

THE EFFECT OF REAP (Read, Encode, Annotate, and, Ponder) TECHNIQUE ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE SMP N 1 ANGKOLA BARAT IN 2021/2022 ACADEMIC YEAR

Srimaharani Tanjung¹, Kamisah², Tina Fitriana Srg³

Institut Pendidikan Tapanuli Selatan (IPTS)

Nanitanjung34@gmail.com¹ Giesyaaprilia@gmail.com² Tinafitrianasiregar@gmail.com³

Abstract: *The objectives of the research are: 1) to know the application of REAP (Read, Encode, Annotate, and Ponder) Technique on students' reading comprehension of narrative text, 2) to know the students' reading comprehension of narrative text before and after using REAP (Read, Encode, Annotate, and Ponder) technique, 3) to know whether there is any significant effect of REAP (Read, Encode, Annotate, and Ponder) technique on students' reading comprehension at the Eighth grade of SMP N 1 Angkola Barat. This research uses experimental method. The population is all the Eighth grade students which are divided into six classes and total are 164 students. The samples are 28 students by using purposive sampling. The technique of collecting data is used questioner and test. The result of the research are, application of REAP technique is 76% categorized "Good". The students' reading comprehension of narrative text before using REAP technique is 26 categorized "Fail" and after is 79 categorized "Good". The calculation of t_{test} formula is 29.82 and the t_{table} is 2.05 ($t_{test} 29.82 > t_{table} 2.05$). It means that there is any significant effect of REAP technique on students' reading comprehension of narrative text at the Eighth grade of SMP N 1 Angkola Barat.*

Keywords: REAP Technique, Teaching, Method, Reading and Narrative Text

Abstrak: *Tujuan dari penelitian ini adalah: 1) untuk mengetahui sejauh mana Penerapan teknik REAP terhadap pemahaman siswa membaca teks naratif, 2) sejauh manakah pemahaman siswa membaca teks naratif sebelum dan sesudah menggunakan teknik REAP, 3) Apakah ada pengaruh yang signifikan dari teknik REAP terhadap pemahaman siswa membaca teks naratif di kelas VIII-B SMP N 1 Angkola Barat. Penelitian ini menggunakan metode eksperimental. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP N 1 Angkola Barat yang berjumlah 164 siswa. Sampel adalah VIII-B yang berjumlah 28 siswa yang diambil secara purposive sampling. Dalam pengumpulan data peneliti menggunakan lembar questioner dan tes sebagai instrumen. Hasil dari penelitian ini adalah: 1) Penerapan teknik REAP adalah 76%, dengan kategori "Good". 2) Nilai rata-rata pemahaman siswa membaca teks naratif adalah 26 dan dikategorikan "Gagal". Sedangkan setelah menggunakan teknik REAP adalah 79, dikategorikan "Baik". Hasil perhitungan t_{test} yaitu 29.82 dan t_{tabel} yaitu 2.05. Ini berarti ada pengaruh yang signifikan dari teknik REAP terhadap pemahaman siswa membaca teks naratif di kelas VIII SMP N 1 Angkola Barat.*

Kata Kunci: Teknik REAP, Mengajar, Metode, Membaca, dan Teks Naratif

I. INTRODUCTION

Reading comprehension belongs to the activity ability reading comprehension focuses on meaning, main idea, or more information of reading materials. When the researcher observed, the students of SMP N 1 Angkola Barat at the Eighth grade have the problem in learning and have difficulties in comprehending the text especially in reading comprehension of narrative text. It can be seen from the students' score of pre-test on March 2022, from 25 questions, the highest score is 36 and the lowest score is 12 and the average 26. Meanwhile, according to the researcher the students can pass reading if the students get minimal score 65.

Actually, many ways had conducted by the teacher to reach the competence, such as completed the school facilities, giving motivation, play games, and interest learning, by giving good learning activities that make them have challenging and be active in learning. But, students still have abilities that are lacking in reading comprehension of narrative text cause of problems are students still have lacking motivation, lazy in learning English, etc.

To solve the problem above, there are many technique that can be used in teaching reading comprehension. One of them is REAP

technique as external factors. REAP technique is a technique that requires students to find the researcher ideas in the form of reading ideas and important things contained in the reading. The researcher chooses REAP Technique because this technique has never been applied at the Eighth grade of SMP N 1 Angkola Barat and this technique make students more increase in mastering the subject matter and will easier to remember the lesson.

A. Nature of Reading Comprehension of Narrative Text

Reading is one of the way for getting knowledge and information. Reading is not separate from comprehension. Because the purpose of reading activity is comprehend what has been read. Reading comprehension is the ability to understand a written passage of the text.

According to Hodgson in Tarigan (2008: 7) Reading is a process that is carried out and used by the reader to get the message that the writer wants to convey through the medium of words or written language. Rakhmi (2012: 14) says "Narrative is a telling of some true or fictitious event or connected sequence of events, recounted by a narrator". Based on the explanation above the researcher concludes that reading comprehension of narrative text is the process that used

by the reader to determine the content, message or meaning from the past events or oldest stories that written in the narrative text.

1. Main Idea

Main idea is the most important information about the text or topic. Rizal (2018: 66) main idea is the main idea or core of a paragraph. Based on that explanation, the researcher conclude that the main idea is a sentence that describes the main idea discussed in a paragraph.

2. Topic

Topic is the sentence that contain the main idea of the paragraph. Herlina (2021: 19) says topic is the subject that is discussed in a paragraph. Based on that explanation, the researcher conclude that topic is the general theme of the text that giving information to the reader

3. Supporting Idea

Supporting idea is supporting sentences that are placed after or before the main idea. According to Whorter and Kathleen in Hasmianti (2020: 16) "contend that specific information or supporting detail develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistic,

quotations, and evidence". Based on that explanation, the researcher concludes that supporting sentence is provide information to clarify, prove, or explain the main idea.

4. Reference

Reference is the words or phrase that is used to avoid repetition. Rizal (2018: 77) says Reference is a reference to something previously mentioned. Based on that explanation, the researcher conclude that reference is words that refers to some other words or phrase in the text.

5. Social Function of Narrative Text

The social function of Narrative text is to amuse or entertain the readers with a story. According to Gerot and Wignell in Rakhmi (2012: 9) "narrative text is used to amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deals with problematic event which lead to a crisis or during point of some kinds which in turn finds a resolution". Based on that explanation, the researcher conclude that social function of narrative text is use to amuse or entertain the reader with the past events.

6. Generic Structure of Narrative Text

Generic structure of narrative text is the component that constructed narrative text. Generic structured of narrative text belonged to the component that construct narrative text. According to Gerot and Wignell in Sinaga (2020: 27) “narrative has a series of actions, they are: A. Orientation, B. Evaluation, C. Complication, D. Resolution, E. Re-orientation.

7. Language Features of Narrative Text

Language features or lexicogrammatical related to the linguistics aspects that is often used in a text. Rakhmi (2012: 26) says Language features of narrative text are, A. specific characters or certain nouns as pronouns. B. time words that connect events to tell when they occur or we call it time connectives and conjunctions to order the events. C. verb to show the actions that occur in the story. D. descriptive words. E. use of past tense. F. the vocabulary is relevant to personal. G. direct speech is used quite a lot. H. adverbs and adverbial phrases to show place and event. I. adjectives which from of noun phrase.

B. Definition of REAP (Read, Encode, Annotate and Ponder) Technique

REAP technique is technique that requires students to find the author's ideas in the form of reading ideas and important things contained in the reading. This allows students to understand the contents of the reading deeply and thoroughly. According to Manzo (1990: 221) "REAP is to stress the use of writing as a means of increasing thinking and reading, REAP does so by teaching students as a number of ways to annotate, or write short critiques of what they have read.

II. METHODOLOGY OF THE RESEARCH

The location of this research is in SMP N 1 Angkola Barat, located at Jl. Sibolga. Km. 15, Sitinjak, Kecamatan Angkola Barat, Kabupaten Tapanuli Selatan, Sumatera Utara. The headmaster of this school is Irham Saleh Siregar, MA, and the teacher of English is Mardiah Pasaribu S.Pd.

This research method is step taken by the researcher to collect data or information to be processed and analyzed scientifically. According to Suryani and Hendrayadi (2015: 40), Method is the specific steps (or actions, stages, step-by-step approach) that must

be taken in a certain order during the research. According to Sukardi (2013: 157-210) There are various methods of the research, namely: Descriptive research, Ex-postfacto research, Experimental research, Survey gathers, Historical research, and Action research. Based on the various methods explained above, the researcher conducted the method of this research is experimental method by using pre-test and post-test group.

According to Siregar (2013: 5), Experimental research is research by conducting an objective, systematic, and controlled study to predict or control phenomena. The population in this research is the Eighth grade of SMP N 1 Angkola Barat which consists of six classes the total of population are 164 students. Population is the total number of subjects to be studied by a researcher. According to Arikunto (2013: 173), Population is the whole research subject, if someone wants to examine all the elements that exist in the research area, then the research is a population study. the sample of this research are 28 students. Sample is a part taken from the whole object of research and is considered to represent a true picture of the population. According to Arikunto (2013: 174), Sample is part of representative of the population under study.

A research instrument is the tool to obtained, measure, and analyze data from subjects around the research topic. The researchcer uses questioner and test as instrument of this research. Kurniawan (2016: 82) says that questioner is an indirect data collection technique (researcher do not directly ask and answer question with respondents). According to Sukardi (2013: 138) test is systematic procedure in which the individual being tested is represented by a set of stimuli, their answer can be expressed in numbers.

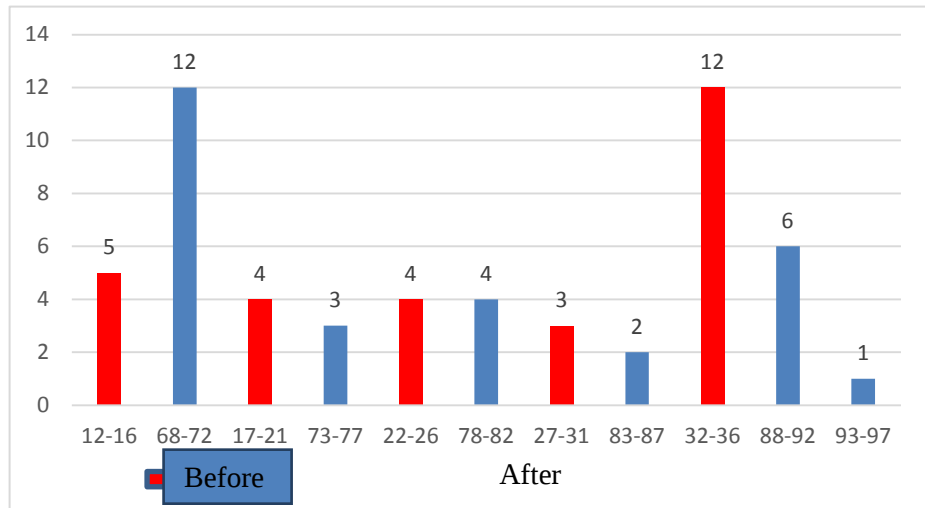
According to Arikunto (2010: 193-201) says that there are six techniques of collecting data, they are: 1) Test is some of the test or training that used to measuring the skill, knowledge, capability, or talent of someone or group. 2) Questionnaires is written from that is used to get information, it means the report about the individualism or the points that she/he know. 3) interview is a dialog that is done by interviewer to get the information. 4) Observation is an observation which includes the activity of loading attention to an object by using all the senses. 5) Rating Scale is a subjective measuring that is made in scale. 6) Documentation is the technique that playing attention to get the information from paper, place and people.

To do data analysis, the researcher had prepared a test that will perform by students. After that, all of the data had been collected are analyzed by using statistic. There are two kinds of data analyze in a research, namely: Descriptive analyze which is used to describe mean, median, mode, histogram and so forth, and inferential analysis which is used to test hypothesis.

III. RESULT

Based on the result obtained from the analysis of questioner about the application of REAP technique on students' reading comprehension of narrative text at the eighth grade of SMP N 1 Angkola Barat which contains of eleven aspects of REAP technique. Then from the calculation of questioner the researcher got the result was 42 And divided of eleven aspects so the score was 76% categorized "Good". Sscore of students' reading comprehension of narrative text before using REAP technique, the highest score was 36, the lowest score was 12 and the mean score was 26 categorized "fail". After using REAP technique the highest score was 96, the lowest score was 68 and the mean score was 79 categorized "Good". The result of t_{test} is higher than t_{table} is (t_{test} 29.82 > t_{table} 2. 05). It means that there was any significant effect of using REAP technique on students' reading comprehension of narrative

text at the Eighth Grade of SMP N 1 Angkola Barat in 2021/2022 Academic Year. The description of the different data before and after using REAP technique can be seen in following histogram



Histogram of Students' Reading Comprehension of Narrative Text Before and After Using REAP Technique

IV. DISCUSSION

Result of REAP technique on students' reading comprehension of narrative text, the researcher found that the score was 76% categorized as "Good". Furthermore, the students' reading comprehension of narrative text before using REAP technique was 26 categorized "Fail", and after was 79 categorized "Good". Then, to prove that this technique was suitable to be used on students' reading comprehension of narrative text, the whole of the research tested by using t_{test} formulation, and got the t_{test} score was 29.82 while t_{table} was 2.05 at 5% significances level.

It means that REAP technique was suitable to be used and increase the students' reading comprehension of narrative text.

CONCLUSION

Based on the research in chapter IV, the researcher describe the conclusion as follow:

- a. The application of REAP technique on students' reading comprehension of narrative text at the eighth grade of SMP N 1 Angkola Barat is 76% and it is categorized "Good". It means that the researcher is applying REAP technique on students' reading comprehension or narrative text is well.
- b. The students' reading comprehension of narrative text before and after using REAP technique at the eighth grade of SMP N 1 Angkola Barat is 26 categorized "fail" and 79 categorized "Good".
- c. There is any significant effect of REAP technique on students' reading comprehension of narrative text at the eighth grade of SMP N 1 Angkola Barat because t_{test} is higher that t_{table} ($t_{test} 29.82 > t_{table} 2.05$). So, the hypothesis of this research can be accepted.

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