

**TEACHING READING COMPREHENSION THROUGH REAP
(READ, ENCODE, ANNOTATE, AND PONDER) TECHNIQUE
AT TENTH GRADE OF SMAN 1 SUNGAI TEBELIAN**

THESIS

Submitted as a Partial Fulfilment of the Requirement for the Attainment of
Sarjana Pendidikan Degree in English Language Education Study Program



WRITTEN BY :

SELFINA SEMU MIKO

Student ID: 180207087

**STKIP PERSADA KHATULISTIWA
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SINTANG
2022**

APPROVAL SHEET

Name : Selfina Semu Miko
Student ID : 180207087
Study Program : English Language Education
Title : Teaching Reading Comprehension Through REAP (Read, Encode, Annotate, and Ponder) Technique at Tenth Grade of SMAN 1 Sungai Tebelian

This thesis has been approved by the supervisors and has met the requirements and is considered feasible to be submitted to the thesis examination committee.

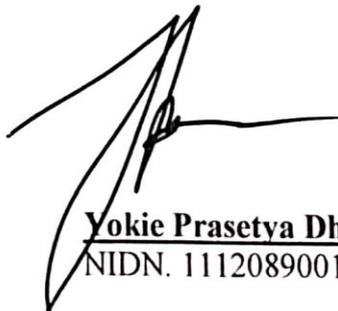
Sintang, January, 2023

Advisor I



Sijono, M.Pd
NIDN. 1115028901

Advisor II



Yokie Prasetya Dharma, M.Pd.B.I
NIDN. 1112089001

Approved By :
The Dean of STKIP Persada Khatulistiwa



Didin Syafuddin, S.P., M.Si.
NIDN. 1102066603

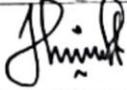
RATIFICATION SHEET

A Thesis entitled “Teaching Reading Comprehension Through REAP (Read, Encode, Annotate, and Ponder) Technique at Tenth Grade of SMAN 1 Sungai Tebelian” arranged by :

Name : Selfina Semu Miko
Student ID : 180207087
Study Program : English Language Education

Defended before the Board of Examiners on Saturday January 21st, 2023 and declared acceptable.

Examiners :

No	Name	Occupation	Sign
1	Ilinawati, M.Pd	Chairman	
2	Sijono, M.Pd	Secretary	
3	Henry Elisa, M.Pd	Member 1	
4	Yokie Prasetya Dharma, M.Pd.B.I	Member 2	

The Dean of STKIP Persada Khatulistiwa Sintang



Didin Syafruddin, S.P., M.Si.

NIDN. 1102066603

STATEMENT OF WORKS' ORIGINALITY

Except where references are made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis or any other degree or diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

This thesis has not been submitted for the award of any degree of diploma in any other tertiary institution.

All research procedures reported in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics.

Sintang, January 2023



Selfina Semu Miko

MOTTO AND DEDICATION

MOTTO

Matthew 7:7

“Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. For everyone who asks receives, and the one who seeks finds, and to the one who knocks it will be opened.

"One of the ways to do great work is to love what you do"

Steve Job

DEDICATION

This thesis is dedicated and grateful by the researcher hearted to the beloved God, and the beloved parents, who always pray and supporting here in every situation with the positive thing that the researcher do. The researcher also thanked to the beloved sister who always give her support and strength. Thanked to her beloved families and also friends who motivated and helped the researcher to finish this thesis.

ABSTRACT

Selfina Semu Miko. 2022. Teaching Reading Comprehension Through REAP (Read, Encode, Annotate, Ponder) Technique at Tenth Grade of SMAN 1 Sungai Tebelian. Thesis. English Language Education Study Program of STKIP Persada Khatulistiwa. Advisor I: Sijono, M.Pd., Advisor II: Yokie Prasetya Dharma, M.Pd. B.I.

Keywords: reading comprehension, reap technique, teaching

Based on the pre-observation did by the researcher at SMAN 1 Sungai Tebelian, there were some problems related to reading comprehension. The students had difficulties understanding the meaning of the text and finding information. Students also lack motivation for reading comprehension. The objective of this research was to recognize the improvement in students' participation and reading performance in teaching reading comprehension through the REAP technique. The subjects of this research were the students in the tenth grade of IPA 1. The researcher implemented Classroom Action Research (CAR). This research used both qualitative and quantitative data. Qualitative data was collected through observation, interview, and documentation, whereas for quantitative data used a test to get the students score. The findings of this research showed that there was an improvement in both students' participation and reading performance in comprehending a text. The result of this research showed that there was a significant improvement between the students' participation and reading performance. The learning activities in the classroom were interesting. The atmosphere of the class became fun; the students enjoyed and were enthusiastic while learning. The students' reading performance increased well over the previous cycle. They understood how to comprehend a reading text competently, and they could answer the questions correctly. It means the REAP technique could improve the students' participation and reading performance in teaching reading comprehension. The REAP was a recommended technique for the teacher who taught reading comprehension in high school. It was useful because REAP had a complex way of applying to students.

ACKNOWLEDGEMENT

In the name of Jesus Christ, the most gracious and the most merciful, all praise and thank to the God Almighty, who gives his blessing and help the researcher in finished writing this thesis entitled “Teaching Reading Comprehension Through REAP (Read, Encode, Annotate, and Ponder) Technique at Tenth Grade of SMAN 1 Sungai Tebelian.”

In this opportunity, the researcher would like to express her deepest gratitude to the following people, who always supported, helped and prayed to achieve a success in completing writing this thesis. The first, Sijono, M.Pd as the first advisor who provided his suggestions and convenience so that this thesis can be completed. The second, Yokie Prasetya Dharma, M.Pd.B.I as the second advisor who always gave a motivation and support also to the researcher in writing this thesis. The third, The researcher would also grateful for all lecturers of English Language Education Study Program that always give the researcher guidance and suggestion in order to complete this thesis. Beside that, the researcher also thanks to Abdul Halim, S.Pd, M.Pd as the principle of SMAN 1 Sungai Tebelian who has given permission for research at the school and Ria Yulianti, S.Pd who helped a lot and and became a collaborator during this research.

In addition, the researcher would like to give a lot of thank and her deepest gratitude to the beloved parents and family who always give support, motivation and prayer and everything that they give to the researcher. And also, the researcher would like to say big thank to the beloved friends Jimmy, Itania, Gressela, Dessy,

Bello, Nia, Witri and Nadia who always give their assistance, support and motivate the researcher.

The reseracher was tried her best in finished this thesis. The researcher realizes that there are still many deficiency in this thesis, both in content and systematic writing. The researcher expects criticism and suggestions that can be used to improve this thesis.

Sintang, January 2023
The Researcher



Selfina Semu Miko

TABLE OF CONTENT

APPROVAL SHEET	Error! Bookmark not defined.
RATIFICATION SHEET	Error! Bookmark not defined.
STATEMENT OF WORKS' ORIGINALITY.....	Error! Bookmark not defined.
MOTTO AND DEDICATION.....	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT.....	ix
LIST OF TABLES	xii
LIST OF FIGURES.....	xiii
LIST OF CHARTS	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Research Questions	5
C. Research Purposes.....	5
D. Research Significance	5
E. Limitation of the Research	6
F. Terminology	7

CHAPTER II LITERATURE REVIEW	8
A. The Nature of Reading.....	8
B. Type of Reading.....	10
C. Model of Reading.....	11
D. Strategy of Reading.....	13
E. Teaching Reading.....	14
F. Reading Comprehension.....	16
G. Types of Reading Comprehension.....	18
H. Micro and Micro-skill of Reading Comprehension.....	20
I. Assessing Reading Comprehension	21
J. Scope of Reading Comprehension in Senior High School	22
K. REAP (Read, Encode, Annotate and Ponder) Technique.....	24
1. The Purpose of REAP Technique	25
2. Advantages and Disadvantages of REAP Technique.....	26
3. Procedure of REAP Technique	27
4. Teaching Reading Comprehension Through REAP Technique at SMAN 1 Sungai Tebelian.....	27
L. Related Studies	30
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design.....	32
B. The Subject of The Study.....	37
C. Data Collection Technique and Instrumentation.....	37

1. Data Collection Technique	37
2. Instrumentation.....	47
D. Data Analysis	49
CHAPTER IV FINDING AND DISCUSSION	53
A. Research Finding	53
1. Planning.....	53
2. Action and Observation.....	54
3. Reflection	55
4. Cycle I	55
5. Cycle II.....	61
B. Discussion.....	70
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion	75
REFERENCES.....	77
APPENDICES	80
BIOGRAPHY.....	159

LIST OF TABLES

Table	Page
3.1 The Course Grid of Reading Comprehension	40
3.2 The Answer Key of Scoring Reading Comprehension	41
3.3 The Scale of Scoring Reading Comprehension	44
3.4 Criteria of Means Score	45
3.5 Criteria of Success.....	49

LIST OF FIGURES

Figure	Page
Figure 2. 1 Form of REAP Technique	30
Figure 2. 2 CAR Model of Kemmis and McTaggart	34

LIST OF CHARTS

Chart	Page
Chart 4.1 The Students' Involvement During the Teaching and Learning Process	71
Chart 4.2 The Students' Performance in Reading in Reading Comprehension	72

LIST OF APPENDICES

Appendix	Page
1 Silabus SMA/MA.....	80
2 Lesson Plan Cycle I.....	86
3 Lesson Plan Cycle II	100
4 Observation Sheet Cycle I.....	114
5 Observation Sheet Cycle II	116
6 Field Note Cycle I.....	118
7 Field Note Cycle II.....	119
8 Transcripts of Interview Cycle I	120
9 Transcripts of Interview Cycle II.....	132
10 Result of Test Cycle I.....	144
11 Result of Test Cycle II	147
12 The Results of Students' Score Cycle I and II.....	149
13 The Result of Scoring Reading Comprehension Cycle I	151
14 The Result of Scoring Reading Comprehension Cycle II.....	152
15 Research Permission	153
16 Guidance Card Of Thesis.....	154
17 Documentation	156

REFERENCES

- Adom, D., Mensah, J. A., & Dake, D. A. 2020. *Test, Measurement, And Evaluation: Understanding And Use Of The Concepts In Education. International Journal Of Evaluation And Research In Education. Vol.9. No 1.*
- Ahmad, I. H. 2020. Thesis. *The Effectiveness Of Read, Encode, Annotate, Ponder (Reap) Strategy Towards Students' Reading Comprehension On Explanation Text (A Quasi Experimental Study At The Eleventh-Grade Students Of Madrasah Aliyah Negeri 4 Jakarta Academic Year 2019/2020)*
- Allen, J. 2005. *Reading History: A Practical Guide to Improving Literacy.* New York: Oxford University Press.
- Ariyani, Y. N. 2021. *The Efficacy of Reap (Read-Encode-Annotate-Ponder) Toward Teaching of Reading Viewed from Students' Self-Esteem. Indonesian Journal of Islamic Psychology. Vol. 3. No. 1*
- Brown, H. D. 2003. *Language Assessment: Principles And Classroom Practices.* California: Longman.
- Brown, H.D. 2000. *Teaching by Principle: An Interactive Approach to Language Pedagogy* (2nd ed). San Francisco, California.
- Cohen, L., Manion, L., & Morrison, K. 2007. *Research Methods In Education* (6th ed). New York. Routledge.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research* (4th ed). Boston: Pearson Education.
- Day, R. R., & Park, J. S. 2005. *Developing Reading Comprehension Questions. Reading In A Foreign Language (RFL). Vol. 17. No. 1*
- Duffy, G. G. 2009. *Explaining Reading: A Resource For Teaching Concepts, Skills, And Strategies* (2th ed). New York: Guilford Press.
- Elleman, A. M., & Oslund, E. L. 2019. *Reading Comprehension Research: Implications For Practice And Policy. Policy Insights From The Behavioral And Brain Sciences. Vol. 6. No. 1.*
- Fisher, A. S. H. 2016. *Students' reading techniques difficulties in recount text. Journal of English and Education, 4(2), 1-12.*
- Flippo, R. F., & Bean, T. W. 2018. *Handbook Of College Reading And Study Strategy Research* (3th ed). New York: Routledge.

- Grellet, F. 1981. *Developing Reading Skills: A Practical Guide To Reading Comprehension Exercises*. United States of America: Cambridge University Press.
- Hadfield, J., & Hadfield, C. 2008. *Introduction to teaching English*. Oxford university press.
- Harmer, J. 1998. *How To Teach English: An Introduction To The Practice Of English Language Teaching*. Malaysia: Longman.
- Hasmiati, H. 2020. Thesis. *The Effectiveness Read, Encode, Annotate And Ponder (REAP) Technique Toward Students' Reading Comprehension at The Eleventh Grade Of sma Negeri 1 Sarudu Kab. Pasangkayu*.
- Hopkins, D. 2008. *A Teacher's Guide To Classroom Research* (4th ed). United States of America: Mcgraw-Hill.
- Kawulich, B. B. 2005. *Participant Observation As A Data Collection Method. Forum: Qualitative Sozialforschung/Forum (FQS). Vol. 6. No. 2.*
- Kothari, C. R. 2004. *Research methodology: Methods and techniques*. New Age International.
- Lapp, D., & Fisher, D. (Eds.). 2009. *Essential readings on comprehension*. International Reading Assoc.
- Leavy, P. 2017. *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. United States of America: Guilford Publications.
- Linse, C. T. 2005. *Practical English Language Teaching: Young Learner*. New York: Mc.Graw-Hill Companies, Inc.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. 2010. *Methods in educational research: From theory to practice*. United State of America: Jossey-Bass.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. 2003. *Teaching Reading. Educational Practices Series*. Switzerland: INTERNATIONAL BUREAU OF EDUCATION (IBE)
- Pratiwi, Rizky Silvia. Thesis. 2019. *Improving Students' Reading Comprehension Through Reading, Encoding, Annotating and Pondering (REAP) at the Tenth Grade Students of SMAS PSM Plemahan*.
- Pratiwi, R. S., & Ardian, F. 2021. *IMPLEMENTING "REAP" TECHNIQUE IN READING COMPREHENSION FOR SENIOR HIGH SCHOOL*.

AICOLLIM 3rd Annual International Conferences On Language, Literature, And Media. No. 1.

Pourhosein Gilakjani, A., & Sabouri, N. B. 2016. *How Can Students Improve Their Reading Comprehension Skill. Journal Of Studies In Education. Vol. 6. No 2.*

Rashid, M. H., & Islam, W. H. J. 2021. *Discuss The Different Types Of Reading Techniques And Develop Its Skills. Journal of English Language and Literature (JOELL). Vol. 8. Issue. 3.*

Sequeira, A. H. 2012. *Introduction To Concepts Of Teaching And Learning. SSRN Electronic Journal. Vol. 6. No. 1.*

Singh, Y. K. 2006. *Fundamental Of Research Methodology And Statistics.* New Delhi: New Age International.

Surwarni, A., Hum. M., & Nurhani. 2016. *THE USE OF REAP TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMK NEGERI 2 WATAMPONE. The 1st International Conference on Language, Literature and Teaching. ISSN 2549-5607.*

Utami, M. K. 2020. Thesis. *The Influence Of Using Read, Encode, Annotate, Ponder (Reap) Strategy Towards Students' reading Comprehension Of Descriptive Text At The Second Semester Of The Tenth Grade Of Smkn 5 Bandar Lampung In 2018/2019 Academic Year*

Wallace, C. 2003. *Critical Reading In Language Education.* New York: PALGRAVE MACMILLAN.

Zare, P. 2013. *Exploring Reading Strategy Use And Reading Comprehension Success Among EFL Learners. World Applied Sciences Journal. Vol. 22. No. 11.*