

ARTICLE

THE EFFECT OF USING REAP STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE OF SMKN 1 NGASEM IN ACADEMIC YEAR 2018/ 2019



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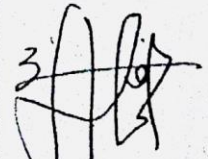
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**CORRECTIVE FEEDBACK STRATEGY IMPLEMENTED IN TEACHING
SPEAKING AT TENTH GRADE STUDENTS OF SMA NEGERI 1 KANDAT IN
THE ACADEMIC YEAR OF 2017/2018**

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Abstract

Learner need to acquire four english skills so that they will not miss communicate in written and spoken language. one of them is reading skill which belongs to receptive skill. in reading, the learner is demanded to obtain the meaning and comprehend or understanding the meaning of the text. in fact, the learner are hard to recognize the structure of the text and find out main idea, supporting sentence, implicate and explicite meaning, and infering the text. those difficulties is an obstacle for their reading comprehension. Because of the obstacle they face their score is getting low. The problem that they have can be solved use REAP strategy. it consist of four step as following, Read, the learner read the text, next is encode, the learner write difficult vocabulary and main idea using their own word, and then annotation, the learner summarize and answer the quation in REAP form. Then the last is ponder, the learner should work with their friend to check their writing result whether it is in line with the original text or not. This research is aim to find out whether any effect of REAP strategy to student's reading comprehension. The study found out that post test's score is higher than the pre test's score. it is also supported by the data in spss that t-test (-15.931) is lower than t-table (2080) significant 5%. It proved that REAP strategy affect the tenth eleventh grade students' reading comprehension at SMKN 1 Ngasem Kab. Kediri in the academic year 2018/2019.

Key Words : teaching reading, reading comprehension, REAP strategy.

I. Introduction

One of the receptive skills in English is reading. Reading means recognize the word and creat the meaning. Understanding the meaning and know what the content of the text is called comprehend the text. In fact, the students is still hard to find main idea, supporting sentence, implicate and explicite meaning, similar meaning, and infering the text. by having those problem, they are hard to

comprehend and get the meaning deeply the text. not knowing main idea and supporting sentence make them can not obtain the point of every paragraph. while loosing explicite and implicate meaning make them loose the information in the text. equally important is infering the text, if they can not do that, the point of the whole text will not be got by the students. in the other hand, the teacher is lack of the

strategy in teaching reading, reading activity only read the text and answering question.

REAP strategy offer some solution for those problem. It has some step which lead the students to comprehend the text. REAP has four steps. They are Rading, Encode, Annotate, and Ponder. Reading means, the students read the text. next is encode, the students write down difficult vocabulary, main idea, supporting sentence. They must write all of them by using their own word. After that is annotate. The students make summarization by following generic structure. Beside that, the shoould answer the question on finding implicate and explicite meaning which is offered by the teacher. The last step is ponder. In this step the students must work together with their friends. They share, discuss, and check their writing result to make sure that it is in line with the original text. they can collaborate and help each other to comprehend the text. it has some advantages such as they can combine their ideas and the text, making reading more active, help them to understand unfamiliar word, making them having relation and team work with their friends.

II. Methodology

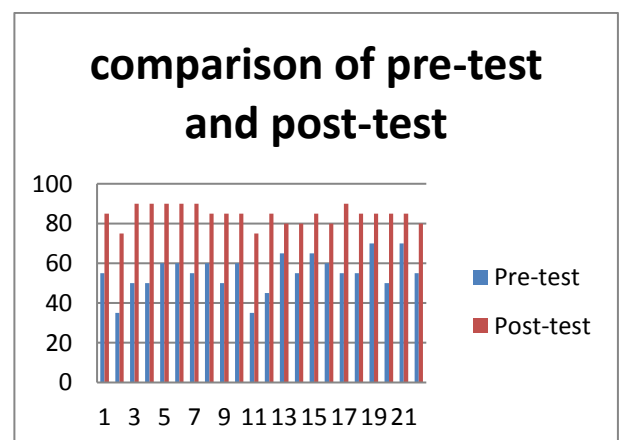
this researah is using quantitative approach conducted at SMKN 1 Ngasem Kab.

Kediri which the sample of this research is 22 students. the instrument used is test multiple choices (20 questins). The test is intended to measure the students's reading comprehension in pre-test and post-test. after getting pre-test and post-test, the data is processed in SPSS to find the effect of implementing REAP strategy to students' reading comprehension.

III. Finding and Discussion

Before analysing the data on SPSS, the researcher counting the score. for scoring, the researcher give 5 points for correct answer. And 0 point for incorrect. So if the maximum score is 100.

From the pretest result, the highest score is 72, and the lowest score is 35. The total is 1215. And the mean is 55, 2273. Meanwhile, for post-test result, the highest score is 90, and the lowest score is 75 that is total score is 1860. And the mean score is 84,5455. The table below showed the comparison between them.



It shows that the students' score is increasing. Even though, on post-test, there are two students who got 75 which is standart score.

From the SPSS result, the table below explained that the mean of pre-test is 55, 2273 with standart deviation 9.19074 then the post-test's mean is 84,5455 with standart deviation 4.60566. The result of paired samples test shows that t-test is -15.931 and t-table with degree of freedom 21 is 2080 at the level of significance 5%. It means t-test is lower than t-table ($-15.931 < 2080$) and P value from the table is 0,000 with the level of significance 5%. from those result, it can be conclude that H_0 is rejected because t-test is lower than t-table and P value t-test is lower than level of significance 5% ($0,000 < 0,50$). So that H_a is accepted. It proves that the result of the research is affecting students' reading comprehension.

From the data above the reasearcher find out that some components on the students' reading comprehension is increasing. Each step of REAP strategy can increase it. Phase Read as the beginning of the students to overview the text. Phase Encode increase vocabular, structure text, main idea, and supporting sentence.

So, the researcher conclude REAP strategy affect the tenth grade students' comprehension at SMKN 1 Ngasem Kab. Kediri in the academic year 2018/2019.

IV. Conclusion

Based on the prove and explanation above, REAP strategy should be applied on the teaching reading comprehension, so that the reader could comprehend the text maximally and also could make the students active while comprehend the text, the students were not only just read the text but also they could respond the text based on their background knowledge as the last step on ponder. The goal of reading comprehension is also be able to reach by the students.

The researcher suggest to the english teacher to use REAP strategy as a strategy to teach reading comprehension. The english teacher suggested to put the leading question in every step as the students' need and the indicator that should be reached The other researcher who want to conduct the same strategy is suggested to use the strategy to teach the other skill, such as writing. be sides reading, the strategy also can help students' writing skill. in case of choosing the material, The other researcher may observe the strategy which is used to teach other material, such as announcement text, music, advertisement text, etc.

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