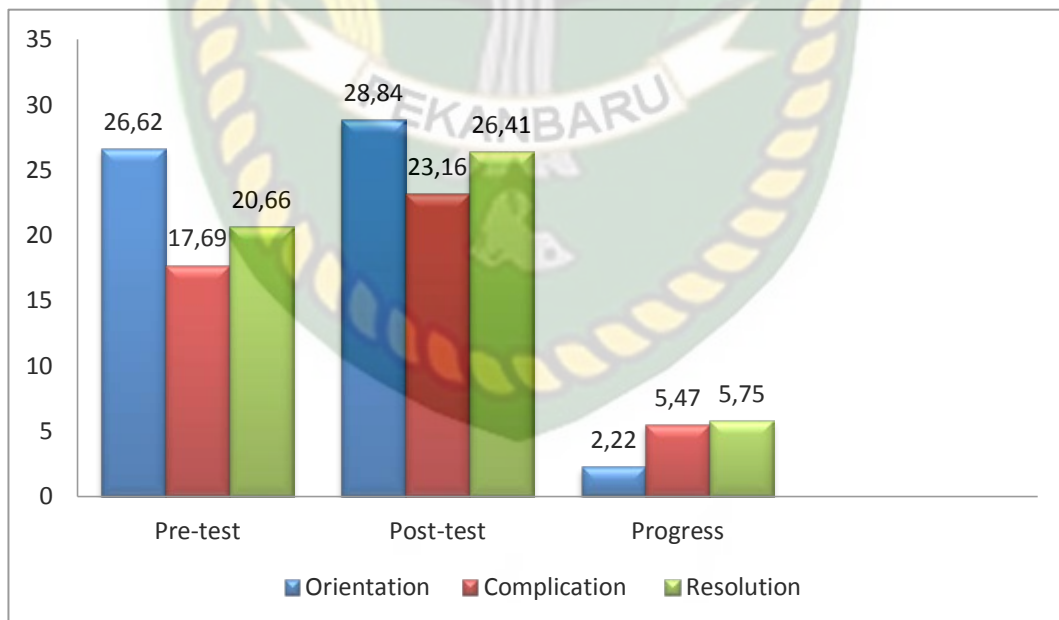**Figure 4.2 Result of Progress of Indicator in Narrative Text**

Figure 4.2 showed that the indicator of pre-test and post-test in experimental class. From the data, it showed that mean of orientation of pre-test in experimental class was 26.62 while mean of complication was 17.69

and mean of resolution was 20.66. Meanwhile, mean of orientation of post-test in experimental class was 28.84 while mean of complication was 23.16 and mean of resolution was 26.41. The progress of indicator in narrative text of experimental class was 2.22 for orientation, 5.47 for complication and 5.75 for resolution.

Here, it could be concluded that there was no differences of the sequence of indicator that many students understand both in pre-test and post-test in experimental class after teaching by using REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis. First was orientation, second was resolution and last was complication. Meanwhile, the progress of indicator in narrative text of experimental class after teaching by using REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis showed that the sequence of indicator that many students understand both in pre-test and post-test in experimental, first was resolution, second was complication and last was orientation.

4.1.6 Description of Teaching and Learning Process

The activities in teaching and learning process during the research can show that how the process of REAP strategy can give significant effect on reading comprehension in narrative text. The researcher gave the pre-test at the first meeting and gave the post-test at the last meeting. And then, at the second

until the fifth meeting was the activities in teaching and learning process which using REAP strategy in the experimental class.

This research was carried out in six meetings. The procedures of this research were divided into:

Table 4.9 Activities of Teaching and Learning Process

Meeting	Teacher's Activities	Students' Activities	Time
1.	**Pre-teaching** 1. The teacher greeted the students.	1. The students replied teacher's greeting.	5'
	2. The teacher introduced herself to the students.	2. The students listened to the teacher and some of them asked about the teacher.	5'
	3. The teacher checked the attendance list. **Whilst-teaching** 4. The teacher gave the pre-test about reading test in narrative text in form essay question.	3. The students responded when teacher called their name by raising their hand. 4. The students did the pre-test.	10' 60'
	Post-teaching 5. The teacher asked the students to submit their paper.	5. The students submitted their paper.	5'
	6. The teacher greeted students and close the meeting.	6. The students replied the teacher's greeting.	5'

2.	**Pre-teaching**		
	1. The teacher greeted to the students	1. The students replied teacher's greeting.	3'
	2. The teacher checked the students' attendance list.	2. The students responded when the teacher called their name by raising their hand.	5'
	3. The teacher gave apperception before starting to teach.	3. The students responded the apperception enthusiastic.	3'
	Whilst-teaching		
	4. The teacher introduced about narrative text in order to make students understood about what they have learnt. The teacher explained about social function, generic structure, and language features of narrative text. The title of example of narrative text that they learnt was "Queen of Arabia and Three Sheiks".	4. The students listened teacher's explanation.	15'
	5. The Teacher divided students into some groups. Every group was consists of 5 or 6 students.	5. The students sat in their own group.	5'
	6. The teacher explained about the procedures of REAP strategy.	6. The students listened to the teacher's explanation.	10'
	7. The teacher gave the narrative text by the title "A Mouse and A Lion" and asked the students to identify the main idea, generic structure, and	7. The students did the task with their own group.	30'

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	conclusion of the text by using REAP strategy in their own group.	
	8. The teacher asked one of some group to explain what they have discussed in front of the class.	8. The students who were chosen to come in front of the class and presented what they have discussed with their own group.	7'
	Post-teaching		
	9. The teacher evaluated and discussed about the text that they have presented.	9. The students listened to the teacher's explanation.	10'
	10. The teacher greeted the students and closed the meeting.	10. The students replied the teacher's greeting.	2'
3.	**Pre-teaching**		
	1. The teacher greeted to the students.	1. The students replied teacher's greeting.	5'
	2. The teacher checked the students' attendance list.	2. The students responded when the teacher called their name by raising their hand.	5'
	3. The teacher gave the apperception before starting to teach.	3. The students responded the apperception enthusiastic.	5'
	Whilst-teaching		
	4. The teacher re-explained about the procedures of REAP strategy.	4. The students listened teacher's explanation.	10'
	5. The teacher divided students into some groups. Every group was consists of 5 or 6	5. The students sat in their own group.	5'

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	students.		
	6. The teacher gave the narrative text by the title "A Turtle and A Rabbit" and asked the students to identify the main idea, generic structure, and conclusion of the text by using REAP strategy in their own group.	6. The students did the task with their own group.	30'
	7. The teacher asked one of some groups to explain what they have discussed in front of the class.	7. The students who were chosen to come in front of the class and presented what they have discussed with their own group.	15'
	Post-teaching 8. The teacher evaluated and discussed about the text that they have presented.	8. The students listened to the teacher's explanation.	10'
	9. The teacher greeted the students and closed the meeting.	9. The students replied the teacher's greeting.	5'
4.	**Pre-teaching** 1. The teacher greeted to the students.	1. The students replied teacher's greeting.	5'
	2. The teacher checked the students' attendance list.	2. The students responded when the teacher called their name by raising their hand.	5'
	3. The teacher gave the apperception before starting to teach.	3. The students responded the apperception	5'

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	Whilst-teaching	enthusiastic.	
	4. The teacher re-explained about the procedures of REAP strategy.	4. The students listened teacher's explanation.	10'
	5. The teacher divided students into some groups. Every group was consists of 5 or 6 students.	5. The students sat in their own group.	5'
	6. The teacher gave the narrative text by the title "The Ant and The Grasshopper" and asked the students to identify the main idea, generic structure, and conclusion of the text by using REAP strategy in their own group.	6. The students did the task with their own group.	30'
	7. The teacher asked one of some groups to explain what they have discussed in front of the class.	7. The students who were chosen to come in front of the class and presented what they have discussed with their own group.	15'
	Post-teaching		
	8. The teacher evaluated and discussed about the text that they have presented.	8. The students listened to the teacher's explanation.	10'
	9. The teacher greeted the students and closed the meeting.	9. The students replied the teacher's greeting.	5'
5.	**Pre-teaching**		
	1. The teacher greeted to	1. The students	5'

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	the students.	replied teacher's greeting.	
	2. The teacher checked the students' attendance list.	2. The students responded when the teacher called their name by raising their hand.	5'
	3. The teacher gave the apperception before starting to teach.	3. The students responded the apperception enthusiastic.	5'
	Whilst-teaching		
	4. The teacher re-explained about the procedures of REAP strategy.	4. The students listened teacher's explanation.	10'
	5. The teacher divided students into some groups. Every group was consists of 5 or 6 students.	5. The students sat in their own group.	5'
	6. The teacher gave the narrative text by the title "The Ugly Duckling and New Friend" and asked the students to identify the main idea, generic structure, and conclusion of the text by using REAP strategy in their own group.	6. The students did the task with their own group.	30'
	7. The teacher asked one of some groups to explain what they have discussed in front of the class.	7. The students who were chosen to come in front of the class and presented what they have discussed with their own group.	15'
	Post-teaching		
	8. The teacher evaluated and discussed about the text that they have	8. The students listened to the teacher's	10'

	presented.	explanation.	
	9. The teacher greeted the students and closed the meeting.	9. The students replied the teacher's greeting.	5'
6.	**Pre-teaching**		
	1. The teacher greeted the students.	1. The students replied teacher's greeting.	5'
	2. The teacher checked the attendance list.	2. The students responded when teacher called their name by raising their hand.	15'
	Whilst-teaching		
	3. The teacher gave the post-test about reading test in narrative text in form essay question.	3. The students did the pre-test.	60'
	Post-teaching		
	4. The teacher asked the students to submit their paper.	4. The students submitted their paper.	5'
	5. The teacher greeted students and close the meeting.	5. The students replied the teacher's greeting.	5'

4.2 Data Interpretation

In this chapter, the researcher presented the data interpretation of the findings. Some results were found and examined by the researcher. Based on the analysis, it was found that there was a significant effect of REAP strategy

towards students' reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

From the data analysis, the researcher found out the mean score of pre-test in experimental class was 65.06 and in post-test 78.41. And the progress of students' result of reading comprehension in narrative text in experimental class was 13.35. Furthermore, students in control class got the mean score of pre-test was 55.94 and in post-test was 61.03. And the progress of students' result of reading comprehension in narrative text in control class was 5.09. It could be seen that the differences of progress of students' result of reading comprehension in narrative text was 8.26.

From the data of indicator in narrative text of experimental class showed that mean of orientation of pre-test in experimental class was 26.62 while mean of complication was 17.69 and mean of resolution was 20.66. Meanwhile, mean of orientation of post-test in experimental class was 28.84 while mean of complication was 23.16 and mean of resolution was 26.41. The progress of indicator in narrative text of experimental class was 2.22 for orientation, 5.47 for complication and 5.75 for resolution.

This evidence indicated that teaching narrative text to the students by using REAP strategy was Successful. It gave positive effect to the students in reading comprehension in narrative text. Students were getting higher score in reading comprehension test after giving the treatment than before giving the treatment.

4.3 Hypothesis Testing

The hypothesis is aimed to revealing whether there is significant effect of reading comprehension in narrative text between the students who were taught by using REAP strategy and those who were taught without using REAP strategy. In this research, the researcher used paired sample t-test because the sample of this research was coming from two different classes. So, the researcher used paired sample t-test to know whether there is significant effect of REAP strategy between two classes, they were experimental and control class.

The t-test was applied to test the hypothesis because the score of both pre-test and post-test were different. Theoretically, in the hypothesis testing, if $t_{calculated} < t_{table}$, it means that the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. While, if $t_{calculated} > t_{table}$, it means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. The researcher used SPSS 20 to analyze the data. The calculated can be seen in the table below :

Table 4.10 Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test of Experimental Class - Post-test of Experimental Class	-13.344	7.223	1.277	-15.948	-10.740	10.451	31	.000

Based on the table above, it can be concluded that $t_{calculated}$ was 10.451 and based on the distribution table, the score of t_{table} was 2.039. It means that $t_{calculated} > t_{table}$ (10.451 > 2.039). It showed that $t_{calculated}$ was higher than t_{table}. Furthermore, it could be seen that the sig. (2-tailed) in experimental class was 0.000 < 0.05. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was an experimental research. It was done in two classes, experimental class and control class. The experimental class was taught by using REAP strategy and control class taught without using REAP strategy. Having analyzed the data presented in the previous chapter, the conclusion can be drawn as follows:

1. Using REAP strategy in teaching reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis could improve students' score in reading comprehension in narrative text. It was because students' score of post-test in experimental class was higher than the students' score of post-test in control class.

2. Based on the table of paired sample t-test, it can be concluded that t-calculated was 10.451 and based on the distribution table, the score of t-table was 2.039. It means that t-calculated > t-table (10.451 > 2.039). It showed that t-calculated was higher than t-table. Furthermore, it could be seen that the sig. (2-tailed) in experimental class was $0.000 < 0.05$. Therefore, null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It can be concluded that there was significant effect of REAP strategy towards reading comprehension in narrative text of the second year students at MA Jabal Nur Kandis.

3. There was difference significant of students' reading comprehension in narrative text after being taught by using REAP strategy. In other words, the using of REAP strategy could improve students' score and give positive contribution to raise students' ability in reading comprehension in narrative text.

5.2 Suggestion

Based on the result of the researcher, the researcher wants to give the suggestion that will be useful for the reader. The suggestions are :

a. Suggestion for the English Teacher

The English teachers need to provide guidance activity in their reading instruction. The English teachers should strive for the classroom in which the students feel comfortable and confident, feel free to take a risk and have sufficient opportunity to read and write. In this research the students' score in experimental class was higher than control class. The researcher suggested that it would be better if this research which using REAP strategy in teaching reading comprehension in narrative text will be continued in order to improve the students' reading comprehension.

b. Suggestion for the Student

English is an important language. So, the students' should be more seriously in learning English. If the students can seriously in learning English, the lesson will be more easily obtained. Using REAP strategy is affective

because it can make students are easier in comprehending reading text especially in narrative text.

c. Suggestion for the Next Researcher

The next researchers can try this strategy because it will make them easier in teaching reading comprehension in narrative text. The researcher expected that the next researcher can do better than the researcher had done in this research.
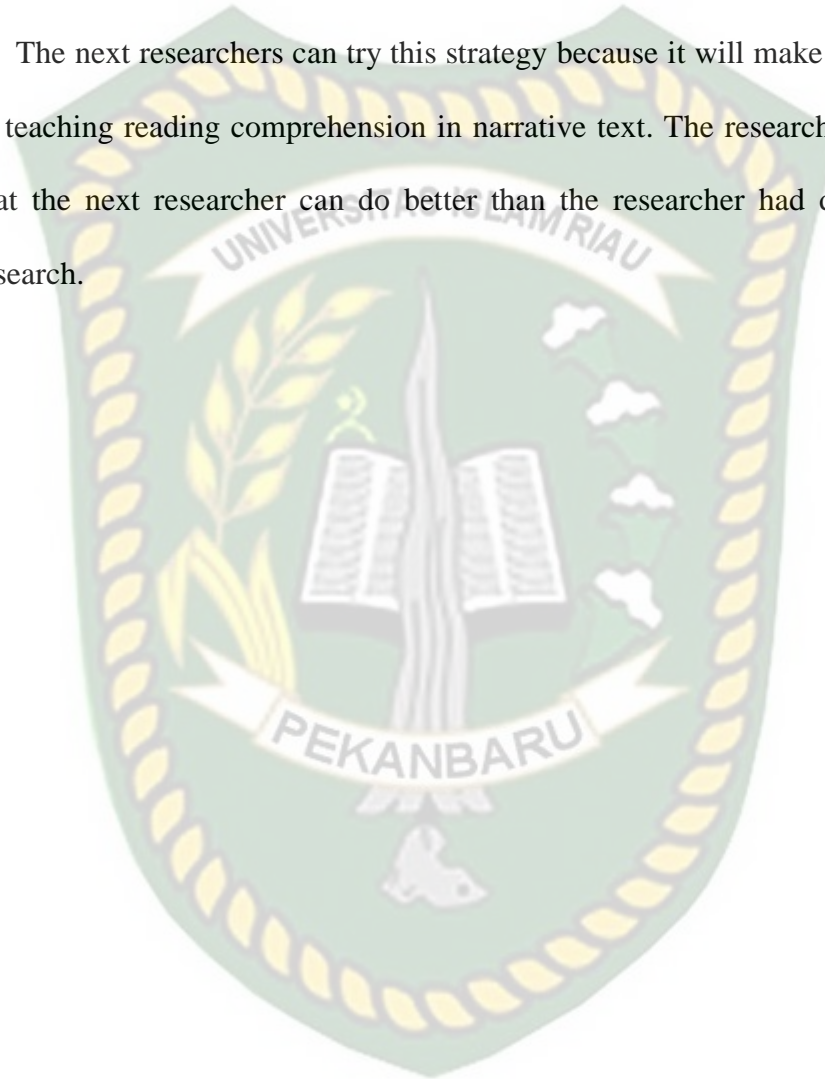
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