AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION
BY USING READ ENCODE ANNOTATED PONDER (REAP) STRATEGY
AMONG THE TENTH GRADE AT SMK MUHAMMADYAH 1
TERBANGGI BESAR
IN THE ACADEMIC YEAR OF 2019 / 2020

BY :
AKYUNINA
STUDENT NUMBER : 1501070219

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

BY:

AKYUNINA

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ABSTRACT

**BY
AKYUNINA**

The purposes of this research are to show that using Read Encode Annotated Ponder(REAP) strategy can improve the students' Reading Comprehension and students' learning activities at the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar in academic year 2019/2020. The writer had outlined the problem in this research that focused on reading comprehension. It is related on the problem identification that the students have low motivation to learn English especially in Reading, they get the difficulties to determine the main idea in the text, and they are also not interested about the learning method in the class. They always feel bored in English subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data used test, observation and documentation.

The finding research is average score of pre-test, post-test I and post-test II showed that there was progressing score. In cycle I, the average score at pre-test was 52.10, and in post-test I the average sore was 67.4 and the average score of post test II was 78.7. Based on the result, it could be said that using Read Encode Annotated Ponder (REAP) Strategy can improve the students' reading comprehension at the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar.

Keywords: *Reading Comprehension, Read Encode Annotated Ponder (REAP) Strategy*

MENINGKATKAN PEMAHAMAN MEMBACA SISWA MELALUI READ ENCODE ANNOTATED PONDER (REAP) STRATEGI DI SMK MUHAMMADIYAH 1 TERBANGGI BESAR TAHUN PELAJARAN 2019/2020

ABSTRAK

OLEH
AKYUNINA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi Read Encode Annotated Ponder(REAP) Strategy dapat meningkatkan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas sepuluh SMK Muhammadiyah 1 Terbanggi Besar pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam menentukan ide pokok dalam sebuah cerita , dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi bahasa Inggris.

Bentuk penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan menulis siswa. Dalam pengumpulan data menggunakan test, observasi, dokumentasi dan catatan lapangan.

Nilai rata-rata pre-test, post-test I dan post-test II menunjukkan bahwa ada peningkatan nilai. Pada siklus I, nilai rata-rata pada pre-test adalah 52.10, pada post-test I nilai rata-rata adalah 67.4 dan nilai rata-rata pada post-test II adalah 78.7. Berdasarkan hasil tersebut, dapat dikatakan bahwa strategi Read Encode Annotated Ponder (REAP) dapat meningkatkan pemahaman membaca siswa di SMK Muhammadiyah 1 Terbanggi Besar

Kata kunci: *Pemahaman membaca, Strategi Read Encode Annotated Ponder (REAP).*

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APPROVAL PAGE

Title	:	IMPROVING READING COMPREHENSION BY USING READ ENCODE ANNOTATED PONDER (REAP) STRATEGY OF THE TENTH GRADES AT SMK MUHAMMADYAH 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2019/2020
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NOTIFICATION LETTER

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To:

The Honorable the Head of Tarbiyah Department

Of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research script which is written by:

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Students Number : 1501070219

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : IMPROVING READING COMPREHENSION BY USING READ ENCODE ANNOTATED PONDER (REAP) STRATEGY AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2019/2020

It has been agreed so it can be continued to the Faculty of order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skipsi yang disusun oleh:

Name   : akyunina

Students Number : 1501070219

JudulSkripsi :IMPROVING READING COMPREHENSION BY USING READ ENCODE ANNOTATED PONDER (REAP) STRATEGY OF THE TENTH GRADES AT SMK MUHAMMADYAH 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2019/2020

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro, Desember 2019

Pembimbing 1   Pembimbing II

Dr. Widhiya Ninsiana,M.Hum   **Syahreni Siregar, M.Hum.**
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RATIFICATION PAGE

No. B-1744/In.28-1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION BY USING READ ENCODE ANNOTATED PONDER (REAP) STRATEGY AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2019/2020, written by Akyunina, student number 1501070219, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 27th December 2019 at 14.00 – 16.00 pm.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(.................)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(.................)
Examiner II	: Syahreni Siregar, M.Hum	(.................)
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STATEMENT OF RESEARCH ORIGINALITY

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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, December 2019

The Writer

Akyunina

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ORISINALITAS PENELITIAN

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Nama : Akyunina

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Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019

Yang Menyatakan

<u>Akyunina</u>

NPM 1501070219

x

Motto

" Humility is The Solid Foundation of All Virtues"

(confucius)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents, Mr. Tri Budoyo and Mrs. Supranti
who always support me by their endless love*

*My lovelyyoung sister and young brother,
TyasAriyatiwho always support, protect and advice my life and my study, thank
you very much for your everlasting love and incessant prayer.*

My beloved friends,

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My beloved almamater

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CHAPTER I

INTRODUCTION

A. Background of study

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading is one of the skills used to obtain information from text or anything in writing. Reading is the process of getting information from the text by combining the knowledge that has been obtained beforehand with information from the text. In reading students should not only know the meaning of each word in the text, but also to understand the meaning to achieve the goal of reading lessons namely understanding.

Moreover, reading has many advantage. It helps people build a better vocabulary. The readers have a richer vocabulary, so far they are easier to find the best expression for all that they want to tell others. In general, the more people read, the richer vocabulary they gets. Furthermore, books are definitely a treasure trove of knowledge. Reading stimulates imagination. When people read about unknown places, their mind itself creates the imaginative images in the heads, rather than simply saving images from small screens in memory. Thus, the imagination and creativity of our minds are being strengthened by reading. Reading lights up new ideas. In addition, reading gives us new perspectives. Through reading, people get new ideas and inspiration, so that they may try something new or different, inspired the things they read.

Reading is influenced by several aspects that are categorized in the aspects of linguistics and non linguistics. The linguistics aspects of reading skills includes English vocabulary mastery, mastery of grammar, skills in detecting the main idea, and supports details, and the ability to understand the context of the readings. A high mastery of the vocabulary significantly supporting the ease of reading to understand text content because readers could translate any words in a text. By having a good grammar mastery readers could understand the contents of the text content.

Furthermore, one of teaching reading that right is REAP strategy. Read, Encode, Annotate and Ponder (REAP) is a strategy for helping readers to read and understand a text. 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. It could be employed as a study technique, thereby assisting long term memory.

Moreover, REAP strategy would be applied in the reading lesson, in order to make student easy to find the main idea in the text. It helps students identifying information by their understanding, improving student's attention in understanding unfamiliar words in the text (by using quotes, phrase or the other words), and making a personal connection between the texts with their understanding. The reason why this strategy is chosen is because in step of REAP strategy is appropriate for the problem in this research. Through this process, students are guided to guess the main idea in the text by using their own words and get the important information from the text.

An observation have been conducted on June 21st 2019 at SMK Muhammadiyah 1 Terbanggi Besar, it could be seen that the students have limited vocabulary mastery, they are not able to understand the contents of the text well, students have difficulties to determine the main ideas in reading, they don't have any motivation to read an English reading text book.

Another problem above, below the date of students score illustrated in the following table:

Table I
Data of Students Reading Comprehension Score
The Tenth Grade at SMK Muhammadiyah 1 Terbanggi Besar

No	Students name	Grade	Criteria
1	ARS	6.7	Incomplete
2	DAS	13	Incomplete
3	DFH	20	Incomplete
4	DRP	73	Complete
5	FMR	26.7	Incomplete
6	FHP	13	Incomplete
7	HSN	13	Incomplete
8	NAA	73	Complete
9	NAT	20	Incomplete
10	PAI	20	Incomplete
11	PAG	13	Incomplete
12	RSI	20	Incomplete
13	RGF	20	Incomplete
14	RAN	26.7	Incomplete
15	SRN	13	Incomplete
16	SMS	73	Complete
17	SMH	73	Complete
18	SNH	6.7	Incomplete
19	YKI	6.7	Incomplete

Table II
The percentage of the Score Among the Tenth Grade
At SMK Muhammadiyah 1 Terbanggi Besar

No	Grade	Frequency	Percentage	Criteria
1	≥68	4 students	21%	Complete
2	<68	15 students	79%	Incomplete

Based on the results of reading comprehension score, it is known that the percentage of the tenth grade of SMK Muhammadiyah 1 Terbanggi Besar who achieve Minimum Mastery Criteria (MMC) is 21%. While the percentage of students who are not able to achieve Minimum Mastery Criteria (MMC) is 79%. It means that the percentage of students who achieve Minimum Mastery Criteria is less than the percentage of students who do not achieve Minimum Mastery Criteria, therefore it could be assumed that the reading ability of the tenth grade at SMK Muhammadiyah 1 Terbanggi Besar is unsatisfactory.

Based on the illustration above, the researcher would conduct classroom action research by implementing of REAP strategy. Therefore the researcher would conduct to Improve Reading comprehension of Tenth graders of SMK Muhammadiyah 1 Terbanggi Besar by REAP Strategy in the Academic Year of 2019/2020.

B. Identification Of The Problem

Based on the background of theproblem of the research problems are identified as follows:

1. Student have lack of English vocabulary.

2. Students have difficultiesis in determining the main idea and supporting ideas in a reading.

3. Students do not have the motivation to read English text.

4. Students have low reading comprehension.

C. Problem Limitation

Based on the problems identification, the researcher lack of the problem by problem of number 4 that is students have inefficiency in reading comprehension by Using Read Encode Annotated Ponder (REAP) Strategy of Among the Tenth Grade at SMK Muhammadyah 1 Terbanggi Besar in the Academic Year of 2019/2020"

D. Formulation The Problem

The researcher formulated this research as follows: "Can Read Encode Annotated Ponder (REAP) strategy improve the students reading comprehension of Among the Tenth Grade at SMK Muhammadiyah 1 Terbanggi Besar in the academic year of 2019/2020".

E. Objective and Benefit of Study

1. Objective of Study

The purpose of this study is to determine whether REAP strategy could improve reading comprehension among the tenth grade at SMK Muhammadiyah 1 Terbanggi Besar in the academic year 2019/2020.

2. Benefit of Study

This research is expected to provide benefits not only for researchers but also for students, English teachers, and the institution.

a. For the Students

The application of this research is expected to help students improve their English skills, especially reading skills. The implementation of REAP strategy in this study is expected to increase student motivation in learning reading. This research is expected to be able to strengthen students' interest in reading so that a conducive learning atmosphere that is not monotonous could be created.

b. For the Teachers

This research is expected to help teachers in the process of teaching English, especially teaching reading. The application of this research is expected to help teachers in creating conducive learning conditions so that learning targets could be achieved effectively.

c. For the Institution

This research is expected to bring tremendous benefits to improving student academic achievement in school. So that the institution's good name could be maintained. This research is also expected to be a consideration for the school to complete the infrastructure used in teaching English. It is also hoped that this research could encourage schools to make innovations in the selection and implementation of English teaching strategies.

F. Prior Research

This research would be conducted by considering several previous studies. The first prior research was conducted by Supriyanti with the title of the research "Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh Grade Students of SMA Negeri6Semarang"[1]. The teaching strategy that was used by first prior research is REAP strategy. English language skills examined by the first prior research are reading. The research method used by the first prior research is qualititative. The first prior research sample isthe eight grade studentswhereas the results of research from the first prior research prove that the REAP strategy could improve reading.

The first prior research has similarities and differences with this study. The equation between the first prior research and this study lies in the equation of language skills studied and the teaching strategies used. The language skill examined by the first prior research and this research is reading, while the teaching strategy used in this study is a REAP strategy. The difference between this study and the first prior research lies in the research method, the research sample. This research would involve The Tenth Grades at SMK Muhammadiyah 1 Terbanggi Besar as research sample. While, the first previous research involved the Eleventh Grade Students of SMA Negeri 6 Semarang.

In addition, this research would be done by considering some of the previous studies. The second prior research conducted by Vera Maria Santi with

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[1]Supriyantini. "*Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh GradeStudents of SMA Negeri 6 Semarang"*. Faculty of Language and Arts Education 8. 1(2017)

the title of the research "Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy"[2]. The teaching strategy that was used by second prior research is REAP and get the gist strategy. Language assessed by the second prior research is reading comprehension. A research method used by the second prior research is Classroom Action Research. A sample of the research the second prior research is in the use of this strategy, when the students or readers have difficult or confuse in comprehending the text, so it could be concluded that this strategy is very useful for students to know that there are tough words in the text and be able to understand the meaning of the words is difficult.

The second prior research has similarities and differences with this study. The equation between the second prior research and this study lies in the equation of language skills studied and the teaching strategies used. The language skill examined by the second prior research and this research is reading, while the teaching strategy used in this study is a REAP strategy. The difference between this study and the first prior research lies in the research sample. This research would involve the Tenth Grade at SMK Muhammadiyah 1 Terbanggi Besar as a research sample. While, the first previous research involved the eighth grade at Junior High School.

The third previous research was carried out by Rahmawati with the title "Using Read, Encode, Annotate And Ponder (REAP) Strategy In Teaching

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[2]Vera Maria Santi. *"Improving Students' Reading Comprehension By Using REAP (Read, Encode, Annotate, Ponder) Strategy"*. Linguistics and Language Teaching 2.1 (2015)

Reading Comprehension"[3]. The result of previous studies that third proved reading comprehension that using REAP has a significant effecting students' reading comprehension. The result from the pre-test and post-test demonstrated a significant improved in the quality of the students' reading comprehension in the experimental group while the quality of students' reading comprehension in control condition was increased.

This research has similarities with the third previous research. The equation is the research method used. This research and previous research use classroom action research to improve the students' reading comprehension. The third previous research also had differences with this research. The first difference lies in the research sample. This research would involve at SMK Muhammadiyah 1 Terbanggi Besar as sample.

From the previous research above, so I would focus on improving reading comprehension in class X. the research focus on study" Improving Reading Comprehension By Using Read Encode Annotated Ponder (REAP) Strategy Among the Tenth Grade At SMK Muhammadiyah 1 Terbanggi Besar In The Academic Year Of 2019/2020".

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[3]Rahmawati. *"Using Read, Encode, Annotate And Ponder (REAP) Strategy In Teaching Reading Comprehension".*Teacher Training and Education 4.6 (2015)

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Reading Comprehension

1. The Concept of Reading Comprehension

Reading could not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrated skill attracts many experts to highlight their opinion about the definition of reading comprehension.

According Peter Guppy, Margaret hugest reading comprehension is less than half what is read.[4]

Moreover, John T. Guthrie,As reading comprehension is a form of cognitive expertise, it is wise to scaffold children gradually toward higher levels of reading. [5]

Meanwhile, Ontario, Comprehension is about thinking, understanding, and connecting the meaning of written, oral, or visual texts. Readers comprehension is affected not only by the reasons for reading a particular text but also by personal knowledge and prior experiences.

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[4] Peter Guppy, The development ofindependent reading. (England ; Open University Press, 1999),p. 69

[5] John T. Guthrie, Motivating Reading Comprehension. (New Jersey ; Lawrence Erlbaum Associates, 2004),p. 245

Effective readers monitor their own reading, realize when they no longer understand what they are reading, and take corrective measures.[6]

Next, Douglas Brown defines reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[7] Its means that reading comprehension purpose is to efficiency of reading.

In reference to the above definitions from the experts, it could be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension could be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and relationships between ideas conveyed in a text.

2. **Reading Comprehension Models**

In the reading comprehension, there are three important models which should be paid more attention such as:

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[6] Ontario, Guide to Effective Literacy Instruction. (Ontario ; Printed on recycled paper, 2008), p.25

[7] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Francisco State University 2000),p. 306

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word and decodes meaning.

b. Top-down Model

Top-down model emphasize the importance of these schemata, and the reader's contribution, over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption.

c. Interactive Model

Interactive model is a combination among bottom-up and top-down models and emphasizes the interaction between a reader and the text.[8]

In reference to the above definitions from the experts, it could be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension could be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the

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[8]J. Charles Alderson, *Assessing reading* (New York ; Cambridge University Press, 2000), 16-18.

ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

3. The Assessment of Reading Comprehension

Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students' ability. In assessing the students' reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that could be used by. Some of them are as follows:

a. Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

b. The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given. Scoring procedures of

multiple-choice item range from simple dichotomous scoring, with a "0"

indicating in correct answer and a "1" a correct answer to rating scales.[9]

d. Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

e. Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have two choose one of those two choices.

f. Short-answer techniques

Short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

g. The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text. There are various ways of assessing students' reading skills. Therefore, teachers should use variation of techniques to test students' understanding especially in reading

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[9]Freed, Melvyn N.; Hess, Robert K.; Ryan, JosephM*., Research American Council On Education/Praeger Series On Higher Education; 2nd Ed*.(Greenwood Publishing Group, 2002),p. 424

comprehension. Teachers should be aware of adapting their assessment techniques to suit the needs of students.[10]

B. The Concept of REAP Strategy

1. The nature of REAP strategy

REAP is a strategy that encourages students to share the ideas encountered in their reading. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his own words, both orally and in written form. It could be employed as a study technique, thereby assisting long term memory. REAP is an effective strategy for students of grad for up to high school level. 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.

According to Anthony V. Manzo and Ula C. Manzo, REAP does so by teaching student a number of ways to annotate, or write short critiques of, what they have read. The various annotation serve as alternative perspective from which to consider and evaluate information and ideas.[11] It means that reap is writing opinions about what they read with their own understanding and justifying information and ideas

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[10] J. Charles Alderson, *Assessing reading* (New York ; Cambridge University Press, 2000), 206.
[11]Anthony V. Manzo,*Content Area Reading Heuristic Approach*. (Columbus ; Merrill PublishingCompany, 1990) ,p. 221

Moreover Anthony V. Manzo and Ula C. Manzo, REAP is a way to teach children a variety of possible ways to write respond to reading.[12] It's mean REAP is teaching reading so children could write their opinions.

Meanwhile, Janet Allen, REAP is an excellent activity for student to note important information and to talk to other about connections and questions, as well as to establish purpose to further reading.[13]It means REAP is to record the information they get from reading, then share information and ask other people, and understand the contents of the reading.

Furthermore, Eanet in Jan Lacina and Cecilia Silva, REAP is an effective strategy for upper elementary student as they try to understand a text they are reading. [14] it means REAP is a good strategy for reading comprehension of children in learning to read a reading.

From some opinions above, so the writer get conclusion about definition of REAP strategy. REAP strategy is a strategy which designed for teaching and learning to read comprehension process. On the other hand, this strategy is used or applied in teaching and learning reading comprehension. This strategy has the purpose that would be achieved that is to improve students' reading comprehension in reading process in order to get information from the text.

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[12] Anthony V. Manzo, *Teaching Children To be Literate*. (United States of America ; Ted Buchholz, 1995), p. 357

[13] Janet Allen, *Reading History; A Practical Guide to Improving Literacy*. (United States of America, Oxford University Press, 2005), P. 69

[14]Jan Lacina, *Case of Successful Literacy Teachers*. (United States of America ; Sage publications, 2011), p. 179

2. The implementation of REAP Strategy in Teaching Reading Comprehenssion

The teaching steps of the implementation by using REAP strategy is as follows:

1. R—Read to discern the writer's message.

2. E—Encode the message by translating it into your own language.

3. A—Annotate by cogently writing the message in note for yourself or in a thought book to share with others.

4. P—Ponder, or reflect, on what you have read and written, first introspectively and then by sharing and discussing it with others and as a study aid in test preparation.[15]

The steps in REAP are as follows:

1. Recognizing and defining. Student read a selection. The teacher provides them whit a well-written summary annotation and ask them how the annotation parallels what they have read.

2. Discriminating. Student read a second selection. This time, the teacher gives them four annotation to consider. One example should be a good summary annotation and others faulty in some way-too broad, too narrow, and/or tangential to the ideas presented in the selection. In class discussion, students choose the best annotation, logically defend their choice, and explain why the others are unsatisfactory.

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[15] Janet Allen, *Reading History; A Practical Guide to Improving Literacy*. (United States of America, Oxford University Press, 2005),p. 66

3. Modeling. The process. Student read a third selection. This time, the teacher actually demonstrates to student how to write summary annotation. This step is most effective when the teacher "think aloud" writing and rewriting as necessary to compose a thorough, concise summary.

4. Practicing. Students read a fourth selection and individually try writing a summary annotation, a few individual productions are duplicated or put on the chalkboard and compared and evaluated by teacher and class.

5. Sequencing. Some students, despite extensive training, would not develop skill in writing quality summaries, nevertheless, the teacher introduction the other annotation on a suitable schedule to expose these student to the full range of guidelines.

6. Reinforcement. The teacher has student exchange annotation and write annotation in response to one another's work. At this point the teacher could present letters-to-the-editor from news and magazine as example of dialog centered on text and as models of effective writing from which students could learn incidentally each time they read a newspaper or magazine.[16]

3. The Benefits of REAP Strategy

Many benefits in using REAP strategy, REAP technique is an annotation technique to increase reading and writing skills. Annotating has several

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[16]Anthony V. Manzo,Content Area Reading Heuristic Approach. (Columbus ; Merrill PublishingCompany, 1990) ,p. 226

benefits. Besides making text more meaningful, annotating improves student attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turns, improves registration of information of memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in students' own words. It makes the students easier to understand the materials, especially the reading material. Simply, the students could understand the reading material while they are reading it.[17]

C.Action Hypothesis

The action hypothesis of this research is stated, as follows:

"The implementation of REAP strategy improves reading comprehension among the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar".

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[17]Supriyantini. "*Using Read Encode Annotate and Ponder (REAP) Technique to Increase Reading Comprehension: A Case of the Eleventh GradeStudents of SMA Negeri 6 Semarang"*. Faculty of Language and Arts Education 8. 1(2017)

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition of Operational Variable

1. Independent Variable

Independent variable (X) is variable that causes, influences, or affect outcomes. It also called treatment, manipulated, antecedent or predictor variable. Independent variable of this research used Read Encode Annotated Ponder (REAP) strategy as variable (X). This variable emphasizes on improving student's scores in reading comprehension base of general knowledge.

Moreover, to know student's participant in this strategy there are some indicators as follow:

    a. The students paid attention the teacher's explanation about narrative text used REAP strategy.
    b. The students understand narrative text used REAP strategy.
    c. The students were active in class and giving idea or suggest about narrative text.
    d. The students were able to do the task and read their own narrative text

2. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension ability. It is can be defined as knowledge of students in identification the text such as: main

idea, topic, and others. In this research, reading comprehension was taught in pre-test and post-test in different level in multiple choice from that consist of 20 items and will give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. And to know the student's mastery in reading comprehension, the writer decides some indicators in this variable; as follows:

a. The students are able to understand the main idea, topic of the passage and answering the question well.

b. The students should identify the communicative purpose of the text.

c. The students are able to predict and prove their prediction with their own word.

d. The students should be gotten included in the text.

B. Setting of The Research

Classroom action research would be conducted at SMK Muhammadiyah 1 Terbanggi Besar. The setting of the research is Bandar Jaya, Kec.Terbanggi Besar, Kab. Lampung Tenggah

C. Subject of the Research

The subjects of this research are the students of the tenth grade of SMK Muhammadiyah 1Terbanggi besar. The total of student is 19. While, the object of this research is the students' narrative text reading comprehension at class X Accountancy of SMK Muhammadiyah 1

Terbanggi Besar. This classroom action research is collaborative study. The collaborator of this research is the English teacher of the tenth grade, that is Emasari, S.S

Table 3
The Number of Students

Grade	Sex		Total
	Male	Female	
X	**4**	**15**	**19**

D. Action Plan

1. Classroom action research

The research uses the classroom action research. According to Jean McNiff and Jack Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.[18]

In addition, Donald Ary et, al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems could not be found in generalized truths that take no account of local conditions.[19] It means that researcher focus on the use of

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[18]Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga pulications, 2006), 7.
[19]Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning,2010, 2006), 512.

action research in education.

Meanwhile, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.[20]It means that action research is reflection to use to review the previous action and plan the next one.

From several theories, it could be inferred that the classroom action research is a dynamic process that has our aspects, planning, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses ZinaO'leary research design. According to ZinaO'leary action research is a cyclical process that takes shape as knowledge emerges.[21] This phase could be seen by following figured:

[20]Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.
[21]Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.
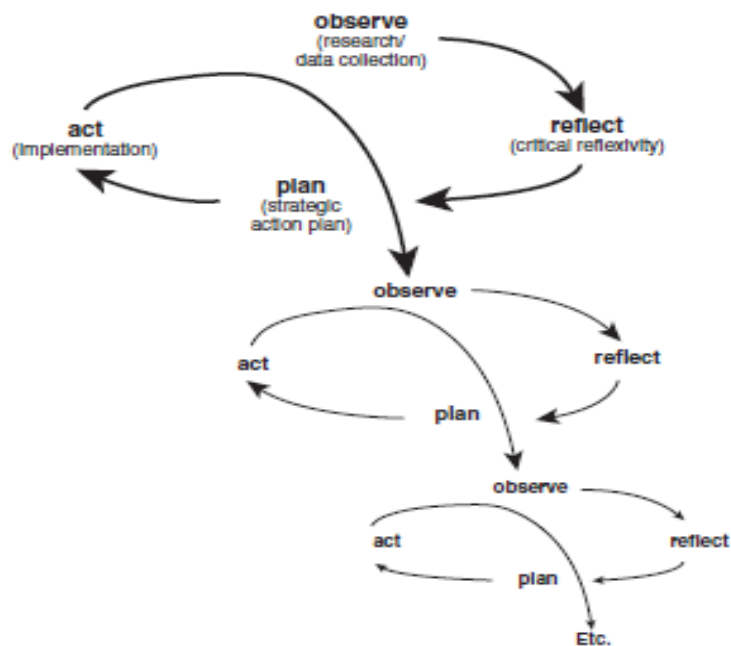
Figure 1. ZinaO'leary[22]

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle could not be achieve or there may be found new problem, so it would probably be continue and reside in the next cycle that have same phase on the first cycle.

In this case, the researcher would conduct classroom action research of the tenth grade at SMK Muhammadiyah 1 Terbanggi Besar. The reason of why the researcher would conduct classroom action research is because the researcher wants to improved the reading comprehension of the tenth grade of SMK Muhammadiyah 1 Terbanggi Besar by REAP strategy.

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[22] Ibid, 141.

2. The steps in the research

    There are four steps in cycle. they are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. It hat could be illustrating as follows:

a. Cycle 1

    1) Planning

        In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading that occur in the classroom and concluding the finding in preliminary study. Then the researcher would prepare some plans to conduct the classroom. They were the following:

        a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.

        b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher uses card sort strategy to improve reading comprehension.

        c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.

d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher and students pray together.

(3) The researcher checks students' attendance.

(4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

(1) The researcher devises the students into some group.

(2) The researcher explains the card sort to the students about narrative text.

(3) The researcher gives the material and facilities in the form of narrative text topics to the students during the discussion by applying REAP strategy.

(4) The researcher affirms student's reading comprehension by checking their understanding.

(5) After the students become more proficient in using this technique, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that has been discussed.

(3) The researcher greets the students in end of the meeting.

(4) After giving treatment in cycle 1. The researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the observer observes the student' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning process

which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher could get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher would conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

a. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher would repair the problem in the next cycle. It would explain as a follow:

a) The researcher analyses the reflection result to obtain the solving problem.

b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher and students prays together.

(3) The researcher checks student's attendance.

(4) The researcher informs to the students about the competence, the indicators and objectives that would be achieve.

b) While teaching activity

(1) The researcher divides the students into some group.

(2) The researcher reminds how to applyREAP strategy.

(3) The researcher gives the material and facilitates the students during the discussion by applying REAP strategy.

      (4) The researcher affirms student's reading comprehension by checking their understanding.

      (5) After the students become more proficient in using this stategy, gradually the researcher transfers the responsibilities to the students to lead the discussion by applying this strategy.

      (6) The researcher gives the evaluation to the students.

  c) Post teaching activity

      (1) The researcher gives positive feedback or reinforcement to the students.

      (2) The researcher and students conclude the learning topic that have been discussed.

      (3) The researcher greets the students in the end of the meeting.

3) Observation

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of student's activity.

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collecting Technique

In collecting data the writer would use the following steps:

1. Test

    Test of this research consist of pre-test that would be conducted before the treatment and post-tests that would be done at the end of each cycle. The post test would be done after the treatments. After the treatment, the student would have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher would do the test in order to know the reading comprehension of the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar. The tests that would be done include of pre-test and post-test. Both of the tests are in form of asking the students to write narrative text guided by pictures that are related on the topics.

2. Observation

The aim of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[23]It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer would observe the learning process of the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar in their classroom. During the learning process, the researcher is going to observe the students' activeness in learning to write the narrative text.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools, it could have a number of features.[24] For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the

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[23]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006),p.58.
[24]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006),p.273.

establishment history of SMK Muhammadiyah 1 Terbanggi Besar, the organization structure of SMK Muhammadiyah 1 Terbanggi Besar, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher would use field note to record the student's activity during the learning process. In this research, the researcher would conduct the field note in order to get the complete data from the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Instrument of the Research

1. Test

To measure students' narrative text reading comprehension of the tenth grade of SMK Muhammadiyah 1 Terbanggi Besar, the researcher would apply some reading tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to write narrative text based on the pictures that are related on the topics of narrative text.

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher would use observation sheet. It deals with learning activity such as:

a. Interaction with classmate

b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.

c. Frequency of the student-initiated responses

d. Quality of teachers-elicited responses

e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.

f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

3. Documentation Sheet

Documentation sheet would be used by the research in order to get the supporting data. The content of documentation sheet includes of student' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials. In the case, documentation is needed by the researcher in order to get the complete data about the establishment history of SMK Muhammadiyah 1 Terbanggi Besar, the organization structure of SMK Muhammadiyah 1 Terbanggi Besar the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note Sheet

Field note sheet would be used by the researcher to record the student's activity during the learning process and get the complete data from the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar about the student activities, events in each learning steps, learning purpose, learning time, and feeling of the students in the learning process.

G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher would analyze the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher would do is in form of making abstraction of all collecting data. After conducting the research, she would make an abstraction of all data. Then, she would select the data that is related to the research question and classified them into the tow categories data sin learning process.

Tabulating the result of the test, finding the mean of the pre-test and the post-test. The mean would be calculated by applying the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N   = Number of students[25]

H. Indicators of Success

To know the gain of data, the researcher would analyze the result of test by taking the average score of pre-test and post-test. Furthermore, the result must achieve the passing grade of reading comprehension in this class at least 68. If the mean of post-test has fulfilled at least 68, and 70% of the students has been passed, the researcher would not continue to the next cycle. There would be two minimum cycles in this classroom action research.

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[25] Donald Ary at all, *Introduction to Research in Education,* p.108

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of SMK Muhammadiyah 1 Terbanggi Besar

Before presenting the result of this research, the researcher describes SMK Muhammadiyah 1 Terbanggi Besar that consists of:

a. The History of SMK Muhammadiyah 1 Terbanggi Besar

SMK Muhammadiyah 1 Terbanggi Besar is the senior high school in Bandar Jaya City, Lampung. It is located at street Pingled Bandar Jaya Barat, Bandar Jaya Barat, Kec. Terbanggi Besar, Kab. Lampung Tengah, Prov. Lampung.

SMK Muhammadiyah 1 Terbanggi Besar was founded in 1989 and get a DIP number in 1990. The headmaster of SMK Muhammadiyah 1 Terbanggi Besar in the academic year 2019/2020 is Suharlan, S.Pd.,M.Pd.

b. The Condition Teacher of SMK Muhammadiyah 1 Terbanggi Besar

Table 4
The Condition Teacher of
SMK Muhammadiyah 1 Terbanggi Besar

No	Name	Position
1	Suharlan, S.Pd., M.Pd	Headmaster
2	Drs. Ngadiono	Vice of Public Relation
3	Dra. Yuliarsih	Vice of Students
4	S. Udin Hartaya	Vice of Curriculum
5	Musri Lestari, S.Pd	Vice of Spares
6	Drs. Mujahidin	Head of Library
7	AB, Aziz, S. Pd	Head of Computer Lab
8	Suyati Asih,S.Pd	Teacher

9	Didik Rohani, SE	Teacher
10	Rismayati, SE	Teacher
11	Supriyadi, BA	Teacher
12	Sunu Wahyuliono, S.Pd	Teacher
13	Ahyarudin, S.Pd	Teacher
14	JakaWaluya, S.T	Teacher
15	EmaSARI, S.S	Teacher
16	Jembar Gustam Efendi, S.Pd	Teacher
17	Dwi Meizastuti, S.Pd	Teacher
18	Siti Khodijah, A. Md	Teacher
19	Rona MuhamadArif, S.Pd	Teacher
20	Rita Erningsih, S.E	Teacher
21	Vendri Rama Agustin, A.Md	Teacher
22	Maysarohtunnusa E, S.Pd	Teacher
23	Yunita Amalia P, S.Pd	Teacher
24	Etlia Laila Putra, S.Pd	Teacher
25	Dwi Puspitayani, S.Pd	Teacher
26	SitiMarfuahDarojati, S.Pd	Teacher
27	Pipit Anggriawati, A.Md	Teacher
28	Adi Suswanto, S.E	Teacher
29	Indah Noviyanti	Administration Staff
30	Sunardi	Administration Staff
31	MaulanaKamaludin	Administration Staff
32	YuliMustika	Administration Staff

Source: Documentation of SMK Muhammadiyah 1 Terbanggi Besar

c. The Quantity Students of SMK Muhammadiyah 1 Ter banggi Besar

The quantity students of SMK Muhammadiyah 1 Terbangg iBesar that is identified, as follows:

Table 5
The Students' Quantity of SMK Muhammadiyah 1 Terbanggi Besar
in the Academic Year of 2019/2020

No	Class	Male	Female	Total
1	X	17	26	43
2	XI	27	43	70
3	XII	23	20	43
Total		**67**	**89**	**156**

d. The Building of SMK Muhammadiyah 1 Terbanggi Besar

The condition of facilities in SMK Muhammadiyah 1 Terbanggi Besar in the academic year of 2019/2020 that is illustrated on the table below:

Table 6
The Buildingof SMK Muhammadiyah 1 Terbanggi Besar

No	Building facility	Quantity
1	Classroom	9
2	library room	1
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Physics Laboratory	1
8	Basketball court	1
9	Student's Toilet	6
10	Teacher's toilet	2
11	OSIS room	1
12	Warehouse	2
13	Mosque	1

source:school archive taken on November 30, 2019.

2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Emasari,S.S as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on November 4, 2019 at 2x45. All the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice tests. Then, the students' pre-test result is illustrated on the table below:

Table 7
Students' Pre-test Score

NO	NAME	SCORE	NOTE
1	ARS	50	INCOMPLETE
2	DAS	30	INCOMPLETE
3	DFH	60	INCOMPLETE
4	DRP	60	INCOMPLETE
5	FMR	30	INCOMPLETE
6	FHP	30	INCOMPLETE
7	HSN	50	INCOMPLETE
8	NAA	60	INCOMPLETE

9	NAT	45	INCOMPLETE
10	PAI	65	INCOMPLETE
11	PAG	40	INCOMPLETE
12	RSI	50	INCOMPLETE
13	RGF	50	INCOMPLETE
14	RAN	35	COMPLETE
15	SRN	50	INCOMPLETE
16	SMS	80	INCOMPLETE
17	SMH	70	COMPLETE
18	SNH	60	INCOMPLETE
19	YKI	75	COMPLETE
Total		990	
Average		52.10	
High Score		80	
Low Score		30	

Source: The result score of reading pre-test at tenth graders of SMK Muhammadiyah 1 Terbanggi Besar November 04 ,2019.

Table 8
Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	3	15.8%	Complete
2	< 68	16	84,2%	Incomplete
	Total	19	100%	

Source: The result score of reading pre-test at tenth graders of SMK Muhammadiyah 1 Terbanggi Besar November 04 2019.

Figure 1
The Percentage of the Students' Score in Pre-test
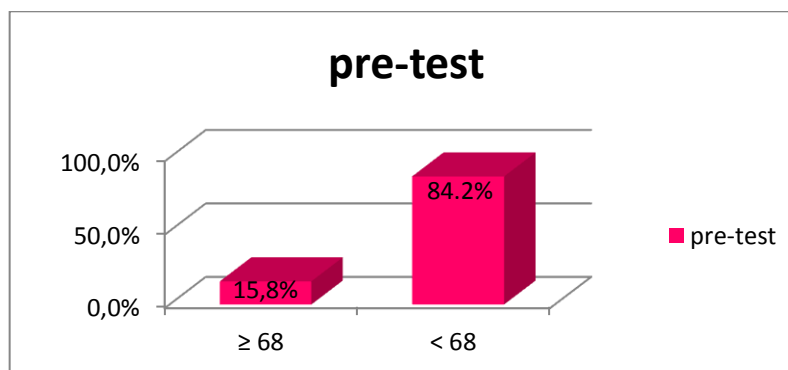
Based on the data above, it could be inferred that 16 students (84.2%) were not successful and 3 other students (15.8%) were successful. The successful students were those who got the minimum mastery criteria of English subject at SMK Muhammadiyah 1 Terbanggi Besar at least 68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 52.10, so the result was unsatisfied. Therefore, the researcher used Read Encode Annotated Ponder (REAP) Improving the students' reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on November 01, 2019 at 2x45 followed by 19 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. Afterwards, the researcher gave the material of narrative text.

At the beginning of teaching learning process, the researcher asked to the students about narrative text. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure and social function of narrative text. After that, the researcher gave example of Narrative text.

Afterwards, the researcher explained about Read Encode Annotated Ponder (REAP). The researcher gave the students about narrative text from a book in which a number of words have been deleted. The students read the reading passage. The researcher asks the students to guess and predict words that must be filled in the reading text. The students must understand about the text. Then the students should decide and answer the missing words of the text. After finished to fulfill the text, the students explained some information of the text.

The researcher guided the students to be active. As long as the students fulfill their text, the researcher went around in the class and observes how they worked. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on November 04, 2019 for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about narrative text how to apply Read Encode Annotated Ponder (REAP) to understanding. Then, the end this meeting the researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. The post test was done to know how the students' reading comprehension after giving treatment. The kind of the test was multiple choice tests. The researcher gave 20 multiple

choices. The result of the students' test in post-test 1 was better

than test in pre-test before.

Table 9
The Students' Score in Post-test 1

NO	NAME	SCORE	NOTE
1	ARS	60	INCOMPLETE
2	DAS	60	INCOMPLETE
3	DFH	70	COMPLETE
4	DRP	50	INCOMPLETE
5	FMR	75	COMPLETE
6	FHP	60	INCOMPLETE
7	HSN	65	INCOMPLETE
8	NAA	70	COMPLETE
9	NAT	65	INCOMPLETE
10	PAI	65	INCOMPLETE
11	PAG	75	COMPLETE
12	RSI	50	INCOMPLETE
13	RGF	75	COMPLETE
14	RAN	65	INCOMPLETE
15	SRN	65	INCOMPLETE
16	SMS	85	COMPLETE
17	SMH	80	COMPLETE
18	SNH	70	COMPLETE
19	YKI	75	COMPLETE
Total		1280	
Average		67,4	
High Score		85	
Low Score		50	

Table 10
Frequency of students' Score in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	9	47,4%	Complete
2	< 68	10	52.6%	Incomplete
	Total	19	100%	

Source: The result score of reading in post test I at the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar on November 11, 2019.

Figure 2
The Percentage of the Students' Score on Post-test 1
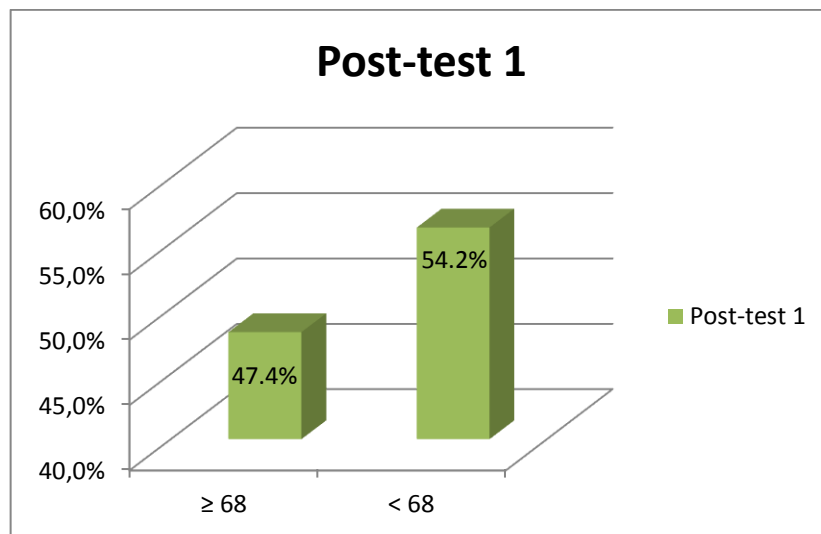
Based on the result above, it could be seen that 11 students (47.8%) got score up to the standard and 13 students (54.2%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 68. Learning process was said successful when 70% students got grade ≥68. The fact showed that the result was unsatisfied.

c) **Observing**

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave narrative text by using Read Encode Annotated Ponder (REAP) strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 11
The Observation of Students' Learning Activity in Cycle I

No	Name	The Students' Activity			
		1	2	3	4
1	ARS	-	-	✓	-
2	DAS	✓	-	-	✓
3	DFH	-	✓	-	✓
4	DRP	✓	-	✓	✓
5	FMR	✓	-	✓	-
6	FHP	✓	✓	-	-
7	HSN	✓	-	✓	✓
8	NAA	-	✓	✓	✓
9	NAT	-	✓	✓	-
10	PAI	✓	-	-	-
11	PAG	✓	✓	✓	✓
12	RSI	✓	-	✓	✓
13	RGF	✓	✓	-	✓
14	RAN	✓	✓	✓	✓
15	SRN	✓	-	✓	✓
16	SMS	-	✓	✓	✓
17	SMH	✓	✓	✓	✓
18	SNH	✓	-	✓	✓
19	YKI	-	✓	✓	✓
Total		13	10	14	14
Percentage (%)		68.4%	52.6%	73.7%	73.7%

Note: Tick (√) for each positive activity
1. The students paid attention the teacher's explanation about narrative text used REAP strategy .
2. The students understand narrative text used REAP strategy.
3. The students were active in class and giving idea or suggest about narrative text.
4. The students were able to do the task and read their own narrative text

Table 12
The Frequency Students' Activities in Cycle I

N o	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students paid attention the teacher's explanation about narrative text used REAP strategy.	13	6	19	68.4%	31.6%	100%
2	The students understand narrative text used REAP strategy.	10	9	19	55.6%	47.4%	100%
3	The students were active in class and giving idea or suggest about narrative text.	14	5	19	73.7%	33.4%	100%
4	The students were able to do the task and read their own narrative text	14	5	19	73.7%	26.3%	100%

Source: The students' activity at the tenth graders of SMK Muhammadiyah 1 Terbanggi Besar on November 11 ,2019.

Figure 3
The Percentage of Students Activities in Cycle I
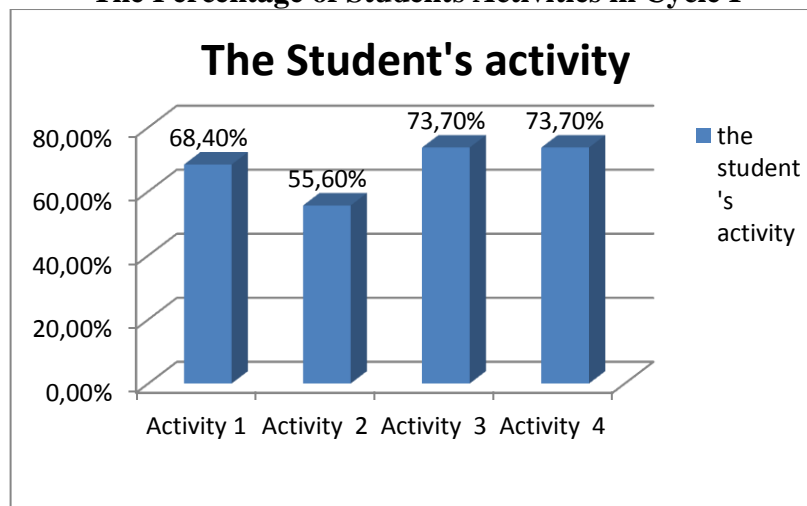
The table showed that not all the students' active in learning process. There were 13 students (68.4%) who are able to comprehend the reading text, 10 students (55.6%) who ask/answer the questions of Read Encode Annotated Ponder, 14 students who are able to decide what the missing words (73.7%) and 14 students (73.7%) who are able to do the task of Read Encode Annotated Ponder (REAP).

d) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follows:

Table 13
The Comparison between Pre-Test and Post-Test I Score in Cycle I

No	Name	Pre-Test Score	Post-TestI Score	Improving	Explanation
1	ARS	50	60	10	Improve
2	DAS	30	60	30	Improve
3	DFH	60	70	10	Improve
4	DRP	60	50	-10	Decline
5	FMR	30	75	45	Improve
6	FHP	30	60	30	Improve
7	HSN	50	65	15	Improve
8	NAA	60	70	10	Improve
9	NAT	45	65	20	Improve
10	PAI	65	65	0	Constant
11	PAG	40	75	35	Improve
12	RSI	50	50	0	Constant
13	RGF	50	75	25	Improve
14	RAN	35	65	30	Improve
15	SRN	50	65	15	Improve
16	SMS	80	85	5	Improve
17	SMH	70	80	10	Improve
18	SNH	60	70	10	Improve
19	YKI	75	75	0	Constant
Total		**990**	**1280**	**290**	
Average		**52.10**	**67.4**	**11.57**	

Table 14
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥68	3	9	Complete
< 68	16	10	Incomplete
Total	**19**	**19**	

Then, the graph of comparison students reading comprehension pre-test and post-test I score in cycle I could be seen as follow:

Figure 4
The Comparison of Percentage of the Students' Completeness
Score in Pre-test and post-test I
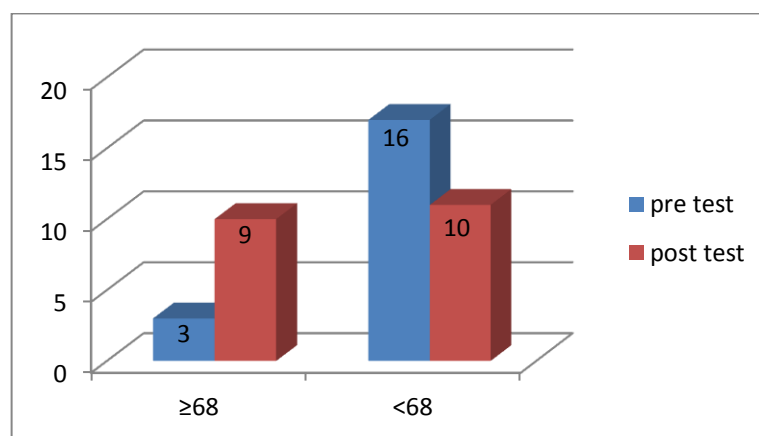
Based on the table and the graphic above, in pre-test it could be inferred that 16 students (84.2%) were not successful and 3 other students (15.8%) were successful. The successful students were those who got the minimum mastery criteria at SMK Muhammadiyah 1 Terbanggi Besar at least 68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 52.10, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1,it could be seen that 9 students (47.4%) got score up to the standard and 10 students (52.6%) got score less than the standard. From the post-test 1 result, the researcher got the average of 67.4. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material

should get minimum mastery criteria, at least 68. Learning process was said successful when 70% students got grade ≥68. The fact showed that the result was unsalted feed.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem that appeared on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by the Read Encode Annotated Ponder (REAP) strategy.

The researcher and collaborator prepared the lesson plan, material and observation sheet of the students' activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active.

The first meeting was conducted on November 15 2019, 2x45 followed by 19 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting. The researcher as a teacher explained the material about narrative text. The researcher asked to the students to mention about definition of narrative text, generic structure, social function, and language features. The researcher gave the students about narrative text. Then, the students read the reading passage. The students must understand about the text. After finished to fulfill the Read Encode Annotated Ponder strategy, the students explained some information of the text. The students must be understood about the text, such as finding specific information from the narrative text

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

b) The second meeting

The second meeting was conducted on November 18 2019. This meeting used to post test II at the end of cycle II, after the students given the action. After giving the treatment twice in cycle II, the researcher gave post-test to the students.

The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. In this meeting almost all of the students could answer well. The result of post-test II could be seen on the table below:

Table 15
The Students' Score of Post Test II

NO	NAME	SCORE	NOTE
1	ARS	70	COMPLETE
2	DAS	75	COMPLETE
3	DFH	75	COMPLETE
4	DRP	80	COMPLETE
5	FMR	75	COMPLETE
6	FHP	65	INCOMPLETE
7	HSN	75	COMPLETE
8	NAA	80	COMPLETE
9	NAT	85	COMPLETE
10	PAI	70	COMPLETE
11	PAG	85	COMPLETE
12	RSI	75	COMPLETE
13	RGF	80	COMPLETE
14	RAN	80	COMPLETE
15	SRN	85	COMPLETE
16	SMS	90	COMPLETE
17	SMH	85	COMPLETE
18	SNH	80	COMPLETE
19	YKI	85	COMPLETE
Total		**1496**	
Average		**78.7**	
High Score		90	
Low Score		65	

Table 16
The Frequency of students' score in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥68	18	94.7 %	Complete
2	< 68	1	5.3%	Incomplete
	Total	19	100 %	

Source: The result score of reading in post-test II at the tenth
graders of SMK Muhammadiyah 1 Terbanggi Besar on
November,18 2019.

Figure 5
The Percentage of the Students' Score in Post-test II
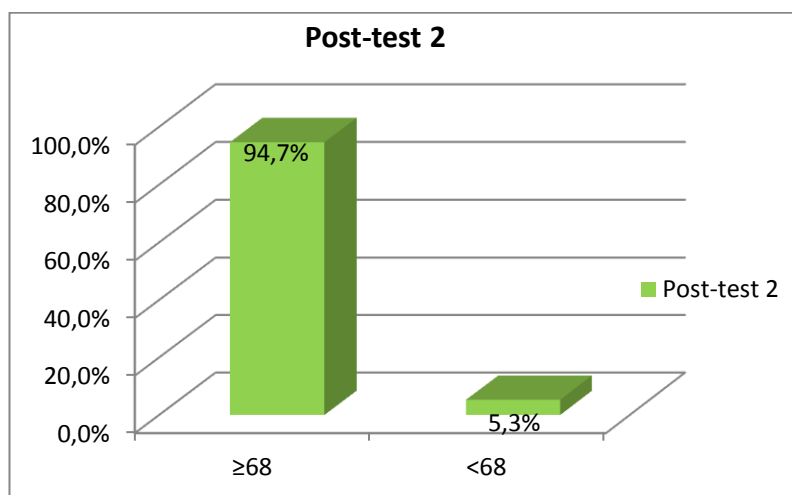
Based on the result above, it could be inferred that 18
students (94,7%) were successful and 4 other students (5.3%)
were not successful. From the result of post-test II, the
researcher got the average of 78.7. It was higher than post-test I
in cycle I.

3) Observing

In this step, the researcher presented the material by Read Encode Annotated Ponder strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 17
The Result of Students' Activity in Cycle II

No	Name	The Students' Activity			
		1	2	3	4
1	ARS	-	✓	✓	-
2	DAS	✓	-	✓	✓
3	DFH	✓	✓	-	✓
4	DRP	✓	✓	✓	✓
5	FMR	✓	-	✓	✓
6	FHP	-	✓	✓	-
7	HSN	✓	✓	✓	✓
8	NAA	✓	✓	✓	✓
9	NAT	✓	✓	✓	✓
10	PAI	✓	✓	-	-
11	PAG	✓	✓	-	✓
12	RSI	✓	✓	✓	✓
13	RGF	✓	✓	✓	✓
14	RAN	✓	✓	✓	✓
15	SRN	✓	-	✓	✓
16	SMS	✓	✓	✓	✓
17	SMH	✓	✓	✓	✓
18	SNH	-	✓	✓	✓
19	YKI	✓	✓	-	✓
Total		16	16	15	16
Percentage (%)		84.2%	84.2%	78.9%	84.2%

Note: Tick (√) for each positive activity
1. The students paid attention the teacher's explanation about narrative text used REAP strategy.
2. The students understand narrative text used REAP strategy.
3. The students were active in class and giving idea or suggest about narrative text.
4. The students were able to do the task and read their own narrative text

Table 18
The Frequency Students' Activity in Cycle II

N o	Students Activities	Frequency		Total	Percentage		Total
		Active	Not active		Active	Not active	
1	The students paid attention the teacher's explanation about narrative text used REAP strategy.	16	3	19	84.2%	15.8%	100%
2	The students understand narrative text used REAP strategy.	16	3	19	84.2%	15.8%	100%
3	The students were active in class and giving idea or suggest about narrative text.	15	4	19	78.9%	21,1%	100%
4	The students were able to do the task and read their own narrative text	16	3	24	84.2%	15.8%	100%

Source: The students' activities at the tenth grade of SMK Muhammadiyah 1 Terbanggi Besar on November 18 2019.

Figure 6
The Percentage of Students reading comprehension in Cycle II
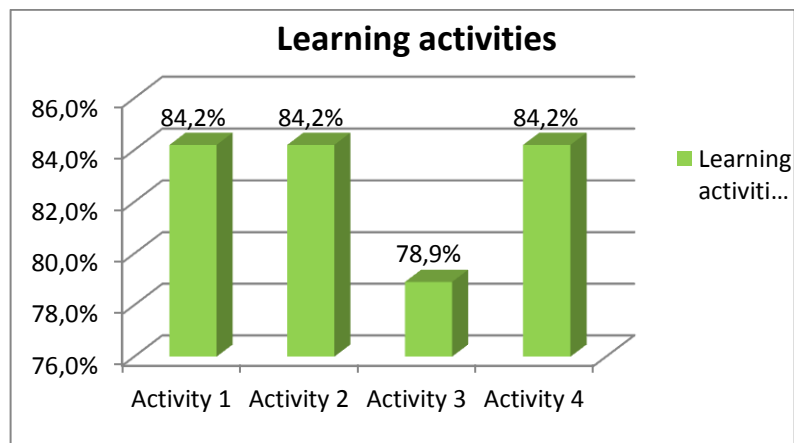
The table above showed that the students' activity in cycle II was improve. The students pay attention the teacher's explanation about narrative text used REAP strategy 84.2%, then, the students understand narrative text used REAP strategy 84.2% and the students are active in class and giving idea or suggest about narrative text 78.9%, and the last the students are able to do the task and read their own narrative text 84.2%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥70%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using Read Encode Annotated Ponder (REAP) strategy, the students reading comprehension would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students score in post-test I and post-test II could be compared on the following table.

Table 19
The Comparison between score in Post-Test I and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Explanation
1	ARS	60	70	10	Improve
2	DAS	60	75	15	Improve
3	DFH	70	75	5	Improve
4	DRP	50	80	30	Improve
5	FMR	75	75	0	Constant
6	FHP	60	65	5	Improve
7	HSN	65	75	10	Improve
8	NAA	70	80	10	Improve
9	NAT	65	85	20	Improve
10	PAI	65	70	5	Improve
11	PAG	75	85	10	Improve
12	RSI	50	75	25	Improve
13	RGF	75	80	5	Improve
14	RAN	65	80	15	Improve
15	SRN	65	85	20	Improve
16	SMS	85	90	5	Improve
17	SMH	80	85	5	Improve
18	SNH	70	80	10	Improve
19	YKI	75	85	10	Improve
Total		**1280**	**1495**	**215**	
Average		**67.4**	**78.7**	**11.3**	

Table 20
The Comparison of Students' Score in Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II
≥68	9	18
< 68	10	1
Total	**19**	**19**

Then, the graph of students reading comprehension post-test I and post-test II score in cycle II could be seen as follow:

Figure 7
The Percentage of Comparison of Students' score in
Post-test I and Post-test II
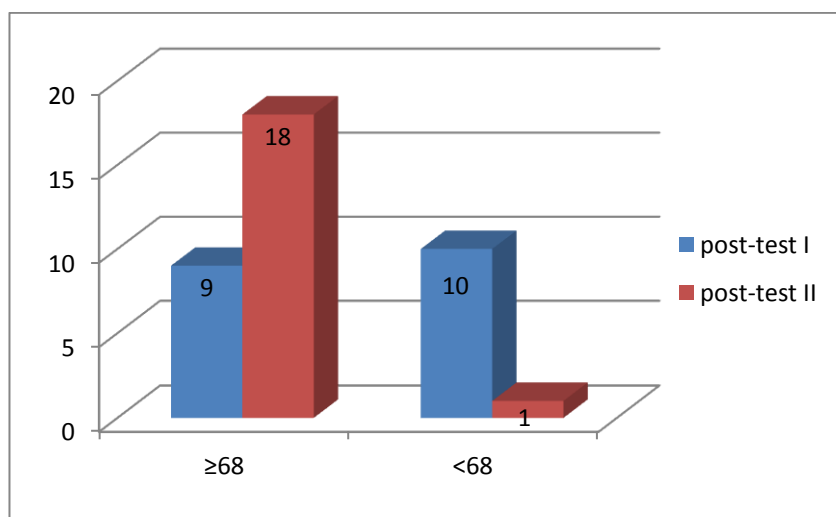
From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 18 students (94.7%) were successful and 1 other students (5.3%) were not successful. From the post-test II results, the researcher got the average of 78.7%. It was higher than post-test I in cycle I. It means that the indicator of success of this research had been achieved that

was $\geq$70% students got score 68. It indicated that the students' reading comprehension was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Read Encode Annotated Ponder (REAP) strategy improve the students' reading comprehension.

B. Discussion

Reading would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading comprehension by using Read Encode Annotated Ponder strategy can improve students' reading comprehension. Read Encode Annotated Ponder (REAP) strategy is a strategy for measuring students reading comprehension by guessing the missing words in the text. Therefore, it has proved that Read Encode Annotated Ponder strategy could be one the interesting strategy to teaching reading comprehension.

1. **The Result of Students Learning**

   a. **Result of students score in Pre- Test**

   In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choice which completed for 60 minutes. It was done on November 4st, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 16 students (84.2%) were not successful and 3 other students (15.8%) were successful. The successful students were those who got the minimum mastery criteria at SMK Muhammadiyah 1 Terbanggi Besar at least 68.

   b. **Result of Students score in Post- Test 1**

   In this research, to know the students reading comprehension after implementing the treatment the researcher conducted the post- test I. It was done on November, 11, 2019. based on the result of pot-test 1, it could be seen that 9 students (47.4%) got score up to the standard and 10 students (52.6%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 68. Learning process was said successful when 70% students got grade ≥68. The fact showed that the result was unsatisfied.

c. Result of Students' score in Post- Test II

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle 1 did not fulfilled the MMC yet that was only 47.4% passed the MMC. The researcher presented the post- test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choice test which completed for 45 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 18 students (94.7%) were successful and 1 other students (5.3%) were not successful. From the post-test 2 results, the researcher got the average score is 78.7 It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq$70% students got grade 68. It indicated that the students' reading comprehension was improved.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 21
The Comparison of Reading Comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	50	60	70
2.	30	60	75
3.	60	70	75
4.	60	50	80
5.	30	75	75
6.	30	60	65
7.	50	65	75
8.	60	70	80
9.	45	65	85
10.	65	65	70
11.	40	75	85
12.	50	50	75
13.	50	75	80
14.	35	65	80
15.	50	65	85
16.	80	85	90
17.	70	80	85
18.	60	70	80
19.	75	75	85
Total	**990**	**1280**	**1495**
Average	**52.10**	**67.4**	**78.7**

Table 22
The Comparison of Students' Pre-Test, Post-Test I Grade
in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
$\geq$68	3	9	18	Complete
< 68	16	10	1	Incomplete
Total	**19**	**19**	**19**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 68

from 3 to 10 became 18. The average score from 52.10 to 67,4 became 78,7. The improving score is 26.6. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 8
The Comparison Grade of Students Reading Comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I
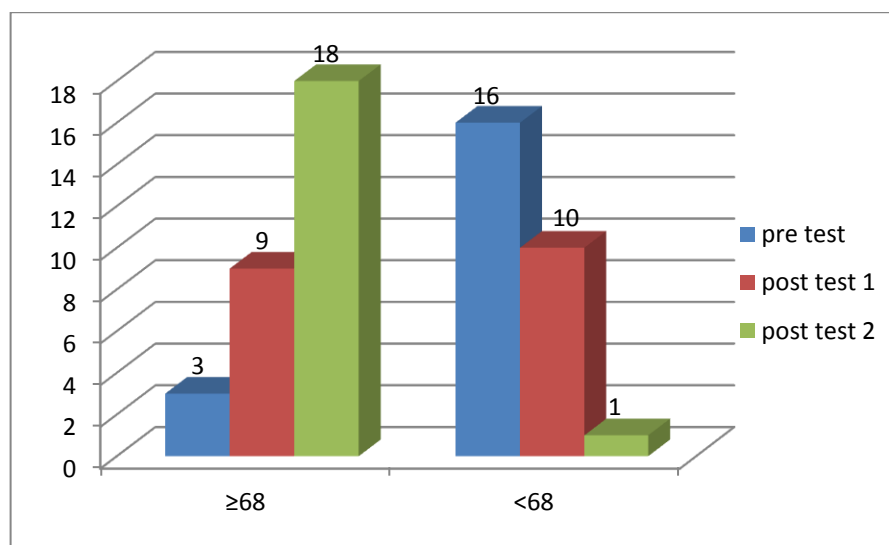
Based on the graph above, it could be inferred that Read Encode Annotated Ponder (REAP) strategy could improve the students' reading comprehension. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II. The improving students from pre-test to post-test I is 9 students, from post-test I to post-test II is 18 students.

2. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 23
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students paid attention the teacher's explanation about narrative text used REAP strategy.	13	68.4%	16	84.2%	15.8%
2	The students understand narrative text used REAP strategy.	10	55.6%	16	84.2%	28.6%
3	The students were active in class and giving idea or suggest about narrative text.	14	73.7%	15	78.9%	5.2%
4	The students were able to do the task and read their own narrative text	14	73.7%	16	84.2%	10.5%

Figure 9
Figure of Learning Activity in Cycle I and Cycle II
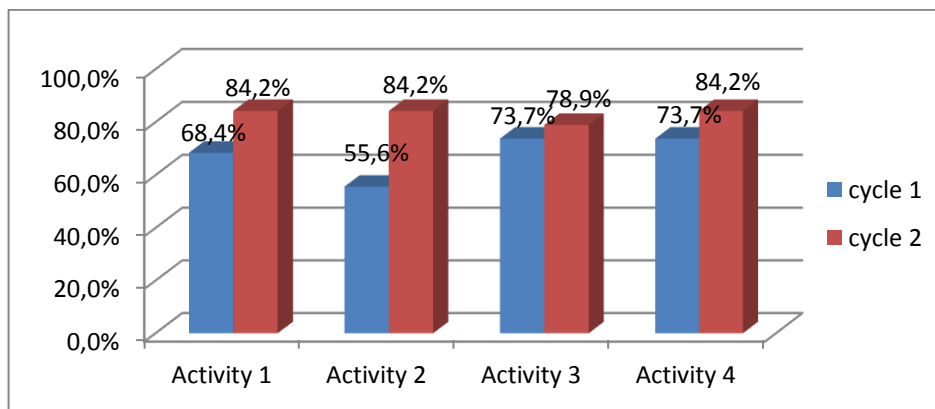
Based on the data had gotten, it can be explained as follow:

a) The students paid attention the teacher's explanation about narrative text used REAP strategy.

The students' comprehend the reading text from the first meeting to the next meeting improve. In cycle I it was only 68.4% and in cycle II was 84.2%, it is improve 15.8 %.

b) The students understand narrative text used REAP strategy.

The students understand narrative text used Read Encode Annotated Ponder was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 55.6%, from cycle I 84.2% and cycle II, its improve 28,6 %.

c) The students were active in class and giving idea or suggest about narrative text.

The students are active in class and giving idea or suggest about narrative text improved. It could be seen on the cycle I 73.7% and cycle II also 78.9%, it improve 5.2%.

Based on the data above, it could be concluded students are active in class and giving idea or suggest about narrative text because most of the students shown good improving in reading comprehension when Read Encode Annotated Ponder (REAP) strategy was applied in learning process from cycle I up to cycle II.

d) The students were able to do task and read their own narrative.

The students who had done the task were improved It could be seen on the cycle I 73.7% and cycle II 84.2%, it improved 10.5%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Read Encode Annotated Ponder (REAP) strategy increase the students' in reading comprehension. There was progress average score from 52.10, to 67,4 became 78,7.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. The score in the pre-test was 3 students' did achieve the criteria (15.8%).

Moreover, in the post-test I there was 9 students or (47.4%) passed the test, the indicator students get score ≥ 68 with average 67.4. Meanwhile, in the post-test II there was 18 students or (94.7%) passed

the test, the indicator students get score ≥ 68 with average 78.7. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score 68 was achieved.

C. Interpretation

In teaching reading comprehension to the students' of SMK Muhammadiyah 1 Terbanggi Besar especially in students of X class, based on the pre survey there are some problems like some students have unsatisfied reading comprehension and difficulties in determining the main ideas. There searcher chooses Read Encode Annotated Ponder strategy to improve the students' reading comprehension.

The researcher used this strategy to identify the students' knowledge and understanding on the reading process. Therefore, it is proved that the implementation of Read Encode Annotated Ponder strategy improve the students' learning activities. Therefore, Read Encode Annotated Ponder strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Read Encode Annotated Ponder Strategy could improve the students' in reading comprehension. There is progress from the students gets score ≥ 68 from pre-test 15.8% or 3 students, post-test I 47.4% or 9 students and post-test II become 94.7% or 18 students. It is inferred that there is improvement on the students' complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher

concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got score ≥ 68 are reached.

The result of the student's activities in cycle I and cycle II are improved. The students paid attention the teacher's explanation about narrative text used REAP strategy 68.4% become 84.2%, the students were active in class and giving idea or suggest about narrative text from 55.6% become 84,2%, the students were active in class and giving idea or suggest about narrative text from 73.7% become 78.9%, the students were able to do task and read their own narrative text from 73.7% become 84.2%,. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved through Read Encode Annotated Ponder (REAP) strategy among the tenth graders at SMK Muhammadiyah 1 Terbanggi Besar, as follows:

1. Read Encode Annotated Ponder (REAP) strategy can improve reading comprehension among the tenth graders at SMK Muhammadiyah 1 Terbanggi Besar. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test is 52.10 to post-test I is 67.4 became 78,7 in post-test II. The improving score is 26,6. In cycle I, there were 9 students passed the test. Moreover, in cycle II there were 18 students who get score $\geq$ 68. It means that result of cycle II had already achieved the indicator of success that was 70% of the students achieve the minimum mastery criteria (MMC).

2. Read Encode Annotated Ponder (REAP) strategy can improve students' learning activity among the tenth graders at SMK Muhammadiyah 1 Terbanggi Besar. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading comprehension. It means that Read Encode Annotated Ponder

(REAP) strategy can improve the student's reading comprehension. The student's activity in cycle I and cycle II increase significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

    a. The teacher is suggested prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.

    b. It is better for the teacher to use Read Encode Annotated Ponder (REAP) technique in English learning especially in reading because it can improve students' reading comprehension.

    c. The teacher hope give motivation to the students in order to be active in learning process.

2. For the Students

    It is suggested to the students to be more active in learning process in the class and improve their ability in reading comprehension so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use Read Encode Annotated Ponder (REAP) technique in learning process, because Read Encode Annotated Ponder (REAP) strategy is so helpful.

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APPENDICES

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan		• www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	**Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab,	2 x 2 JP	• Audio CD/ VCD/DVD • www.youtube • SUARA GURU

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap	peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		• Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kumpulan lagu yang dibuat.			

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SEKOLAH	**:**	**SMK Muhammadiyah 1 Terbanggi Besar**
MATA PELAJARAN	**:**	**BAHASA INGGRIS**
KELAS	**:**	**X**
TEMA/ SUB TEMA	**:**	**NARRATIVE TEXT**
ALOKASI WAKTU	**:**	**4 X 45**

A.   TUJUAN PEMBELAJARA

KD 3.8

3.8.1   Disediakan contoh narrative text, peserta didik dapat menentukan gambaran umum dalam narrative text tentang legenda rakyat dengan baik dan benar.

3.8.2   Disediakan contoh narrative text tentang legenda rakyat, peserta didik dapat menetukan informasi rinci tersurat dan tersirat dengan penuh percaya diri.

3.8.3   Setelah membaca narrative text tentang legenda rakyat, peserta didik dapat menentukan fungsi/ tujuan teks narrative dengan baik dan benar.

3.8.4   Setelah membaca narrative text tentang legenda rakyat, peserta didik dapat menentukan makna kata atau kalimat dengan baik dan benar

KD 4.8

4.15.1   Setelah mempelajari teks narrative dengan memperhatikan fungsi sosial, struktur teks dan unsur unsur kebahasaan maka peserta didik mampu menyusun kalimat acak menjadi sebuah paragraf yang baik dan benar dalam bentuk recount tentang past activities.dengan baik dan benar.

4.15.2   Setelah mempelajari teks recount dengan memperhatikan fungsi sosial, struktur teks dan unsur unsur kebahasaan maka peserta didik mampu menulis teks narrative sederhana tentang legenda rakyat berdasarkan 'pictures in series'sesuai dengan text structure dari narrative text

B.   KOMPETENSI INTI (KI)

KI 3 PENGETAHUAN

Memahami, menerapkan, menganalisis, dan mengevaluasitentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja bidang studi Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional

KI 4 KETERAMPILAN

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bidang studi Bahasa Inggris

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar,   mengolah,   dan   menyaji   secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung

C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KD 3.8	:	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. **Indikator Pencapaian Kompetensi** Menentukan gambaran umum narrative text text Menentukan informasi rinci tersurat dan tersirat Menentukan fungsi/ tujuan narrative text text Menentukan makna kata atau kalimat dalam narrative text
KD 4.8	:	Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana **Indikator Pencapaian Kompetensi** Mengidentifikasi text structure pada narrative text Mengidentifikasi language feature (past event) pada narrative text

D. MATERI PEMBELAJARAN

Fakta

Teks naratif, berbentuk legenda sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain, dsb.

Struktur text

(gagasan utama dan informasi rinci)

a. Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.

b. Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

c. Krisis yang terjadi terhadap tokoh utama (komplikasi)

d. Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih

e. Ulasan atau komentar umum (reorientasi), opsional.

Unsur kebahasaan

(1) Tata bahasa: Simple Past tense, Past Continuous Tense

(2) Kosa kata: terkait karakter, watak, dan setting dalam legenda

(3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

(4) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, in 1776, during the war*, *immediately after the dry season*, dsb.

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

Topik

Cerita legenda yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

1. Pendekatan   : Scientific approach

2. Model   : Problem Based Learning

3. Metode   : Discussion and Presentation

F. LANGKAH LANGKAH PEMBELAJARAN

Langkah Pembelajaran	Sintak Model Pembelajaran	Proses Berfikir Saintifik	Kegiatan Pembelajaran	Alokasi Waktu
1. Kegiatan Pendahuluan	Problem Based Learning	Apperception	Guru membuka pelajaran dengan mengucap salam, (berdoa), memeriksa kehadiran peserta didik sebagai sikap disiplin. **Kegiatan GLS**. Sebelum pembelajaran dimulai siswa dibiasakan membaca sebuah bacaan yang diutamakan bacaan yang berhubungan dengan pembelajaran bahasa Inggris Guru menuliskan kata "NARRATIVE" di papan tulis. Siswa diminta untuk	15'

			memberikan pendapat atau menceritakan pengalaman tentang peristiwa yang menarik dalam kehidupan mereka serta menceritakan bagaimana perasaan mereka jika hal itu terjadi pada dirinya,	
2. MAIN ACTIVITIES	**Problem Based Learning**	**TAHAP 1 Mengorientasikan peserta didik terhadap masalah**	**Questioning in scientific approach** . Guru menyampaikan tujuan pembelajaran dan sarana yang diperlukan. . Guru mengkaitkan dengan pelajaran sebelumnya yaitu tentang 'simple past tense' Guru melakukan tanya jawab tentang *cerita legenda* berdasarkan pada text yang	65'
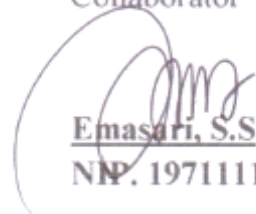
			diberikan.	
		TAHAP 2 **Mengorganisasi peserta didik untuk belajar**	**Observing in scientific approach** Siswa dibagi menjadi menjadi kelompok kelompok, tiap kelompok terdiri dari 3 siswa. **Questioning in scientific approach** Siswa diminta menanyakan tentang kosakata,struktur teks, dan unsur unsur kebahasaan, jenis jenis text narasi	
		TAHAP 3 **Membimbing penyelidikan individual maupun kelompok**	**Exploring in scientific approach** Guru memberikan tugas (problem) mencari text narrative berentuk legenda narrative yang berbentuk legenda Siswa diminta mendiskusikan dengan teman teman	

			dalam kelompoknya	
			Guru membimbing kerja kelompok	
		TAHAP 4 **Mengembangkan dan menyajikan hasil karya**	**Associating and communicating in scientific approach** Guru mencari referensi untuk memberikan penguat terhadap jawaban siswa Siswa diminta mempresentasikan hasil diskusi kelompok.	
		TAHAP 5 **Menganalisis dan mengevaluasi proses pemecahan masalah**	**Data analysis/ information in scientific approach** Siswa diminta memberikan koreksi terhadap hasil jawaban siswa Siswa memberikan evaluasi terhadap hasil jawaban siswa. Guru memberikan penguatan.	

CLOSING			Siswa dengan bimbingan guru, membuat kesimpulan tentang 'narrative text text'. Doa dan salam	15

Metro,   2019

Collaborator

Emasari, S.S
NIP. 197111102003122004

DAFTAR HADIR SISWA SMK MUHAMMADIYAH 1 TERBANGGI BESAR

Tgl : Senin, 18 - November - 2019

Kelas : X Akuntansi Keuangan & lembaga

No	Nama	Jenis Kelamin	Tanda Tangan
1	Ajeng Rizik Septania	P	1
2	Della Astriyo	P	2
3	Dian Fadilah	P	3
4	Diyani Rukmana Putri	P	4
5	Fajar Maulana Rifa'i	L	5
6	Firman Harahap	L	6
7	Hamdan Syahkirin	L	7
8	Nadia Aulia	P	8
9	Nillam Agustina	P	9
10	Pipit Apriliani	P	10
11	Putri Anggraini	P	11
12	Rahayu Setiawati	P	12
13	Retno Gita Fajar Kusuma	P	13
14	Reva Agustina	P	14
15	Sandi Ramadhan	L	15
16	Shintia Maya Sari	P	16
17	Siti Maysaroh	P	17
18	Siti Nurhidyah	P	18
19	Yulinda Kurniawati	P	19

DAFTAR HADIR SISWA SMK MUHAMMADIYAH 1 TERBANGGI BESAR

Tgl : 11 November 2019

Kelas : Akuntansi dan lembaga.

No	Nama	Jenis Kelamin	Tanda Tangan
1	Ajeng Rizik Saptania	P	1
2	Della Astriyo	P	2
3	Dian Fadilah	P	3
4	Diyani Rukmana Putri	P	4
5	Fajar Maulana Rifa'i	L	5
6	Firman Harahap	L	6
7	Hamdan Syahkirin	L	7
8	Nadia Aulia	P	8
9	Nillam Agustina	P	9
10	Pipit Apriliani	P	10
11	Putri Anggraini	P	11
12	Rahayu Setiawati	P	12
13	Retno Gita Fajar Kusuma	P	13
14	Reva Agustina	P	14
15	Sandi Ramadhan	L	15
16	Shintia Maya Sari	P	16
17	Siti Maysaroh	P	17
18	Siti Nurhidyah	P	18
19	Yulinda Kurniawati	P	19

NAMA : Sintia Maya Sari
KELAS: X Akuntansi Keuangan k lembaga.

Instruction :

Read the following text.

Choose A,B,C,D or E for the correct Answer.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

1. Which of the following statements do you agree with ?
   a. The farmer chased his wife away.
   b. The farmer lived happily with his wife.
   c. The farmer's wife took care of the bird.
   d. The bird was very thankful to the farmer.
   e. The farmer's wife was a very kind woman.

2. The farmer's new hut was....
   a. Well furnished
   b. Built by the birds
   c. a gift from the birds
   d. decorated luxuriously
   e. built of perfumed wood

3. What do we learn from the text?
   a. A gift shows kindness.
   b. Sufferings bring happiness.
   c. Arguing makes you distressed.
   d. A good deed deserves a reward.
   e. Having no heart makes you isolated.

4. What is the main information discussed in the third paragraph?
   a. The bird left the farmer.
   b. The birds welcomed the farmer
   c. The farmer got a little casket from the birds.
   d. The farmer was so angry and went out to find the bird.
   e. The farmer was happy having got a box of precious stones.

5. The word "discovered" (p3) means....
   a. proved   b. found out   c. saw
   d. invented   e. believed

Once upon a time, there lived a group mice under a tree in peace. However,

a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

6. What destroyed the homes of all rats?
    A. Group of mice did.
    B. The hunters did.
    C. Elephant hunters did.
    D. A group of elephants did
    E. Elephant's herd did.

7. What helped the elephant's herd free?
    A. The elephant's herd did.
    B. The hunter did.
    C. A trapped elephant did.
    D. A group of kings did.
    E. Entire group of rats did.

8. When did the story occur?
    A. Deep in the writer's mind
    B. In the jungle
    C. In the black forest
    D. In the home of mice group
    E. In the nests which had trapped the elephant's herd

9. At the end of the story, how was the elephants' herd?

A. angry
B. sad   C. happy
D. dead   E. disappointed

10. The word " summoned" means ....
    a. ordered to come   b. asked to do
    c. offered to come   d. got to make
    e. forced to do

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped though the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11. The story is about a stepmother who ....
    a. cried every night
    b. planned to eat her children

c. begged a witch for money
d. tried to run away from a witch
e. saved her children from a witch

12. Which statement is TRUE about the step mother?
a. She was the witch's friend.
b. She loved her stepchildren.
c. She hit the witch with a broom.
d. She locked her children in a cage.
e. She visited the witch to see her children.

13. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4) The underlined word can be replaced by the word ....
a. Closed   b. opened   c. painted
d. Marked   e. polished

14. How did the witch die?
a. She was burn in the oven.
b. She was trapped in a cage.
c. She was hit with a broom.
d. She was locked in her house.
e. She was pushed against the wall.

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

15. What is the moral lesson from the text?
a. Don't look at someone because of his clothes
b. It is best to prepare for the days of necessity
c. Common people may prove great ones
d. United we stand, divided we fall
e. Honesty begins at home.

16. Paragraph three mainly tells that....
a. the little mouse asked forgiveness
b. the hunters carried the lion alive to the king
c. the lion was tied to a tree by the hunters
d. the little mouse could prove that he could help the lion
e. from the first, the lion believed in what the little mouse said

17. What did the little mouse do to prove his words?
a. He would never forget the lion.
b. He tried hard to help the lion free.
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He tied the lion to the tree so that the hunters could carry him

18. The word "huge" (p.1) means very.....
a. old   b. large   c. tall
d. Tiny   e. giant

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good

advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that the was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering.

As the bear would throw e blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the papa bear.

19. The poor rabbit didn't get any of the meat because .....

    a. They are already given to the butcher

    b. They are eaten by the youngest bear

    c. The bear carried all the meat home

    d. They are already dried up

    e. The bear ate all the meat

20. Which statement is NOT TRUE according to the text ?

    a. The papa bear was not very kind to the rabbit

b. The rabbit got nothing from his shooting

c. The mother bear always gave her youngest extra meat

d. The papa bear didn't like giving the rabbit some meat

e. The papa bear knew that his youngest child gave the rabbit some meat.

NAMA :Nadia Aulia

KELAS : X AKUNTANSI keuangan dan lembaga.

Instruction :

Read the following text.

Choose A,B,C,D or E for the correct Answer.

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.
Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.
I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about....
   A. Two children went to school for the first time
   B. A witch who is really kind
   C. A father who begged a witch for money
   D. A stepmother who saved her children from a witch
   E. Two children saved their stepmother from a witch

2. Which statement is FALSE about the witch?
   A. She locked Hansel in a cage
   B. She planned to eat Hansel & Gretel
   C. She fell into the ocean
   D. She hated the children
   E. She set Gretel to clean the house

3. "The witch fell into the oven and the stepmother shut the door."
   (Paragraph 4). The underlined word "shut" can be replaced by the word...
   A. Marked
   B. Painted
   C. Opened
   D. Polished
   E. Closed

4. How did the stepmother find her children?
   A. She walked into the forest
   B. She got tired and met her children
   C. She peeped through the window

of the witch's cottage
D. She fell into the cliff
E. She was pushed against the wall

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

5. Where does the story take place?
   A. Indonesia
   B. Brazil
   X Puerto Rico
   D. New York
   E. Jepang
6. From the text we learn that...
   A. We have to follow others

B. We have to respect pet owner
C. We have to imitate others
D. We are not allowed to force others
E. We are not allowed to help others

7. Which statement is false according to the text?
   A. Catano was the name of the city where the parrot came from
   B. The man got angry at the parrot
   X The parrot couldn't say Catano
   D. The man killed the parrot
   E. The parrot could say Catano

8. "It was very, very smart". The underlined word "It "refers to...
   A. The chicken
   B. The man
   C. The Catano
   D. The city
   X The bird

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"
Snow White said, "My name is Snow White."
Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."
Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

9. What type of the text is used by the writer?
  A. narrative
  B. report
  C. anecdote
  D. comparative
  E. news item

10. To tell the plot, the writers uses...
  A. a rhetorical question and an exclamation
  B. time sequences
  C. contrastive evidences
  D. past tense
  E. concessive conjunctions

11. Why Snow White ran away to the woods?
  A. Her parents passed away
  B. Her uncle was angry with her
  C. Her uncle and aunt would go to America
  D. Snow White was happy to run away
  E. Snow White liked playing in the woods.

12. When did Snow White run away to the woods?
  A. In the afternoon
  B. In the morning
  C. In the evening
  D. In the full moon
  E. In the middle of night

13. Where did Snow White live after she ran away to the woods?
  A. She lived in the cave
  B. She lived in the lion nest
  C. She lived everywhere in the woods
  D. She lived in the dwarfs' cottage
  E. She lived on the street

14. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
  A. because she loved them very much
  B. as a result of forcing attitude from them
  C. because her parents were dead
  D. because she were afraid of the dwarfs
  E. because she ran away from a monster

15. The communicative purpose of this text is.....
  A. to inform the readers about important and newsworthy events
  B. to entertain readers with fairy tale
  C. to share an account of an unusual event
  D. to persuade readers to accept his/her opinions
  E. to denote or propose something as the case

16. The organization of the text above is.....
  A. abstract, orientation, crisis, incident,coda
  B. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
  C. orientation, major complication, resolution, complication, resolution, complication, major complication
  D. description, background events,

sources

E. orientation, event, event, event

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

17. What separated between one village to another a long time ago in the New Territories ?
    a. Another village
    b. Mountains
    c. Forests
    d. Hills v
    e. Towers and logs
18. From the passage we learn that the villages were ....
    a. Located in one huge area
    b. Situated in a large district
    c. Separated by untamed jungles.
    d. Wild and unsafe
    e. Dark and very dangerous
19. Who walked in front when they were in the forest ?
    a. Ah Tm
    b. The woman
    c. The woman's son
    d. Her brother's nephew
    e. The baby and his mother
20. How could the wolves catch Ah Tim ?
    a. He was afraid
    b. He was stumbled by a stone
    c. He ran slowly
    d. The woman cried
    e. The wolves were good runners

NAMA : ajeng Rizik Saptania

KELAS : X akuntansi Kevangan & Lembaga

Instruction :

Read the following text.

Choose A,B,C,D or E for the correct Answer.

Teja Nirmala

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, prince of Blambangan, named raden Bengawan had won the competition. Unfortunately, the wicked fairy, princess Segara feel in love with Raden Bengawan and used magic power to render him unconscious and he forgot his weddig. When sang Prabu was searching, raden Bengawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Bengawan. When princess Teja Nirmala heard this, she was very sad, So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of his only daughter
   B. Sang Prabu was a king of a kingdom in West Java
   C. Sang Prabu was taken to Kahyangan by a wicked fairy

D. Sang Prabu was a wise man
E. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess
   C. She wanted Teja Nirmala to forget about her wedding
   D. She didn't want the prince of Blambangan marry the princess
   E. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   A. Princess Segara will have married with Raden Begawan
   B. Sang Prabu will not hold strength competition
   C. Raden Begawan will not die
   D. Teja Nirmala will stay in the Kahyangan
   E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
   A. The wicked fairy
   B. The nice fairy
   C. Princess Nirmala

D. Prince Teja
E. The prince of Blambangan

5. The similarity between fairy and human according to the text.
   A. The place they live
   B. The jealousy that they posses
   C. The way they don't feel a love
   D. The strength they have
   E. Their life that is immortal

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The

mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
   A. Kebo Iwo ate a little amount of meat
   B. Kebo Iwo is a destroyer that cannot make anything
   C. Kebo Iwo was angry because his food was stolen by Balinese people
   D. Kebo Iwo destroyed all the house but not the temple
   E. Kebo eat food was equal for food of thousand people

7. Why did Kbo Iwo feel angry to the Balinese people?
   A. Because Balinese people ate his meal
   B. Because Balinese people took his food so his barns was empty
   C. Because Balinese people didn't give him food
   D. Because Balinese people were in hunger
   E. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
   A. There will be no Bali island
   B. Bali People will never be angry
   C. All Bali people will live in a prosperous way
   D. We are not able see the beauty of Lake Batur
   E. Mount Batur will not be a sacred place now

9. "So, they came together to plan steps to oppose this powerful giant......"(Paragraph 3). The antonym of the word "oppose " is....
   A. Support

B. Defeat
C. Turn Against
D. Beat
E. Change

10. What is mount batur?
   A. A lake build by Kbo Iwa
   B. A well dug by Kbo iwa
   C. The mountain build by Kbo Iwa
   D. A mound of earth dug from the well by Kbo iwa
   E. A home build by Balinese people to Kbo Iwa

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?
   A. Another village
   B. Mountains
   C. Forests
   D. Hills
   E. Towers and logs

12. Who was Ah Tim ?
   A. The young woman's brother
   B. The young woman's son
   C. The young woman's brother and nephew
   D. The young woman's brother's son
   E. One of the men who fetched a stick

13. Who walked in front when they were in the forest ?
   A. Ah Tm
   B. The woman
   C. The woman's son
   D. Her brother's nephew
   E. The baby and his mother

14. How could the wolves catch Ah Tim ?
   A. He was afraid
   B. He was stumbled by a stone
   C. He ran slowly
   D. The woman cried
   E. The wolves were good runners

15. The woman gave her son to the wolves because
   A. She loved her nephew than her son.
   B. She thought about how her brother would be
   C. She wanted her son was eaten by

the wolves

D. She was crazy

E. She kept a grudge on his brother

16. What did the villagers bring sticks for ?
    A. For the weapon to beat the wolves
    B. To bring the woman's nephew
    C. For the fire woods.
    D. For play
    E. For building a house for the woman.

17. " all men in the village fetched thick stick ... " The word " fetched" has a similar meaning to :
    A. Received
    B. Caught
    C. Got
    D. Hit
    E. Lifted

18. From the passage we learn that the villages were ....
    A. Located in one huge area
    B. Situated in a large district
    C. Separated by untamed jungles.
    D. Wild and unsafe
    E. Dark and very dangerous

19. The brother let her son go with his aunt as she left home because ....
    A. Ah Tim wanted to see the wolves
    B. His aunt wanted him to come long
    C. Ah Tim was bored to live with his parents
    D. The baby was too cute to be alone
    E. Ah Tim would be a guardian for them

20. What is the purpose of the writer by writing the story above ?
    A. To describe the danger of the villages
    B. To entertain the readers of the story

C. To tell the villagers' relationship

D. To explain how important a relative is

E. To narrate how the wolves were playing with the baby.

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

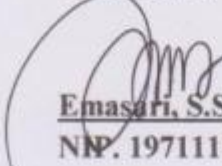Class/semester: X/Ganjil

School : SMK Muhammadiyah Terbanggi Besar

No	Name	The Students' Activity			
		1	2	3	4
1	ARS	-	-	✓	-
2	DAS		-	-	✓
3	DFH	-	✓	-	✓
4	DRP		-	✓	✓
5	FMR		-	✓	-
6	FHP		✓	-	-
7	HSN		-	✓	✓
8	NAA	-	✓	✓	✓
9	NAT	-	✓	✓	-
10	PAI		-	-	-
11	PAG		✓	✓	✓
12	RSI		-	✓	✓
13	RGF		✓	-	✓
14	RAN		✓	✓	✓
15	SRN		-	✓	✓
16	SMS	-	✓	✓	✓
17	SMH		✓	✓	✓
18	SNH		-	✓	✓
19	YKI	-	✓	✓	✓

Note: Tick (√) for each positive activity

1. The students pay attention the teacher's explanation about narrative text used REAP strategy .
2. The students understand narrative text used REAP startegy.
3. The students are active in class and giving idea or suggest about narrative text.
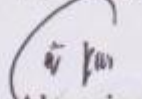4. The students are able to do the task and read their own narrative text

Metro,   2019

Collaborator   The writer

Emasari, S.S   Akyunina
NIP. 197111102003122004   NPM: 1501070219

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject   : English

Class/semester: X/Ganjil
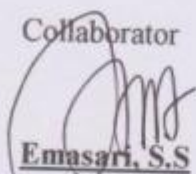
School   : SMK Muhammadiyah 1 Terbanggi Besar

No	Name	The Students' Activity			
		1	2	3	4
1	ARS	-	✓	✓	-
2	DAS		-	✓	✓
3	DFH		✓	-	✓
4	DRP		✓	✓	✓
5	FMR		-	✓	✓
6	FHP	-	✓	✓	-
7	HSN		✓	✓	✓
8	NAA		✓	✓	✓
9	NAT		✓	✓	✓
10	PAI		✓	-	-
11	PAG		✓	-	✓
12	RSI		✓	✓	✓
13	RGF		✓	✓	✓
14	RAN		✓	✓	✓
15	SRN		-	✓	✓
16	SMS		✓	✓	✓
17	SMH		✓	✓	✓
18	SNH	-	✓	✓	✓
19	YKI		✓	-	✓

Note: Tick (√) for each positive activity

1. The students pay attention the teacher's explanation about narrative text used REAP strategy .

2. The students understand narrative text used REAP startegy.

3. The students are active in class and giving idea or suggest about narrative text.

4. The students are able to do the task and read their own narrative text.

Metro,   2019

Collaborator

Emasari, S.S
NIP. 197111102003122004

The writer

Akyunina
NPM: 1501070219

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	√
2.	Lesson Plan and Learning Material	√
3.	History of the school	√
4.	Condition of Teachers and official employers in SMK Muhammadiyah 1 Terbanggi Besar	√
5.	Quantity of the students	√
6.	Organization Structure of SMK Muhammadiyah 1 Terbanggi Besar	√

Note:

- Tick (√) for each positive avaibility

Metro,   2019

Collaborator   The researcher

Emasari,S.S   Akyunina
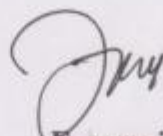
NIP.197111102003122004   NPM.1501070258

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 1

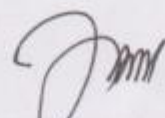| Researcher Activities	Good	Enough	Low

1. Pre-teaching
   a. Preparing the lesson
   b. Preparing the material
   c. Class opening ability
	√		

2. While-teaching a. Informing the objective of learning		√	
b. Explaining the material used REAP strategy:	√		
1) The teacher introduces to the REAP strategy.			
2) The teacher tells students to use the questions as a guide for a written response to the reading.	√	√	
3) The teacher explains that each student will share his reading with the class while sitting in the REAP strategy.			
4) After completion of the reading project, each student presents their reading to the class.	√		
5) The teacher instructs the students' to make notes and share comments about the reading.	√		
c. Guiding the students to follow the lesson	√		

3. Post-teaching
   a. Concluding the result of learning
   b. Class closing ability
	√
	√		

Tick (√) for each positive effect			

Metro,   2019
Collaborator

Emasari. S.S
NIP.197111102003122004

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low

1. Pre-teaching
   a. Preparing the lesson
   b. Preparing the material
   c. Class opening ability
	√		

2. While-teaching a. Informing the objective of learning		√	
b. Explaining the material used REAP strategy:	√		
1) The teacher introduces to the REAP strategy.			
2) The teacher tells students to use the questions as a guide for a written response to the reading.	√	√	
3) The teacher explains that each student will share his reading with the class while sitting in the REAP strategy.			
4) After completion of the reading project, each student presents their reading to the class.	√		
5) The teacher instructs the students' to make notes and share comments about the reading.	√ √		
c. Guiding the students to follow the lesson			

3. Post-teaching
   a. Concluding the result of learning
   b. Class closing ability
	√
	√		

Tick (√) for each positive effect			

Metro,   2019

Collaborator

Emasar, S.S

NIP. 197111102003122004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1140/In.28/S/U.1/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	AKYUNINA
NPM	:	1501070219
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070219.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Desember 2019
Kepala Perpustakaan

Drs. Mokhfaridi Sudin, M.Pd.
NIP. 195808311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1250/In.28.1/J/TL.00/05/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMK MUHAMMADYAH 1 TERBANGGI BESAR
di-
  Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**AKYUNINA**
NPM	:	1501070219
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING READING COMPREHENSION OF THE TENTH GRADES AT SMK MUHAMMADYAH 1 TERBANGGI BESAR BY USING READ ENCODE ANNOTATED PONDER STRATEGY IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMK MUHAMMADYAH 1 TERBANGGI BESAR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TENGAH
SMK MUHAMMADIYAH 1 TERBANGGI BESAR

Jalan Pingled Bandarjaya Kec. Terbanggi Besar Lampung Tengah 34162 ☎ (0725) 527 340

Nomor : 121/III.4.AU/F/2019
Lamp : -
Hal : Penerimaan Pelaksanaan Pra-Survey

Kepada Yth.
Dekan Institut Agama Islam Negeri Metro
di
Tempat

Assalamu'alaikum Wr.Wb,

Memperhatikan maksud surat Saudara Nomor : B-125/In.28.1/J/TL.00/05/2019 tanggal 08 Mei 2019 hal Izin Pra-Survey, pada dasarnya kami tidak keberatan memberikan izin kepada mahasiswa Saudara atas nama:

N a m a	: **AKYUNINA**
NPM	: 1501070219
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

untuk melaksanaan Pra-Survey dengan ketentuan selama melaksanakan kegiatan tersebut yang bersangkutan bersedia mentaati semua peraturan dan tata tertib yang berlaku.

Demikian, atas perhatiannya diucapkan terima kasih.

Wasalamu'alaikum Wr.Wb

Bandarjaya, 09 September 2019

SUHARLAN, S.Pd., M.Pd.
NBM. 979 507

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Akyunina   Jurusan : TBI
NPM : 1501070219   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	18 - 07 - 2019		- Reading - REAP Strategy - Pra Survey	
2.	08 - 08 - 2019		- Revise the Sentences - Step - Step PTK	
3	16 - 08 - 2019		- Grammar - Data Collecting Strategy - Revise Problem Limitation	
4.	29 - 8 - 2099		- Revise Chapter 1 Revise Bibliography	
5	8 - 9 - 209		Acc to Sidang	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Akyunina   Jurusan : TBI
NPM : 1501070219   Semester : VIII

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 04/07/2019	✓	- Revise your title - prior Research - Add the theory of REAP - Revise chapter iy (typing)	
2	Thursday 18/07/2019	✓	- Revise your prior research - Show reference	
3	Thursday 25/07/2019	✓	Acc and continue to the first sponsor	

Diketahui:
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Syahreni Siregar, M.Hum**
NIP. 19750610 200801 1 014   NIP. 197608142009122004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Akyunina**   Jurusan : TBI
NPM : **1501070219**   Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	18 - 10 - 2019	✓		- Field Note - Indicators - Instruction	
2	21/10/19	✓		Acc APB	

Mengetahui
Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Akyunina**   Jurusan   : TBI
NPM   : **1501070219**   Semester   : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Thursday 17/10/2019		✓	Acc Research Instrument	

Mengetahui   Dosen Pembimbing II
Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.   **Syahreni Siregar, M.Hum**
NIP. 19750610 200801 1 014   NIP. 19760814 200912 2 004

Nomor : B-3487/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH 1
TERBANGGI BESAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3486/In.28/D.1/TL.01/10/2019, tanggal 28 Oktober 2019 atas nama saudara:

Nama   : **AKYUNINA**
NPM   : 1501070219
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 1 TERBANGGI BESAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING READ ENCODE ANNOTATED PONDER (REAP) STARTEGY AMONG THE TENTH GRADE AT SMK MUHAMADIYAH 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TENGAH
SMK MUHAMMADIYAH 1 TERBANGGI BESAR

Jalan Pingled Bandarjaya Kec. Terbanggi Besar Lampung Tengah 34162 ☎ (0725) 527 340

Nomor : 162/III.4.AU/F/2019
Lamp : -
Hal : Penerimaan Pelaksanaan Research

Kepada Yth.
Dekan Institut Agama Islam Negeri Metro
di

Tempat

Assalamu'alaikum Wr.Wb,

Memperhatikan maksud surat Saudara Nomor : B-3487/In.28.1/J/TL.00/10/2019 tanggal 28 Oktober 2019 hal Izin Research, pada dasarnya kami tidak keberatan memberikan izin kepada mahasiswa Saudara atas nama:

N a m a	:	**AKYUNINA**
NPM	:	1501070219
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris

untuk melaksanaan Research dengan ketentuan selama melaksanakan kegiatan tersebut yang bersangkutan bersedia mentaati semua peraturan dan tata tertib yang berlaku.

Demikian, atas perhatiannya diucapkan terima kasih.

Wasalamu'alaikum Wr.Wb

Bandarjaya, 27 November 2019
Kepala Sekolah,

SUHARLAN, S.Pd., M.Pd.
NBM. 979 507

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Akyunina   Jurusan : TBI
NPM : 1501070219   Semester : IX

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	12/12/2019	✓	- Revise your abstract - Revise Chapter IV - Revise your suggestion - Complete the Appendix	
2	19/12/2019	✓	Accound continue to the first sponsor	

Diketahui:
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Syahreni Siregar, M.Hum.**
NIP. 197506102008011014   NIP. 19760814 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Akyunina
NPM : 1501070219

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	11/12. 2019	∠	- Revise Chapter III. - Revise your abstrak. - Revise chapter ɪɪ	
2.	16/12 2019	✓	- Revise Chapter III - Revise your abstrak.	
3	18/12/19	✓	- Revise chapter 4. Acc to munaqasah	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

The teacher explain about narrative text

The teacher to do the post-test 1

The teacher to do the Post-test II

CURICULUM VITAE

The name of writer is Akyunina. She was born in Bumi Kencana, Oct 05, 1996. She is the first child of married couple Mr. Tri Budoyo and Mrs. Supranti.

She was enrolled her study at TK Pertiwi Bumi Kencana on 2002-2003. She continued her study at SD N 1 Bumi Kencana on 2003-2009. She continued her study at SMP N 1 Seputih Agung on 2009-2012. She continued her study at SMA N 1 Seputih Agung on 2012 and completed in 2015.

After graduating of SMA N 1Seputih Agung, the writer continued her study at Kota Metro. In 2015, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.