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THE EFFECT OF REAP (Read, Encode, Annotate, Ponder) METHODS ON STUDENT READING COMPREHENSION AT SENIOR HIGH SCHOOL 12 SAROLANGUN, CERMIN NAN GEDANG DISTRICT, SAROLANGUN REGENCY

Thesis

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205180110

ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH FACULTY AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI
2023

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Sunmited as Partial Fulfilment of Requirements to acquire Undergrad (S1) Degree at English Education Program Faculty of Tarbiyah and Teacher Training

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I solemnly declare that the thesis that I have compiled entitled: The Effect of REAP Methods on Student Reading Comprehension at Senior High School 12 Sarolangun, Cermin Nan Gedang District, Sarolangun Regency, as a condition for obtaining a Bachelor's degree from the Faculty of Tarbiyah and Teacher Training at the State Islamic University of Sulthan Thaha Saifuddin Jambi is entirely my own work.

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DEDICATION

Thanks to Allah SWT the most gracious and merciful for the blessing and leading me, Therefore I can finally this thesis. Do not forget Sholawat to the Prophet Muhammad SAW his coming really change theworld.

Special thanks to :

My parents, my beloved father “Dlaher” and my beloved mother “Rukayah” who always give me everlasting love, guidance, motivation and always praying for me.

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Aamiin.

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The thesis is written to fulfil one of the requirements to get undergraduate degree (S I) at the English Education Study Program of Tarbiyah Faculty and Teacher Training State Islamic University Sulthan Thaha Saifuddin Jambi which is entitle “The Effect of REAP Methods on Student Reading Comprehension at Senior High School 12 Sarolangun, Cermin Nan Gedang District, Sarolangun Regency The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following paties and their contribution :

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Finally,may Allah SWT design reply all kindness people whohas help and contributing the researcher. The researcher hopes this thesis can be useful for developing of knowledge.

Jambi, February 2023

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MOTTO

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

اَتٰٓى اَمْرُ اللّٰهِ فَلَا تَسْتَعْجِلُوْهُ

Meaning: God's decree must come, so don't ask for it to be hastened

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ABSTRAK

Nama : Nurul Atika

NIM : 205180110

Jurusan : Tadris Bahasa Inggris

Judul : Pengaruh Metode REAP Terhadap Pemahaman Membaca Siswa Senior High School 12 Sarolangun Kecamatan Cermin Nan Gedang Kabupaten Sarolangun

Penelitian ini bertujuan untuk mengetahui adakah pengaruh yang signifikan ketika menggunakan metode REAP pada perkembangan kemampuan membaca siswa pada siswa kelas XI SMA 12 Sarolangun. Jenis penelitian ini adalah penelitian kuantitatif dengan metode pra-eksperimen. Desain penelitian yang digunakan adalah pretest-posttest dengan desain penelitian kelompok. Populasi dalam penelitian ini adalah siswa kelas XI IPS 1 SMA 12 Sarolangun. Pengambilan sampel penelitian dilakukan dengan teknik purposive sampling. Berdasarkan metode tersebut, kelas XI IPS 1 terpilih sebagai kelompok pada penelitian ini yang mana untuk mengetahui sejauh mana pengaruh metode REAP terhadap kemampuan membaca siswa. Uji beda dalam penelitian ini menggunakan uji-t dengan program bantuan SPSS 25. Hasil dari penelitian ini adalah terdapat pengaruh yang signifikan terhadap penggunaan metode REAP dalam perkembangan kemampuan membaca siswa.

Kata kunci: Membaca Pemahaman, Metode REAP

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ABSTRACT

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Major : English Education Program

Title : The Effect of REAP Methods on Student Reading Comprehension at Senior High School 12 Sarolangun, Cermin Nan Gedang District, Sarolangun Regency

This study aims to determine whether there is a significant effect when using the REAP method on the development of students' reading skills in class XI students of SMA 12 Sarolangun. This type of research is quantitative research with pre-experimental methods. The research design used is pretest-posttest with a group research design. The population in this study were students of class XI IPS 1 SMA 12 Sarolangun. The research sample is taken by purposive sampling technique. Based on this method, class XI IPS 1 is selected as a group in this study which is to determine the extent of the influence of the REAP method on students' reading abilities. The different test in this study used the t-test with the SPSS 25 assistance program. The results of this study were that there is a significant influence on the use of the REAP method in the development of students' reading skills.

Keywords: reading comprehension, REAP method

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CHAPTER I
INTRODUCTION

A. Research Background

English is global language that is used as communication device in many countries where it gives contribution in this life. It can be implemented in several aspects for example science, business, technology, and education. Nga (2008) stated that english is main language in communication which brings people on earth together and helps them understand each other in several aspect. Morever, Crystal (2003) argues that english is as global language divided into two reasons.

Firstly, a language can be made the official language of a country, to be used in the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country's foreign language teaching, even though this language has no official status.

Reading is one of the most important skillss in language learning and it needs comprehending. Reading is the most useful important skills for people to update his/her knowledge (Jain, 2008). In reading, the reader should full concentration to understand text. In addition, Grabe (2009) stated that reading is a main process for comprehending. As the important skills, reading brings the reader to get a lot of knowledge and information by comprehending. In the process of reading comprehension is one of the reasons why read a text. Pardo (2004) stated comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Reading comprehension is the process of making meaning from text (Wooley, 2011) The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Ghelani (2004) stated that reading comprehension is a very complex task that requires different cognitive processes and reading abilities over the life span .

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Snow (2002) stated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language. Meanwhile, Reading comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other methods to help them understand written text. Reading comprehension is also a constructive process in which student creates meaning based on their background knowledge (Gunning, 2010). It means that reading comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge. In the fact, there were problems in the learning process of reading comprehension. The students still difficulties get main ideas and answer the questions in reading text.

Pasaribu (2017) stated that the students can not understand the text well because they lack of the vocabulary, need too long time to understand the text, and do not know how to make the conclusion from the text.. Students have difficulty to identify the main idea of a paragraph, comprehend the text as they lack of vocabulary, unable to find specific information in a paragraph, unable to infer the meaning of sentences and passive and irresponsive towards learning English (Susmiati, 2017).

Students' mastery of vocabulary was still categorized low because students would give up on the text if they found some difficult words that they had never known before and lack of students' comprehension of the content of the text such as finding a main idea and ect (Aprilia, 2015).

Based on my observation in Senior High School 12 Sarolangun, Cermin Nan Gendang District, Sarolangun Regency, there were some problems in learning process of reading. The problem was related to the teaching method in the teaching of reading comprehension. The teacher only focuses on testing students' skills to translate the text and answer the questions based on the text. It could be seen from the monotonous activities which consists of reading a text, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text. there were several problems that caught my attention for research. One of them is because most students find it difficult to

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understand reading because the teacher only focuses on the method of memorizing readings. So, it seems that English is just words that are memorized, not to be understood.

English teacher at Senior High School 12 Cermin Nan Gedang, Sarolangun, said that, "First, students had difficulty in understanding English words, phrases and sentences in English. Second, students had difficulty in finding the main idea of the text they read. Third, students were not accustomed to practicing reading in class and daily life, in other words, the students' skills was still low in reading comprehension. Dealing with the practice, the students became lazy because they were frustrated when they faced some problems in comprehending the reading."

Current research on learning indicates that good learners make connections between prior knowledge and new knowledge and in the process, construct their own meanings. Based on the background above the writer was intended to research about, "**The Effect of REAP Methods on Student Reading Comprehension at Senior High School 12 Sarolangun, Cermin Nan Gedang District, Sarolangun Regency.**"

B. Identification of Research Problems

As explained in the background of the problem. That the main problem in this study is The Effect of REAP Methods on Student Reading Comprehension at Senior High School 12 Sarolangun, Cermin Nan Gedang District, Sarolangun Regency. Based on these main problems, the problems surrounding this study are identified as follows:

1. The teacher used same method regularly.
2. The students reading comprehension is still low.
3. The students got difficulties and bored in getting information from textbook.

C. Limitation of Research

Given the limited skills of researcher, and so the research is more focused and does not deviate from the main problem. This research will explain how the application of the REAP method can affect students skills to understand descriptive texts.

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D. Research Question

Based on the background of the research questions, the writer formulates the research question as follow:

1. Is there a significant effect of the application of the REAP method on the development of students' reading comprehension skills in class XI Social 1 SMA Sarolangun?

E. Objective and Significant of the Research

1. Objective

- To find out whether there is a significant influence on the application of the REAP method to the development of students' reading comprehension skills in class XI IPS SMA Sarolangun?

2. Significant of the Research

The result of this research was expected to give the theoretical and practical:

a. For theoretical, the results of this research are expected to give information to the English teacher of Senior High School 12 Sarolangun, Cermin Nan Gendang District, Sarolangun Regency, about the effect of using REAP method toward students' reading comprehension.

b. For practical, there are three parts of practical namely:

1) Students

The students enable to comprehend the reading text expecially in descriptive text through their capskills in reading comprehension text and also the students developed their skillss in comprehending text. The students also gave more attention in the text when the students faced on it.

2) Teachers

The results of this study were expected to give benefit to be English teacher as well as the input material for evaluation in students' comprehension especially in reading comprehension.

3) Researcher

For the researcher, the result of this study was to improve the researcher knowledge in reading comprehension and the researcher gets more experience on how to analyze, handle and organize when teaching learning process was carried.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory Description

1. Read, Encode, Annotate, Ponder (REAP) Method

REAP is the other comprehensive multiple method instruction that encompasses many of the important individual method instructions. According Manzo (2017) REAP is a method that involve cognitive enrichment approach which helps students to think more precise and deeper about what they want to read by doing the four steps, the step is read, encode, annotate and ponder.

This reading method is noted as useful in helping students actively interact with the text and construct meaning while reading. Eanet and Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students' higher-order thinking and writing skillss. So REAP is called one of method that can helps student to think about the meaning about what they read in written text. REAP is an acronym for the following stages of reading: Read, Encode, Annotate and Ponder. REAP is a useful method that encourages students to share their ideas in their reading. Zasrianita says that REAP is a method that helps the reader to read and understand a text by connecting a text with their own words to comprehend the text well. So, they can understand and get the message of the text. (Zasrianita, 2016)

The REAP method is an annotation method to improve reading and writing skillss. Then, annotating has some benefits, besides making the text more meaningful, annotating also can improve students' attention while reading and make reading become a more active process. It means, the students not only focus on reading but also can make a note in their reading text.

Tiruneh says that the students can follow the description of each of the stages that involved in REAP: (Tiruneh 2014)

R = Read the text and predict the writer's main idea.

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E = Encode the text by putting the main idea in your own words.

A = Annotate the text by writing a statement that summarizes the important point and shares it with others.

P = Ponder what you read by thinking and talking with others.

Reflect on the meaning and seek connections with what you know to increase memory. REAP method was make the students easier to understand the material and helps the students to answer the questions related to the reading material given by the teacher. Discussing appropriate method which is important to attract students' interest in learning reading, REAP is supposed to be an appropriate method to teach reading comprehension. Flippo (2000) views that REAP method suggests that students first read the text, encode, annotate, then ponder the text; annotations include summary notes, thesis notes, critical notes, and question notes.

Lapp (2009), REAP is a method that can be used with the content area instructions to help students read and understand text. On the other hand, Tom (2012), REAP is a critical reading method that engages students in writing annotations to evaluate the message and underlying motives in a text.

Based on the definitions above, the writer concludes that REAP was a method which had content area instructions to help readers synthesize the author's thoughts in their own words, evaluate the message and evaluate motives in a text.

2. Advantages and Disadvantages of REAP Method

Based on Read Encode Annotate Ponder (REAP) method there are some advantages and disadvantages, the advantages of REAP those are:

a. The students learn to represent main ideas and the author's message in their own word.
b. REAP teachnique will help the students to connect between a text and their words to enable them to communicate their understanding of the text.
c. The Read step was aimed to help the students to revisit the text.

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d. The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words.
e. The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes, phrases, or other words.
f. The Ponder step allows the students to make a personal connection between the texts with their understanding

The disadvantages of REAP:

a. Need much times to applying the REAP method
b. Many steps in REAP method.

3. Reading Comprehension

Nurdianingsih (2021) stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. (Elizabeth, 2003) It means that comprehension is process activity to get the meaning from vocabulary that active process. Its mean that when reading the readers unconciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inference about the text after reading.

There are strategies of the reading comprehension that have been associated with the highest effect sizes for students with learning disskills that teach students strategies that promote them to monitor and reflect before, during, and after reading. Klingner (2007) said that these strategies ask to students to consider their background knowledge on the topic they are reading, summarize key ideas, and self-question while they read. It means that reading comprehension is important for students and it can give knowledge for students‟ skills from their comprehension.

Based on Klingner (2007), reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that

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included word reading, word and world knowledge, and fluency". It refers to the skills in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skillss that students want to use then, they give them opportunities to practice those skillss through workbooks or work sheets, and finally assess whether or not they use the skillss successfully. To comprehend a text, a reader has to construct the meaning of a written text. Lems (2010). Stated that reading comprehension is the skills to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved.

The second element is a reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. (Snow C. E., 2002)

This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process. In reference to the above definitions from the experts, it can 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 can be seen as the skills 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 skills to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. There are some features which should be involved in assessing the students' reading comprehension, they are:

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a. Main idea (topic)
b. Expression / idiom / phrases in context
c. Inferences (implied detail)
d. Grammatical features
e. Detail (scanning for a specifically stated detail)
f. Excluding facts not written (unstated details)
g. Supporting idea
h. Vocabulary in context. (Douglas, 2003)

4. Purpose of Reading

Mullis (2019) say identifies two purposes of reading. Reading for literacy experience and reading to acquire and use information. Firstly, In reading for literacy experience, the reader becomes involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas. He or she brings an appreciation of language and knowledge of literacy forms to the text.

This is often accomplished through reading fiction. Secondly, to acquire and use information in reading to reader engages with types and texts where the readers could understand how the world is and has been, and why things work as they do.

Texts take many forms, but one major distinction is between those organized chronologically and those organized non – chronologically. This area is often associated with information articles and instructional texts (Mullis, 2019). According to Harris and Graham (2015), reading is an activity that has a purpose. It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from the text. Then, reading has purpose to comprehrnd of the text. To understand text, the reader needs to be able to read the words, retrieve the words meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about (Donna, 2010).

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5. Types of Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity mean to extract certain kinds of information from English text. Reading as foreign language may face some difficulties such as: difficult word, difficult to get information from passages and difficult to make a conclusion of the passages. To minimize all those problems according to the reader's puroses in reading and the type of reading used the following are commonly reffered to:

a. Literal Comprehension: Reading in order to understand, remember or recall the information explicit in a passage.
b. Inferential comprehension : Reading in order to find information which is not explicitly states in a passage usig a reader's experience and intuition by inferring.
c. Critical and Evaluative Comprehension: Reading in order to get information in a text with the reader's own knowladge in values.
d. Appreciate Comprehension: Reading in order to get other kind of values response from a text.

6. Aspects of Reading Comprehension

There are several aspects of teaching reading which should be measured in order to know if the students can achieve the goal of reading or not. Brown (2001) said that there are four aspects of reading comprehension needed when we want to assess students‟ reading comprehension.

These four aspects mainly focus with the main idea, specific information, vocabulary, and the skills to infer implicit meaning in the context of the text. In the same way, Suparman (2012) also states that there are several aspects of reading comprehension skillss that should be mastered by the reader to comprehend the text deeply. They are the main idea, supporting detail, inference, reference, and vocabulary.

B. Previous Research Findings

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There were some researcher who have conducted research by using few methods in reading, they were:

1. Ihza Aulani Ahmad, the title of research is, "The Effectness of Read, Encode, Annotate, Ponder (REAP) Method Towards Students Reading Comprehension on Explanation Text". Following the study case the writer used quantitative research. The research design of this study is true experimental design. The sample of the population used is 60 respondents. The result, showed that H0 was rejected because the t-test (to) was higher than ttable (tt) or 2,11 > 1,67. So, it means that there was a significant effect on students‟ reading comprehension after being taught by using REAP Method.
2. Mutia Kurnia Utami, the title of research is, "Using Read Encode Annotate and Ponder (REAP) Method to Increase Reading Comprehension: A Case of the Eleventh Grade Students of SMA Negeri 6 Semarang". Following the study case the writer used quantitative research. The research design of this study is true experimental design. The sample is the eleventh grade students at SMA Negeri 6 Semarang. There are three classes used, they are the experimental class, control class and a class to be tried out. The writer used test to collect the data. The data was gained from the tests that were given to the students. The study found that the mean score for the class taught without REAP method was 78.16 and the mean score for the class taught with using REAP method was 92.05.

The difference between this study and that researchs that will be carried out by the researcher is: this study uses a partner reading method as a method to develop the skills to read English descriptive texts. While this research uses the REAP method. The similarity for this research with research conducted by researcher is that they both discuss the development of reading skillss in students.

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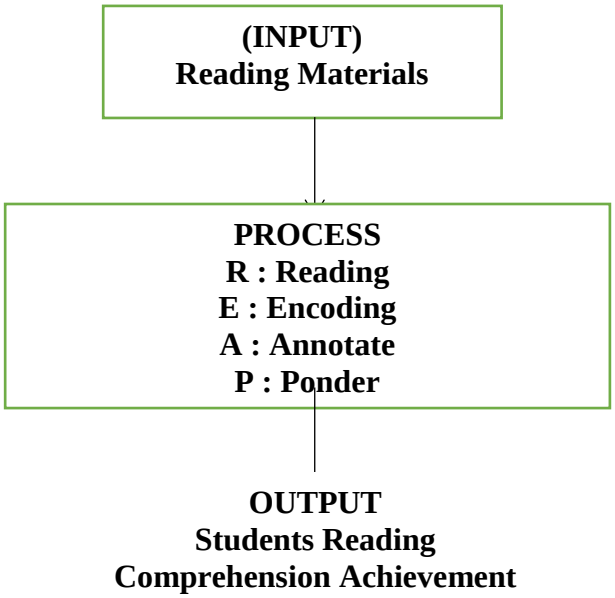
C. Conceptual Framework



Here the researcher explains the conceptual framework:

In this study, the researcher used some reading materials as the independent variables of this study, and the context of the reading comprehension class was determined in the lesson plans.

Researcher conducted research in the classroom by providing treatment to students. Researchers teach reading comprehension with the REAP method. The researcher gave the treatment three times. In the first meeting, the researcher gave a topic "Grandma's House", in the second meeting, the researcher introduced a new topic "Where is your Trash Can". And the last meeting, the researcher introduced the topic of "My Mother". The treatment given in the research process is evaluated by looking at indicators of student achievement in improving reading comprehension achievement. In addition, to see student progress with the application of the REAP method in reading comprehension of English texts, it is determined by students' answers to the tests provided.

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D. Research Hypothesis

In this research, the researcher put forward the hypothesis as follow:

1. Null hypothesis (H0): there is no effect of applying the REAP method on students' reading development.
2. Alternative hypothesis (H1): there is an effect of applying the REAP method on students' reading development.

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CHAPTER III
METHOD OF THE RESEARCH

A. Place and Time of Research

This research is conducted at SMA 12 Cermin Nan Gedang, Sarolangun Regency. The time for research starts from the issuance of research permits to continue the research process. The research is conducted by looking at differences in the use of the REAP method in students who used it and did not use it in social studies students in the even semester of the 2022/2023 academic year.

B. Research Design

The research design used in this study is a pre-experimental design with one group pretest-posttest design. In this study, students became subjects and were given a pretest to determine their level of reading comprehension of English texts before being given treatment. After the treatment, the students were given a post-test to measure their understanding of the English text. The research design is as follows:

Table 3.1

Group Design

O_1	X	O_2

Source: Sugiyono (2010)

Note:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

C. Population and Sampling

1. Population

According to Sugiyono (2010) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researcher to be studied and then drawn conclusions. The population in this study is XI IPS 1 class students at Senior High School 12 Sarolangun, amounting to 32 students.

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Table 3.2

Research Population

NO.	Class	Number of Students
2	XI IPS 1	32
Total		32

Source: Adminstrator of Senior High School 12 Sarolangun

2. Sample

The sample is a small subset of the population. According to Sugiyono (2010), the sample is a representative part of the population with similar characteristics. In this study, researchers used purposive sampling, which is a sampling technique that selects certain samples based on specific considerations, as stated by Kasnadi (2013). The researchers selected XI IPS 1 based on observations, one-semester scores, and interviews with teachers to ensure homogeneity. The researchers used students in class XI IPS 1 as a group that received instruction using the REAP method and another group that did not receive this instruction.

Table 3.3

Sample of The Research

No.	Class	Sample		Total
		Male	Female	
1.	XI IPS 1	16	16	32
Total				32

Source: Adminstrator of Senior High School 12 Sarolangun

D. Data Collection Procedure

Data collection procedure in this research is using pre-test and post-test that is given to both experimental and defined class. In this quasi pre-experimental research the researcher need to see the effect of the group before and after treatment. Therefore, some techniques were used in collecting data.

1. Pre-test

As Cresswell (2012) stated Pre-test provides a measure on some characteristic that the researcher assesses for participant in an experiment before they receive treatment. Pre-test is administered to both classes; experimental and defined class. Pre-test begins after the researcher tested the

validity and reliskills of the instrument on the groups one and two, on October 10, 2022 the class is given a Pre-test for the defined class.

2. Treatment

After the pretest was carried out, the researcher gave treatment to the class that had been determined. The treatment starts from 10 October – 3 November 2022. The stages of conducting the research can be described as follows:

a. Experimental Group 1

1) The teacher explains the material to be studied.
2) The teacher distributes readings that students will read and student worksheets.
3) Students read silently the reading that has been distributed by the teacher.
4) After reading, students write down the main idea of reading in one sentence.
5) Students rewrite the main ideas in the text they have read in their own words.
6) The teacher divides students into several groups, each of which has three or four members.
7) Students in groups discuss writing about the main ideas of the reading they have read.
8) Each group determines the main ideas to be conveyed in the general discussion.
9) Each group writes the results of their discussion into the worksheet provided by the teacher.
10) After the group discussion is over, the teacher invites students in a general discussion which is attended by all groups.
11) Representatives of each group present the results of the discussion about the main points of the text that has been read.
12) Students from other groups are allowed to argue or respond to the results of group discussions that make presentations.

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13) After the representatives of all groups have had their turn to present, the teacher invites all students to discuss to equate perceptions of the main points of the reading that have been read.
14) The teacher directs students to reflect on what they have read.
15) Students take turns giving criticism or comments on the contents of the reading they have read.
16) The teacher gives students the opportunity to ask questions about things that students don't understand.
17) Teachers and students conclude the reading comprehension learning they have done.

3. Post-test

Post-test is conducted by using the same question with Pre-test. Moreover, post test is a measure on some attribute or charactheristic that is assessed for participant in an comparison after a treatment (Cresswell, 2012). The post-test is given on 3 November, 2022. Then the result of Pre-test and Post-test is collected to compare the score before and after treatment.

E. Research Instrument

1. Reading Comprehension Text

This research method uses quantitative research with pre-experimental, teaching and learning process is divided into three steps. First, the researcher gave a pre-test to the students to determine the students' understanding before being taught by using the Read, Encode, Annotate, and Ponder (REAP) method. The second stage is to provide treatment to students. The treatment is to apply the Read, Encode, Annotate, and Ponder (REAP) method learning to read descriptive texts to find the main idea. The class is divided into groups of 5-6 students. Students give a text and understand the text by several processes, namely: reading, the researcher asks students to read aloud and understand the text; encode, students take the gist of the text they have read by using their own words or writing down difficult vocabulary; annotations, students should write down their main ideas about the content of the descriptive text.

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Table 3.4

Criteria of Scholl Categories

Range 100	Symbol	Categories
80-100	**A**	**Excellent**
66-79	**B**	**Good**
56-65	**C**	**Fair**
40-55	**D**	**Less**
30-39	**E**	**Poor**

Source; Arikunto, 2015.

The instrument that employed in this research was a test with multiple-choice form. The test was developed from K13 and syllabus, which was used by Senior High School 12 Sarolangun and seeing the standard competence. After knowing the standard competence, the researcher developed some indicators that must be reached by the students. From those indicators, the researcher developed the test. The test consisted of 30 items, whereas only one correct answer for each item, so the test will be objective. The test is used to measure the process that students made before and after receiving the treatment. According to Brown (2004), pre-test and post-test that conducted are part of achievement tests. Brown further argues that achievement assessments should concentrate only on specific material taken from a curriculum within a certain time frame. The test should be carried out after a course has concentrated on the objectives in question. Therefore, the researcher conducted tests which were made by following the curriculum in Senior High School 12 Sarolangun.

Douglas Brown (2004) on his book *Language Assessment (Principles and Classroom Practice)* stated features in testing a reading comprehension. The features are:

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Table 3.5

Features of testing Reading

Aspect	Question
Main Idea (topic)	• The paragraph is mostly about ..... • The passage talks mainly about... • Text tells as a whole .....
Inference (Implied detail)	• We can tell from this ... • The author suggests that... • The text implies that .....
Grammatical Features	• *x, y,* are included as the language features of text, that is ....
Detail Questions	• When is the accident happened?... • How long ?....
Unstated Details (excluding facts not written)	• Which of the following is not mention about x ... • All of the following are mentions about x, except...
Supporting Idea(s)	• According to the passage, which of the following is true of x .... • The passage states that x occurs because.....
Vocabulary	• The opposite meaning of the underlined word is … • The phrase —x‖ on paragraph 1 means….

Based on the criteria above, the researcher developed an instrument that was constructed by following those criteria and curriculum in Senior High School 12 Sarolangun, as follows:

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Table 3.6

Reading Comprehension Test Instrument

Aspects	Indicators	Number of Questions	Total
Main Idea (topic)	Identify main idea, conclusion of explanation text	3,6,10,12,14,16, 22,23,29,30	10
Detail Questions	Decide the social function of the text	2, 19, 27	3
Supporting Idea(s)	Analyze supporting ting ideas (explicit and implicit) from the passage	1,7,8,15,20,25,2 8	7
Vocabulary	Identify the vocabulary (antonym, synonym) on explanation text	11,17,21,24	4
Grammatical Features	Analyze the grammatical features/ language features from the text	4,9,18	3
Inference (Implied detail)	Confirming reference in the passage	5,13,26	3
Total			30

E. Data Analysis Method

1. Validity and Realibility Data

According to Sugiyono (2010) validity test is a measure of what shows the levels of validity or permanence of an instrument .There are some various types of validity: content validity, construct validity, and face validity. All of them have different usage and function.

Based on definition above, to measure that whether the test is valid in this research, the research will be used content validity. According to Sugiyono (2010) stated that instruments that must have content validity are instruments used to measure learning achievement and measure the effectiveness of program implementation and objectives. To compile learning achievement

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instruments that have content validity, the instruments must be arranged based on the subject matter that has been taught. The reading test developed refers to the standard competences and basic competences stated in the second semester of English lessons. It means that all material covered in the test reflect the material given to XI grade students.

Table 3.7

Summary of Expert Judgments about the Level of Difficulty and Level Appropriateness of the Reading Comprehension Test

Level of Difficulty	Total Item	%	Level of Appropriateness	Total Item	%
Very Difficult	0	0%	Very Appropriate	2	4%
Difficult	19	38%	Appropriate	26	52%
Moderate	16	32%	Moderate	18	36%
Easy	7	14%	Inappropriate	4	8%
Very Easy	8	16%	Very Inappropriate	0	0%
	50	100%		50	100%

Source: Sugiyono, 2010.

As shown in table 3.6, the level of difficulty there is item very difficult who got 0% while for the level appropriateness most of the items were at appropriate level 52%. Based on these result, the item of very difficult got 38%, the item moderate got 32%, the item of easy got 14%, and the item very easy got 16%. Then the item of level appropriateness very appropriate got 4%, the item of moderate got 36%, the item of inappropriate 8% and the item very inappropriate 0%.

Reliskills is instrument that can reliable for using collection tool. According to Sugiyono (2010) stated that reliskills is a tool used to measure questions which are indicators of variables, the questions can be said to be reliable if the indicator that is used several times to measure the same object, will still produce the same data. Meanwhile, Simatupang (2012), the reliskills of the reading comprehension test concern in its precision as a measuring instruments or it can be said that reliskills refers to the consistency of the measurement. First, the researcher is given try out non sample to students. This test function is for made research more accurate and to know whether the

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test appropriate or not. The researcher tryout instrument to the other class SMA 12 Cermin Nan Gedang, Sarolangun, that has the same level as the sample to find out whether the instruments were valid reliable or not. The result of tryout is measured using Cronbach alpha. An acceptable reliskills score is one that is 0,6 and higher. To found that items of reading students are expected to be able to understand descriptive text and the level of comprehension is literal reading comprehension.

Table 3.8

Realibility Statistic

Cronbach"s Alpha	N of Items
0,75	**50**

Cronbach alpha is used to test reliskills with the following criteria:

a. Alpha coefficient results > a significant level 60% or 0,6 then the test is reliable.
b. Alpha coefficient results< a significant level 60% or 0,6 then the test is not reliable

2. Desciptive Analysis

What is meant by data is describe the existing data in order to obtain the real from of respondent, so more that easily understood researcher or others who are interested in the result of research conducted. Describe the data can done by descriptive statistic. The purpose of descriptive analysis using statistical technique is summarise data to be easily seen and understood.

3. Statistical Analysis

The analysis of data will be done by manual data. Pearson product moment will be uses in order to see the effect partner reading method towards students reading comprehension.

a. Normality Test

The normality test aims to see whether the data from the two samples comes from a population with a normal distribution or not. To test for

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normality, the Liliefors test is used. In Neolaka (2014) as for the steps, namely:

1) Short the sample data from small to large and determine the frequency of each data.
2) Determine the z value of each data
3) Determine the probskills of each data z value and call it f (z)
4) Calculate the relative frequency of each z value and call it S (z)
5) Determine the value L0= f(z) – S(z) and compare it with the L value from the liliefors table.
6) If Lcount<Ltable, the sample comes from a population with a normal distribution with α=0,05

b. Homogenity Unity

The purpose of homogeneity test is to see whether the data or sample in both classes were homogenous or heterogeneous. The test of homogeneity uses homogeneity variance. The formula used can be seen as a follows:

$$F\ Count \frac{the\ highest\ varience}{the\ lowest\ varience}$$

Systematic calculation:

1) Conduct assessment of the students test result
2) Determining for variance X (Sx^2)
3) Determining for variance Y(Sy^2)
4) Calculate the largest variance and smallest variance
5) Compare the ftable with f count
6) Criteria of test

   If $f_{count} < f_{table}$ then data homogenous

   If $f_{count} > f_{table}$ the data abhomogen

c. T-Test

In this part, the researcher calculated the data by using two sample t-test. They are paired sample t-test and independent sample t-test, paired sample t-test is used to see wheter or not there is significant effect of student‟s reading comprehension before and after treatment. The independent sample t-test is

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used the compare the means of one variable for two group of cases (Taniredja, 2014).

1) Paired Sample T-Test

According to Sugiyono (2010) the formula of paired sample T-test is express as follows:

$$t\dot{o}\frac{X^1 - X^2}{\sqrt{\frac{S^1}{n^1} + \sqrt{\frac{s^2}{n^2} - 2r\,(\frac{s^1}{\sqrt{n^1}})(\frac{s^2}{\sqrt{n^2}}}}$$

where:

t_o : T-test

X_1 : Mean score of pre-test comparison class

X_2 : Mean sore of post-test comparisonclass

S_1 : Standard deviation of pre-test comparison class

S_2 : Standard deviation of post-test comparison class

S_1^2 : Variance of pre-test experimental class

S_2^2 : Variance of post-test experimental class

n : total of sample

SD : The correlation between pre-test and post-test experimental class.

2) Independent Sample T-Test

According to Sugiyono (2017) the formula of independent sample T-test is express as follows:

$$t\frac{X^2 - X^2}{\sqrt{\frac{S1^2}{n1^2} + \sqrt{\frac{S2^2}{n2^2}}}}$$

where:

t_o : t-test

X_1 : Average learning outcomes of comparison class

X_1 : Average learning outcomes of defined class

S_1^2 : Variants of learning outcomes comparison class

S_1^2 : Variants of learning outcomes defined class

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n_1 : The number of samples in the comparison class

n_2 : The number of samples in the defined class

F. Statistical Hypotesis

The t-test is used to determine whether the independent variable of service quality has an effect on the dependent variable of debtor consumer loyalty (Y). The formula used is:

1. Hypothesis Design

Ho: there is an effect of applying the REAP method on students' reading development.

Hi : there is no effect between the application of the REAP method on students' reading development.

2. Significant level = 5%

3. Decision criteria

a. If t count > t table means that Ho is rejected, there is an effect of applying the REAP method on students' reading development.

a. If t count < t table means that Ho is rejected, there is no effect between the application of the REAP method on students' reading development.

G. Research Schedule

Table 3.9

Research Schedule

NO.	Activities	Month																			
		January				March				April				August				April			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation of Proposal	■																			
2.	Improvement of Proposal			■																	
3.	Seminar of Proposal					■															
4.	Improvement of							■													

	Seminar																		
5,	Research Permit																		
6.	Research Preparation																		
7.	Research Improvement																		
8.	Scrip Arrange																		
9.	Scrip Improvement																		
10.	Final Report																		

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CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Description of Research Data

a. Description of Data Pre-test Skills to Read Comprehension REAP Method

The REAP defined group is a class taught using the REAP method. Before being given treatment, the REAP defined group first received a Pre-test of reading comprehension skillss in the form of multiple choice questions with a total of 40 items. The number of samples in the REAP defined class is 32 students.

The results of the Pre-test reading comprehension skills showed that the REAP method obtained the highest score of 34 and the lowest score of 24. Through computer calculations with the SPSS 25 program, it was found that the average REAP defined group's Pre-test score is 29.28; the median is 30.00; mode of 27.00; and a standard deviation of 2.785. Complete calculation results can be seen in the attachment section. The frequency distribution of the Pre-test scores for reading comprehension comprehension of the REAP method can be seen in the following table:

Table 4.1

Frequency Distribution of Pre-Test Scores

Reading Comprehension Skills of The REAP Method

No.	Score	Frequency	Percentage
1.	34	1	3,1
2.	33	4	12,5
3.	32	3	9,4
4.	31	4	12,5
5.	30	5	15,6
6.	29	2	6,3
7.	28	2	6,3
8.	27	5	15,6

9.	26	3	9,4
10.	25	2	6,3
11.	24	1	3,1
Total		32	100

Based on the table above, it can be seen that the highest score for reading comprehension skills in the REAP method was 34 with a frequency of 1 and a percentage of 3.1%. The lowest score for the REAP method was 24 with a frequency of 1 and a percentage of 3.1%. Score 33 as many as 4 with a percentage of 12.5%. Score 32 as many as 3 with a percentage of 9.4%. The score of 31 is 4 and the percentage is 12.5%. The score of 30 is 5 and the percentage is 15.6%. Score of 29 is 2 and the percentage is 6.3%. A score of 28 is 2 with a percentage of 6.3%. Score 27 as many as 5 with a percentage of 15.6%. Score 26 as many as 3 with a percentage of 9.4%. A score of 25 is 2 with a percentage of 6.3%. These data indicate that students in the experimental group 1 still have not achieved a maximum score of 40.

b. Description of Data Post-test Reading Comprehension Skills REAP method

The post-test given to the REAP method was intended to determine differences in students' reading comprehension abilities after being taught using the REAP method. Post-test given in the form of multiple choice questions with a total of 10 items. Subjects in the REAP method Post-test were 32 students.

The highest reading comprehension post-test score obtained by students in the REAP defined class was 36 and the lowest score was 29. Through computer calculations with the SPSS 25 program, it was found that the mean Pre-test score of the REAP method was 33.03; the median is 33.00; mode of 33.00; and a standard deviation of 1.975. Complete calculation results can be seen in the attachment section. The frequency

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distribution of Post-test scores for reading comprehension comprehension of the REAP method can be seen in the following table:

Table 4.2

Frequency Distribution of Post-Test Scores

Reading Comprehension Skills of The REAP Method

No.	Score	Frequency	Percentage	Cumulative Percentage
1.	36	3	9,4	100,0
2.	35	6	18,8	90,6
3.	34	4	12,5	71,9
4.	33	8	25,0	59,4
5.	32	4	12,5	34,4
6.	31	3	9,4	21,9
7.	30	2	6,3	12,5
8.	29	2	6,3	6,3
Total		32		100,0

Based on the table above, it can be seen that the highest Post-test reading comprehension score for the REAP method was 36 with a frequency of 3 and a percentage of 9.4%. The lowest score for the REAP method was 29 with a frequency of 2 and a percentage of 6.3%. A score of 35 is 6 with a percentage of 18.8%. A score of 34 is 4 with a percentage of 12.5%. The score of 33 is 8 and the percentage is 25.0%. The score of 32 is 4 and the percentage is 12.5%. The score of 31 is 3 and the percentage is 9.4%. A score of 30 is 2 with a percentage of 6.3%. Score 29 as many as 2 with a percentage of 6.3%. The Post-test score data for reading comprehension skills shows an increase in reading comprehension skills in the REAP method. This increase can be seen from the increase in the average Post-test score of the REAP method. Based on this analysis, the Post-test score data for the REAP method can be categorized as quite good.

2. Data Analysis Prerequisites Test

   a. Data Distribution Normality Test

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The normality test of distribution was carried out to determine whether or not the distribution of the data in the sample was normal (Arikunto, 2010: 360). The normal distribution is a condition of perfectly symmetrical distribution or distribution of the average score. The distribution normality test was carried out by the Kolmogorov-Smirnov sample test (One Sample Kolmogorov-Smirnov). The normality test for data distribution in this study can be seen in the appendix. The summary of the normality test for the distribution of the data can be seen in the following table:

Table 4.3

Summary of Normality Test Results Data

Distribution of Reading Skills Test Understanding

Data	Significant	Description
REAP Pre-test	0,130	*Asym.Sig (2-Tailed)* > 0,05 = Normal
REAP Post-test	0,065	*Asym.Sig (2-Tailed)* > 0,05 = Normal

Data is normally distributed if Asymp.Sig (2-tailed)> 0.05. Based on the table above, the Pre-test data for the REAP method has an Asymp.Sig (2-tailed) of 0.130 so it can be concluded that the Pre-test data for the REAP method are normally distributed. Furthermore, from the post-test data of the REAP method, Asymp.Sig (2-tailed) was obtained at 0.065. From these data, Asymp.Sig (2-tailed) is greater than 0.05. This means that the Post-test data for the REAP method are normally distribute

b. Variant Homogeneity Test

The homogeneity test of variance was carried out with the aim of testing the homogeneity of some parts of the sample, namely whether or not the variants of the samples taken from the same population were

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uniform (Arikunto, 2010: 363). The homogeneity test was obtained from the Pre-test and Post-test data of the REAP method.

Testing the homogeneity of the variance in this study was carried out with the help of the SPSS 25 program. The criteria taken were that if the significance value was > 0.05, then the sample came from a homogeneous population.

The results of the Pre-test and Post-test data variant homogeneity test calculations for complete reading comprehension can be seen in the appendix. The summary of the results of the homogeneity test of data variants Pre-test and Post-test of reading comprehension skills in this study can be seen in the following table:

Table 4.4

Summary of Pre-test and Post-test Data

Homogeneity Test Results Reading Comprehension Skills

Data	Levene Statistics	df1	df2	Sig.	Keterangan
Pre-test	0,327	1	62	0,570	0,570>0,05 = Homogeneous
Post-test	0,149	1	62	0,701	0,701>0,05 = Homogeneous

The table above shows that the Pre-test results have a statistical level of 0.327, 62 db, and 0.570 significance. Because the significance value is more than 0.05, the pre-test of reading comprehension skills in this study has a homogeneous variant. The Post-test score data has a statistical level of 0.149, 62 db, and a significance value of 0.701. Because the significance value is more than 0.05, the Post-test variant of reading comprehension skills is homogeneous.

3. Data Analysis

Data processing in this study aims to determine whether there is a significant influence between the reading comprehension results of students whose learning uses the REAP method.

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a. T-test Pre-test Scores of Reading Comprehension Skills of the REAP Method

The t-test of the skills to read comprehension of the pre-test data is carried out to test the extent of the influence of REAP on the development of students' reading abilities. The results of the REAP method Pretest score statistics can be seen in the following table:

Table 4.5

REAP Pre-test Score Statistical Data

Pre-test Data	Jumlah Subjek	Mean	Standard Deviation
REAP method	32	29,28	3,785

b. T-test Post-test Scores Reading Comprehension Skills of the REAP Method

The t-test of the data post-test of the reading comprehension skills of the REAP method was carried out to determine whether or not there was an effect of the REAP method on students' reading comprehension skills. The statistical results of the REAP method Posttest scores are presented in the following table:

Table 4.6

Statistical Data of Post-test Scores Scores for the REAP Method

Post-test Data	Number of Subjects	Mean	Standard Deviation
REAP method	32	33,03	1,975

c. T-test Pre-test and Post-test Scores of Reading Comprehension Skills of the REAP method

The t-test of the reading comprehension scores of the REAP method used pre-test and post-test data. The REAP group statistical data is presented in the following table:

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Table 4.7

Statistical Data of Pre-test and Post-test Scores

of Reading Comprehension Skills of the REAP Method

Data	Number of Subjects	Mean	Standard Deviation
Pre-test	32	29,28	2,785
Post-test	32	33,03	1,975

The table shows that the average score of the REAP method has increased. This increase can be seen from the post-test average score which is greater than the pre-test average value. The statistical data were then analyzed using the t-test with the help of SPSS 25. The t-test aims to determine the effect of the REAP method on students' reading skillss before and after being given treatment. Complete t test results can be seen in the appendix. The summary of the results of the pre-test and post-test reading comprehension of the REAP method is presented in the following table:

Table 4.8

Summary of T-test Results Pre-test and Post-test

Reading Comprehension Skills of the REAP Method

Data	**T_c**	**T_0**	**Df**	**O**	**Description**
REAP method Pre-test and Post-test	5,230	2,04	31	0,000	$T_c > T_0$ (5,230 > 2,04) atau O < 0,05 (0,00 < 0,05): Significant

Description:

T_c : t count

T_0 : t table

Df : Degree of Freedom

O : Opportunity

From the table it is known that the calculated t value is 5.230 with 31 db at a significance level of 5%. In addition, a p-value of 0.000 was obtained. The p-value of the t-test results for reading comprehension

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skillss is smaller than the significance level of 0.05. While the value of t count is greater than t table. From these data it can be concluded that the skills to read comprehension of the REAP method has increased significantly. The results of the t-test show that there is a significant effect on reading comprehension skills on the REAP method. Complete t test results can be seen in the appendix.

4. Results of Hypothesis Testing

The hypothesis in this study is "there is a significant effect of the use of the REAP method on the development of reading comprehension skills of class XI students of SMA Negeri 12 Sarolangun".

H_o = there is no significant effect of using the REAP method on the development of reading comprehension skills of class XI students of SMA Negeri 12 Sarolangun, rejected.

H_a = there is a significant effect of the use of the REAP method on the development of reading comprehension skills of class XI students of SMA Negeri 12 Sarolangun, accepted.

B. Discussion of Research Results

This research is conducted at SMA Negeri 12 Sarolangun with a population of 32 students in class XI IPS 1 SMA Negeri 12 Sarolangun. The purpose of this study was to determine whether there was a significant effect on the use of the REAP method to improve students' reading comprehension skills in class XI IPS 1 Senior High School Negeri 12 Sarolangun.

1. Description of Initial Conditions (Pre-test) Reading Comprehension Skills of the REAP Method

Pre-test is given to determine the initial conditions of students' reading comprehension ability. The instrument given in the Pre-test is an objective test consisting of 40 questions with 5 answer choices. After the pre-test, it was found that the average value of the REAP method was 29.28.

The pre-test score of reading comprehension comprehension using the REAP method was then analyzed using the t-test. The purpose of the test is to find out whether there is a significant effect of the REAP method on students'

reading comprehension skills prior to treatment. From the pretest data t test it is known that the t value is 0.906 with 62 db at a significance level of 0.05. The p-value obtained is 0.368. The p value is greater than the significance level (0.368 > 0.05), which means it is not significant. That is, the results of the pre-test data t-test showed that there was no significant effect on the reading comprehension ability of the REAP method before being given treatment. In other words, the level of reading comprehension skills between the REAP methods before being given treatment is the same.

2. Description of the Final Conditions (Post-test) Reading Comprehension Skills of the REAP Method

After the pre-test, the REAP method follows the reading comprehension learning activities by using the steps contained in each method. Learning to read comprehension using the REAP method includes four stages, namely reading, encoding the author's ideas, writing annotations, and reflecting on criticism. The reading or reading stage is the first stage in the REAP method. At this stage, students read the text provided by the teacher. Through reading activities, readers are expected to be able to determine the ideas expressed by the author.

The second stage in the REAP method is the stage of encoding the author's ideas. At this stage, students determine and encode the author's ideas. After reading the text provided by the teacher and finding the author's idea, students then rewrite the author's idea in their own words. The third stage in the REAP method is the annotating stage or making notes. At this stage, students record the author's ideas for themselves or share them with others. Writing annotations requires readers to interact with the author's ideas, digest these ideas into their own language, and make these ideas as material for writing.

The final stage in the REAP method is contemplating or contemplating criticism. At this stage, the teacher guides students to reflect on the contents of the text they have read. Students then submit comments and criticisms of the contents of the reading. The comments and criticisms are discussed together in glasses to get the final conclusions and equate the students' and teachers'

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perceptions of the contents of the readings that have been read by students. From the results of observations, the entire series of reading comprehension learning activities using the REAP method experienced several obstacles. This obstacle arises from the difficulty of conditioning students to focus on reading considering that the reading stage in the REAP method is the initial stage. In addition, there are also some students who are lazy to write notes, making it difficult for teachers to get valid student work.

Despite encountering several obstacles, learning to read with the REAP method can run well. The contemplating or critical contemplation stage which is carried out using the discussion method makes students excited to understand the reading text given by the teacher. At the first meeting, many students did not focus on reading because they did not have clear reading goals. However, at the next meeting students can read with a focus on finding the main idea in the reading which will be used as material for discussion with classmates.

After being given treatment, both groups were given a post-test with the same material as the pre-test. The post test was conducted to find out whether there were differences in students' reading comprehension abilities in the REAP method after being given different treatments. The post test results show that the average value of the REAP method is 33.03.

Post-test data were then analyzed using the t-test formula. This test aims to determine whether there is a significant effect of the REAP method on students' reading comprehension ability after being given treatment. The results of the t-test for the post-test data showed a tcount value of 3.953 with 62 db at a significance level of 5%. The p-value obtained is 0.000 which means it is smaller than the significance level of 0.05. Thus it can be concluded that there is a significant effect of the REAP method on students' reading comprehension skills after being given treatment.

The use of the REAP method affects the success rate of students in learning reading comprehension. This difference can be seen from the increase in the average score both before and after being given treatment. This is in

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accordance with Tampubolon's statement (in Zuchdi, 2008:24) which states that the use of reading techniques and methods is a factor that influences reading comprehension.

The series of processes that students go through in the REAP method are quite long and complicated, namely reading, encoding the author's ideas, writing annotations, and contemplating criticism. But it cannot be denied that the four steps which are related to each other support each other so that if students are able to go through the whole process well, students' ability to understand the ideas contained in the text will increase.

In addition, the process of writing main idea annotations conveyed by readers in reading texts also helps students to be more critical of the content of a reading so that it indirectly motivates students to understand the content of the reading more deeply. Several other students did not understand so that the discussion process on topics related to reading became less effective. The ineffectiveness of the discussion process before reading affects students' understanding of the main ideas of the reading they read.

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CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

Based on the results of the research and discussion that has been carried out, the conclusions that can be drawn from this study are as follows:

1. There is a significant effect when using the REAP method on students' reading comprehension skills in class XI Social 1 SMA Negeri 12 Sarolangun. This can be seen from the results of the analysis using the test. From the post-test data for the REAP group, the calculated t value was greater than t table (3.953 > 2.00) at a significance level of 5%.
2. Learning to read comprehension for class XI SMA Negeri 12 Sarolangun using the REAP method has proven to be more effective than not using the REAP method in improving learning to read comprehension. This can be seen in the increase in scores before (pre-test) and after being given treatment (post-test). The increase in the average score in the REAP group was 3.75.

B. Suggestion

Based on the conclusions described above, the suggestions that can be submitted are as follows:

1. It is necessary to carry out further research to find out the differences in the effectiveness of the REAP method when compared to learning method other in learning reading comprehension.
2. The effectiveness of the REAP method that has been tested in this study shows that this method can be used in learning reading comprehension in class XI students of SMA Negeri 12 Sarolangun.

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APPENDIX

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APPENDIX I

Pretest and Posttest Score Data on Reading Comprehension Skills by Using REAP Method

NO.	Pretest	Posttest
1	30	34
2	32	33
3	24	36
4	34	31
5	29	33
6	31	34
7	30	32
8	30	30
9	33	34
10	33	32
11	31	33
12	26	35
13	27	32
14	29	33
15	27	33
16	31	33
17	28	35
18	25	33
19	30	33
20	33	30
21	33	29

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APPENDIX II

Frequency Dsitribution

Statistics

		Pretest	Posttest
N	Valid	32	32
	Missing	0	0
Mean		29,2813	33,0313
Std. Error of Mean		,49235	,34921
Median		30,0000	33,0000
Mode		27,00[a]	33,00
Std. Deviation		2,78515	1,97540
Variance		7,757	3,902
Range		10,00	7,00
Minimum		24,00	29,00
Maximum		34,00	36,00
Sum		937,00	1057,00

a. Multiple modes exist. The smallest value is shown

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24,00	1	3,1	3,1	3,1
	25,00	2	6,3	6,3	9,4
	26,00	3	9,4	9,4	18,8
	27,00	5	15,6	15,6	34,4
	28,00	2	6,3	6,3	40,6
	29,00	2	6,3	6,3	46,9
	30,00	5	15,6	15,6	62,5
	31,00	4	12,5	12,5	75,0
	32,00	3	9,4	9,4	84,4
	33,00	4	12,5	12,5	96,9
	34,00	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29,00	2	6,3	6,3	6,3
	30,00	2	6,3	6,3	12,5
	31,00	3	9,4	9,4	21,9
	32,00	4	12,5	12,5	34,4
	33,00	8	25,0	25,0	59,4
	34,00	4	12,5	12,5	71,9
	35,00	6	18,8	18,8	90,6
	36,00	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

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APPENDIX III

Normality Test Results Data Distribution

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	32	100,0%	0	0,0%	32	100,0%
Posttest	32	100,0%	0	0,0%	32	100,0%

Descriptives

			Statistic	Std. Error
Pretest	Mean		29,2813	,49235
	95% Confidence Interval for Mean	Lower Bound	28,2771	
		Upper Bound	30,2854	
	5% Trimmed Mean		29,3125	
	Median		30,0000	
	Variance		7,757	
	Std. Deviation		2,78515	
	Minimum		24,00	
	Maximum		34,00	
	Range		10,00	
	Interquartile Range		4,75	
	Skewness		-,128	,414
	Kurtosis		-1,102	,809
Posttest_eksperimen1	Mean		28,5938	,46848
	95% Confidence Interval for Mean	Lower Bound	27,6383	
		Upper Bound	29,5492	
	5% Trimmed Mean		28,5694	
	Median		28,0000	
	Std. Deviation		1,97540	
	Minimum		29,00	
	Maximum		36,00	
	Range		7,00	
	Interquartile Range		3,00	
	Skewness		-,394	,414

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Kurtosis		-,538	,809
Mean		30,9688	,28214
95% Confidence Interval for Mean	Lower Bound	30,3933	
	Upper Bound	31,5442	
5% Trimmed Mean		31,0208	
Median		31,0000	
Variance		2,547	

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,137	32	,130	,952	32	,169
Posttest	,150	32	,065	,945	32	,102

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX IV

Variance Homogeneity Test

1. Pretest Homogeneity Test

Descriptives

Skor

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	32	29,2813	2,78515	,49235	28,2771	30,2854	24,00	34,00
2	32	28,6563	2,73106	,48279	27,6716	29,6409	24,00	35,00
Total	64	28,9688	2,75433	,34429	28,2807	29,6568	24,00	35,00

Test of Homogeneity of Variances

Skor

Levene Statistic	df1	df2	Sig.
,327	1	62	,570

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ANOVA

Skor

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,250	1	6,250	,822	,368
Within Groups	471,688	62	7,608		
Total	477,938	63			

2. Postest Homogeneity Test

Descriptives

Skor

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	32	33,0313	1,97540	,34921	32,3190	33,7435	29,00	36,00
2	32	31,1563	1,81587	,32100	30,5016	31,8109	28,00	36,00
Total	64	32,0938	2,10607	,26326	31,5677	32,6198	28,00	36,00

Test of Homogeneity of Variances

Skor

Levene Statistic	df1	df2	Sig.
,149	1	62	,701

ANOVA

Skor

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56,250	1	56,250	15,626	,000
Within Groups	223,188	62	3,600		
Total	279,438	63			

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APPENDIX V

Independent T-Test

1. Independent T-test (Pre-test)

Group Statistics

	pretest	N	Mean	Std. Deviation	Std. Error Mean
Skor	1	32	29,2813	2,78515	,49235
	2	32	28,6563	2,73106	,48279

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,327	,570	,906	62	,368	,62500	,68956	-,75341	2,00341
Equal variances not assumed			,906	61,976	,368	,62500	,68956	-,75342	2,00342

2. Independent T-test (Post-test)

Group Statistics

	posttest	N	Mean	Std. Deviation	Std. Error Mean
Skor	1	32	33,0313	1,97540	,34921
	2	32	31,1563	1,81587	,32100

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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% ConfidenceInterval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	,149	,701	3,953	62	,000	1,87500	,47433	,92683	2,82317
	Equal variances not assumed			3,953	61,565	,000	1,87500	,47433	,92670	2,82330

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APPENDIX VI

Table Validity of Testing Multiple Choice

NO	Items	R Count	R Table	Valid	Invalid
1.	Soal 1	0,316	0,304	✓	
2.	Soal 2	0,306	0,304	✓	
3.	Soal 3	0,329	0,304	✓	
4.	Soal 4	0,369	0,304	✓	
5	Soal 5	0,079	0,304		×
6.	Soal 6	0,019	0,304		×
7.	Soal 7	0,380	0,304	✓	
8.	Soal 8	0,314	0,304	✓	
9.	Soal 9	0,052	0,304		×
10.	Soal 10	0,330	0,304	✓	
11.	Soal 11	0,361	0,304	✓	
12	Soal 12	0,013	0,304		×
13.	Soal 13	0,344	0,304	✓	
14.	Soal 14	0,051	0,304		×
15.	Soal 15	0,345	0,304	✓	
16.	Soal 16	0,337	0,304	✓	
17.	Soal 17	0,395	0,304	✓	
18.	Soal 18	0,076	0,304		×
19.	Soal 19	0,352	0,304	✓	
20.	Soal 20	0,021	0,304		×
21.	Soal 21	0,369	0,304	✓	
22.	Soal 22	0,305	0,304	✓	
23.	Soal 23	0,433	0,304	✓	
24.	Soal 24	0,330	0,304	✓	
25.	Soal 25	0,350	0,304	✓	
26.	Soal 26	0,402	0,304	✓	
27.	Soal 27	0,328	0,304	✓	
28.	Soal 28	0,019	0,304		×
29.	Soal 29	0,407	0,304	✓	
30.	Soal 30	0,319	0,304	✓	
31.	Soal 31	0,528	0,304	✓	
32.	Soal 32	0,385	0,304	✓	
33.	Soal 33	0,219	0,304	✓	
34.	Soal 34	0,328	0,304	✓	
35.	Soal 35	0,612	0,304	✓	
36.	Soal 36	0,059	0,304		×
37.	Soal 37	0,407	0,304	✓	
38.	Soal 38	0.452	0,304	✓	
39.	Soal 39	0,077	0,304		×
40.	Soal 40	0,399	0,304	✓	

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

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33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

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Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Semester : Ganjil

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Teks Deskripi dengan Metode REAP

A. Standar Kompetensi

1.1 Membaca

Memahami wacana tulis dengan membaca ektensif, membaca intensif, dan membaca nyaring.

B. Kompetensi Dasar

1.2 Menemukan informasi untuk bahan diskusi melalui membaca intensif.

C. Indikator

No.	Indikator	Nilai Budaya dan Karakter Bamgsa
1.	Siswa mampu menentukan gagasan utama bacaan yang dibaca.	Tanggung jawab
2.	Siswa mampu menyampaikan gagasan utama bacaan yang dibaca di depan kelas.	Percaya diri
3.	Siswa mampu memberikan komentar dan kritik terhadap isi bacaan yang dibaca disertai alasan yang masuk akal.	Kritis

D. Tujuan Pembelajaran

Setelah melakukan proses pembelajaran diharapkan siswa mampu:

1. Siswa mampu menentukan gagasan utama bacaan yang dibaca.
2. Siswa mampu menyampaikan gagasan utama bacaan yang dibaca di depan kelas.
3. Siswa mampu memberikan komentar dan kritik terhadap isi bacaan yang dibaca disertai alasan yang masuk akal.

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E. Materi Pembelajaran

Membaca pemahaman (reading comprehension) adalah suatu proses mendapatkan pemahaman dari suatu wacana dengan melibatkan bahasa, motivasi, persepsi, pengembangan konsep, bahkan keseluruhan pengalaman (Zuchdi, 2008: 23). Smith dan Dechant (dalam Ahuja, 2010: 50-51) mengungkapkan bahwa proses mendapatkan pemahaman tersebut dapat dilakukan dengan mengaitkan makna dengan simbol grafis, menyerap makna suatu kata, memahami gagasan utama, menarik kesimpulan, menerapkan gagasan, dan mengintegrasikannya dengan pengalaman masa lalu.

Tes membaca pemahaman dapat disusun berdasarkan taksonomi Barret. Taksonomi Barret merupakan taksonomi membaca yang dikembangkan oleh Thomas C. Barret. Taksonomi Barret terbagi atas lima kategori, yaitu pemahaman harfiah, reorganisasi, pemahaman inferensial, evaluasi, dan apresiasi (Kasianti, 2009: 59)

F. Metode pembelajaran REAP

Metode REAP

G. Kegiatan Pembelajaran

1. Pertemuan 1
   a. Kegiatan Awal (10 menit)
      1) Guru mengecek kesiapan siswa
      2) Guru mempersiapkan media pembelajaran yang akan digunakan
      3) Guru dan siswa berdoa sebelum memulai pelajaran.
   b. Kegiatan Inti (25 menit)
      1) Guru menjelaskan pokok pembelajaran yang akan dipelajari.
      2) Guru membagikan bacaan berjudul “Rumah Nenek” dan lembar kerja siswa.
      3) Siswa membaca dalam hati bacaan yang telah dibagi oleh guru.
      4) Setelah selesai membaca, siswa menuliskan gagasan utama bacaan dalam dalam satu kalimat.
      5) Siswa menulis kembali gagasan utama dalam bacaan yang telah mereka baca dengan kata-kata mereka sendiri.

6) Guru membagi siswa ke dalam beberapa kelompok dengan jumlah anggota masing-masing 3 atau empat.
7) Siswa dalam kelompok mendiskusikan tulisan mengenai gagasan utama dari bacaan yang telah mereka baca.
8) Masing-masing kelompok menentukan gagasan utama untuk disampaikan dalam diskusi umum.
9) Masing-masing kelompok menuliskan hasil diskusi mereka ke dalam lembar kerja yang telah disediakan oleh guru.
10) Setelah pelaksanaan diskusi kelompok selesai, guru melibatkan siswa dalam diskusi umum yang diikuti oleh semua kelompok.
11) Perwakilan masing-masing kelompok mempresentasikan hasil diskusi tentang gagasan utama bacaan yang telah dibaca.
12) Siswa dari kelompok lain diperkenankan menyanggah atau menanggapi hasil diskusi kelompok yang melakukan presentasi.
13) Setelah perwakilan semua kelompok mendapat giliran presentasi, guru mengajakseluruh siswa berdiskusi untuk menyamakan persepsi tentang gagasan utama bacaan yang telah dibaca.
14) Guru mengarahkan siswa untuk merenungkan kembali bacaan yang telah mereka baca.
15) Siswa bergantian memberikan kritik atau komentar terhadap isi bacaan yang telah mereka baca.
16) Guru memberi siswa kesempatan untuk bertanya mengenai hal-hal yang belum siswa pahami.
17) Guru dan siswa menyimpulkan pembelajaran membaca pemahaman yang telah mereka lakukan.
18) Guru menghubungkan pemahaman siswa sebelum dan sesudah membaca dan membandingkannya.
19) Guru memberi siswa kesempatan untuk bertanya mengenai hal-hal yang belum siswa pahami.

c. Kegiatan Akhir (5 menit)

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1) Bersama-sama peserta didik, guru menyimpulkan materi pembelajaran yang telah dipelajari.
2) Guru mengadakan evaluasi pembelajaran menemukan gagasan utama dalam teks.
3) Setelah evaluasi selesai, siswa dan guru melakukan tanya jawab tentang materi yang belum siswa pahami.
4) Guru memberi tugas untuk mengerjakan LKS di rumah masing-masing agar lebih memahami materi yang telah dipelajari.

2. Pertemuan 2
   a. Kegiatan Awal (10 menit)
      1) Guru mengecek kesiapan siswa.
      2) Guru mempersiapkan media pembelajaran yang akan digunakan.
      3) Guru dan siswa berdoa sebelum memulai pelajaran.
      4) Kegiatan Inti (25 menit)
      5) Guru menjelaskan kepada siswa tentang materi pelajaran yang akan dipelajari.
      6) Guru menampilkan sebuah gambar yang merepresentasikan tema bacaan yang akan dibaca siswa melalui PPT.
      7) Guru menjelaskan sepintas gambar yang telah ditampilkan untuk memfokuskan bahan diskusi.
      8) Siswa bersama guru berdiskusi tentang hal-hal yang siswa ketahui berkenaan dengan gambar yang telah ditampilkan.
      9) Guru membagikan lembar kerja 1 yang berisi kolom yang akan diisi siswa dengan daftar hal yang ingin siswa ketahui tentang topik bacaan.
      10) Siswa menuliskan sebanyak-banyaknya hal-hal yang ingin mereka ketahui dari bacaan yang akan mereka baca dalam bentuk daftar pertanyaan.
      11) Guru membagikan teks bacaan berjudul “Mana Tempat Sampahmu?” kepada siswa.
      12) Siswa membaca dalam hati teks bacaan yang dibagikan guru.

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13) Siswa menuliskan hasil membaca mereka dalam beberapa kalimat.
14) Siswa secara bergantian menyampaikan secara lisan tentang tulisan yang telah mereka buat.
15) Guru bersama siswa mendiskkusikan hasil tulisan siswa secara umum.
16) Guru kembali mengingatkan siswa untuk mencermati daftar pertanyaan yang ingin siswa ketahui jawabannya dari bacaan.
17) Siswa dan guru bertanya jawab tentang daftar pertanyaan siswa yang belum mereka temukan jawabannya dalam bacaan yang telah mereka baca.
18) Guru memotivasi siswa untuk mencari jawaban dari pertanyaan yang belum terjawab dalam teks bacaan lain yang relevan dengan teks bacaan yang telah mereka baca.
19) Bersama guru, siswa menyimpulkan materi pembelajaran yang telah mereka pelajari.
20) Kegiatan Akhir (5 menit)
21) Bersama-sama peserta didik, guru menyimpulkan materi pembelajaran yang telah dipelajari.
22) Guru mengadakan evaluasi pembelajaran menemukan gagasan utama dalam teks.
23) Setelah evaluasi selesai, siswa dan guru melakukan tanya jawab tentang materi yang belum siswa pahami.
24) Guru memberi tugas untuk mengerjakan LKS di rumah masing-masing agar lebih memahami materi yang telah dipelajari.

3. Pertemuan 3
   a. Kegiatan Awal (10 menit)
      1) Guru mengecek kesiapan siswa.
      2) Guru mempersiapkan media pembelajaran yang akan digunakan.
      3) Guru dan siswa berdoa sebelum memulai pelajaran.
      4) Kegiatan Inti (25 menit)

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5) Guru menjelaskan kepada siswa tentang materi pelajaran yang akan dipelajari.
6) Guru menampilkan sebuah gambar yang merepresentasikan tema bacaan yang akan dibaca siswa melalui PPT.
7) Guru menjelaskan sepintas gambar yang telah ditampilkan untuk memfokuskan bahan diskusi.
8) Siswa bersama guru berdiskusi tentang hal-hal yang siswa ketahui berkenaan dengan gambar yang telah ditampilkan.
9) Guru membagikan lembar kerja 1 yang berisi kolom yang akan diisi siswa dengan daftar hal yang ingin siswa ketahui tentang topik bacaan.
10) Siswa menuliskan sebanyak-banyaknya hal-hal yang ingin mereka ketahui dari bacaan yang akan mereka baca dalam bentuk daftar pertanyaan.
11) Guru membagikan teks bacaan berjudul “My Mother” kepada siswa.
12) Siswa membaca dalam hati teks bacaan yang dibagikan guru.
13) Siswa menuliskan hasil membaca mereka dalam beberapa kalimat.
14) Siswa secara bergantian menyampaikan secara lisan tentang tulisan yang telah mereka buat.
15) Guru bersama siswa mendiskkusikan hasil tulisan siswa secara umum.
16) Guru kembali mengingatkan siswa untuk mencermati daftar pertanyaan yang ingin siswa ketahui jawabannya dari bacaan.
17) Siswa dan guru bertanya jawab tentang daftar pertanyaan siswa yang belum mereka temukan jawabannya dalam bacaan yang telah mereka baca.
18) Guru memotivasi siswa untuk mencari jawaban dari pertanyaan yang belum terjawab dalam teks bacaan lain yang relevan dengan teks bacaan yang telah mereka baca.

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23) Setelah evaluasi selesai, siswa dan guru melakukan tanya jawab tentang materi yang belum siswa pahami.
24) Guru memberi tugas untuk mengerjakan LKS di rumah masing-masing agar lebih memahami materi yang telah dipelajari.

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SYLLABUS

Sekolah : SMAN 12 Sarolangun

Kelas/Semester : XI / Ganjil

Mata Pelajaran : Bahasa Inggris

Kompetensi Dasar	Materi Utama/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Penliaian		
1.1 Memahami maksud dari suatu teks	Penemuan gagasan utama dalam teks	• Memahami cara menemukan gagasan utama dalam bacaan. • Membaca teks bahasa Inggris dengan judul “My Mother”. (*) • Mendiskusikan maksud,tujuan, dan gagasan utama dalam teks.	• Mampu mengungkapkan gagasan utama/ide pokok dalam setiap paragraph suaru bacaan. • Mampu menunjukan letak kalimat utama dalam suatu paragraph pada teks bacaan.	Tes tulis	Uraian	Soal tes	2x45 menit	• Buku bank soal bahasa Inggris (Tim Widya Gama, 2017)
Nilai pendidikan karakter yang ditanamkan kepada siswa: (*) Teliti.								

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The following are Pre-test questions that will be used:

Question number 1 to 5 is based on the following text.

This is Mr. Kardono House. It's big, clean, and comfortable. There is a garden in the front of the house, there are some flowers in the garden. There is a living room, a dining room, two bathrooms, a kitchen, three bedrooms and a garage. Mr. Kardono has same pets, a dog, and a parrot. Mr. Kardono takes care of the pets very carefully.

1. The type of the text is?
   a. Description
   b. Procedure
   c. Recount
   d. Spoof
   e. Narrative
2. What do you call the first paragraph of the text?
   a. Orientation
   b. General classification
   c. Identification
   d. Event
   e. Description
3. The communicative purpose of the text is?
   a. To present to point about Haryono's house
   b. To persuade reader to keep their house
   c. To explain how Mr. Kardono maintains his house
   d. Mr. Kardono have some pets
   e. To describe the conditions of Mr. Kardono's house
4. The text organization of the text is?
   a. Identification, description
   b. General clarification, description
   c. Orientation, event
   d. orientation, evaluation
   e. Identification, orientation
5. Mr. Kardono has some pets the are?
   a. A cat
   b. A kitchen
   c. A snake
   d. A garden
   e. A dog

Question number 6 to 7 is based on the following text.

Spot is a regular house cat. He is an adorable cat. He is orange with white and black spots. I like to cuddle him because his fur is so soft. Every morning I give Spot milk. He does not like a rice. I give him a cat food. Spot is an active animal, he likes to run around the house. He likes to chase everyone in my house. When he feels tired, Spot sometimes sleeo on the sofa in the living room or under the table (Tasri, 2018).

6. What type of the text above?
   a. Report
   b. Recount
   c. Description
   d. Procedure
   e. Narrative
7. Witch the statement is not TRUE according to the text?
   a. Spot likes rice.
   b. Spot usually sleeps on the sofa in the living room.
   c. Spot has white and black spots.
   d. Spot likes to chase everyone in the house.
   e. Spot likes to go around the house.

Question number 8 to 10 is based on the following text.

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.
He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

8. What is the purpose of the text?
   a. To persuade the readers to choose him in the election
   b. To entertain the readers about the story of Barack Obama
   c. To report the life of the president of United States of America
   d. To describe Barack Obama's physical appearance and personality
   e. To inform the past of Barack Obama
9. "… dark complexion, pointed nose, and oval face." The antonym of the word "pointed" is?
   a. Flat
   b. Short

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c. Straight
d. Handsome
e. Fat

10. What type of the text above?
    a. Report
    b. Recount
    c. Description
    d. Procedure
    e. Narrative

Question number 11 to 13 is based on the following text.

Atmosphere of Venus

Data from the Pioneer spacecraft of NASA apparently prove the theory that the high surface temperature of Venus is due to an atmospheric greenhouse effect caused mainly by a blanket of carbon dioxide. Such a greenhouse effect is created when energy in the form of sunlight easily passes through a planet's atmosphere, warms its surface, and is converted to heat radiation that is then held in by the atmosphere from top to bottom. Venus has a relatively thin atmosphere like the Earth's, but Venus' atmosphere consists of more than ninety percent carbon dioxide, compared to less than four percent in that of the Earth. Because of its higher percentage of carbon dioxide, Venus' atmosphere traps much more heat radiation than does the Earth's. Thus, the Venus studies are believed to be important to the understanding of possible adverse effects on the Earth's agriculture that could result from the long-term use of fossil fuels, which add carbon dioxide to the atmosphere.

11. According to the passage, data from the Venus study can be used to
    a. Measure the amount of carbon dioxide in the atmosphere accurately.
    b. Increase the emission of carbon dioxide into the atmosphere.
    c. Test the efficiency of the spacecraft sent to Venus by NASA.
    d. Predict future agricultural problems on Earth.
    e. Determine the topography and the surface characteristics of the Earth.
12. We understand from the passage that the atmosphere of Venus
    a. Is thinner than the atmosphere of the Earth.
    b. Contains much more carbon dioxide than that of the Earth.
    c. Traps less heat radiation compared to the atmosphere of the Earth.
    d. Blocks out dangerous rays from the sun.
    e. Is far colder than the atmospheres of other planets in our solar system.
13. One can infer from the passage that..
    a. There is no difference between the atmospheres of Venus and the Earth.
    b. The atmosphere of the Earth consists of mainly carbon dioxide.
    c. The more carbon dioxide in the atmosphere, the warmer the world will tend to get.
    d. Lack of atmosphere causes a very high surface temperature on Venus.
    e. Venus had once enjoyed a climate of the sort hospitable to life.

Question number 13 to 15 is based on the following text.

How Does Brain Work?

Theories about how brain works remain a topic of debate. It is agreed, though, that the hippocampus, a part of the brain, is undeniably important for memory. When we experience something, the information is sent via our senses to the hippocampus, where it is processed. Scientists believe that brain cells called neurons first transform the sensory stimuli we experience into images in our immediate memory. Then, these images are sent to the hippocampus and stored temporarily in short-term memory. In the hippocampus, information is organized, and it is during this process that parts of the image of our experience fade away. Finally, certain information is then transferred to long-term memory in a section in the frontal lobe of the brain known as the cerebral cortex. Scientists think this process may happen while we are sleeping, but exactly how the information is transferred from one area of the brain to another is a mystery.

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14. This reading is mainly concerned with ..
    a. How to improve our memory.
    b. why some of the information in short-term memory fades away.
    c. Illness that results in severe memory loss.
    d. How human brain processes and stores information.
    e. The importance of neurons in transferring sensory stimuli.
15. According to the passage scientists...
    a. Know that information is sent from the long-term memory to the hippocampus.
    b. Have found out why some of the information is lost in the hippocampus.
    c. Don't know exactly how the information is transferred from one area of the brain to another.
    d. Agree on how the brain works.
    e. Still debate whether the hippocampus is important for memory.
16. It is pointed out in the reading that...
    a. The brain was not considered
    b. Highly complex organ in the past.
    c. Damage to hippocampus doesn't cause memory loss.
    d. All of the information stored in the short term is transferred to the longtime memory.
    e. Hippocampus is in the frontal lobe of the brain.

Question number 17 to 18 is based on the following text.

Fictional stories about people who have extraordinary abilities have always attracted people's attention. One of them is the story of Vera Petrova, who is able to perceive things with different parts of her skin, and through solid walls. One day she comes into his father's office and puts her hands on the door of a locked safe. Suddenly she asks her father why he keeps so many old newspapers locked away there. Vera's curious talent is brought to the notice of a scientific research institute and she is given a series of tests by a special commission. During these tests she manages to read a newspaper through an opaque screen and then she describes the figures and colors of a picture hidden under a carpet. During all these tests Vera is blindfolded; and, indeed, except when blindfolded she lacks the ability to perceive things with her skin. It was also found that although she could perceive things with her fingers, this ability ceased the moment her hands were wet.

17. It is pointed out in the reading that Vera Petrova loses the ability to perceive objects with her fingers..
    a. When her father first notices this ability.
    b. When she is asked to read a newspaper through an opaque screen.
    c. After she is given a series of tests.
    d. As soon as her hands get wet.
    e. When the object is hidden under a carpet.
18. According to the reading, —-.
    a. Vera Petrova's father asks her why she keeps the old newspapers in the locked safe.
    b. The scientific research institute is not interested in Vera Petrova's talent.
    c. Vera can't perceive objects with her skin unless she is blindfold.
    d. There are several scientific research institutes which examine people like Vera.
    e. The special commission is made up by people who can also perceive objects with their skin.

Question number 19 to 21 is based on the following text

The Bermuda Triangle

The Bermuda Triangle occupies a disturbing and almost unbelievable place in the world's catalog of unexplained mysteries. More than a hundred planes and ships have vanished in this area into the air since 1945, and more than a thousand lives have been lost, without a single body or even a piece wreckage from the vanishing planes or ships having been found. Many of the planes concerned have vanished while in normal radio contact with their base until the very moment of their disappearance, while others have radioed the most extraordinary

messages, implying that they could not get their instruments to function, that their compasses were spinning, that the sky had turned yellow and hazy on a clear day, and the ocean, which was calm nearby, didn't look right without further clarification of what was wrong.

19. One can infer from the reading that…
    a. The wreckages of some ships and planes have been found in the Bermuda Triangle.
    b. The number of incidents involving lost ships is no larger than that of any other heavily traveled region of the world.
    c. The ships. and the planes couldn't contact their base due to the lack of equipment.
    d. The weather in Bermuda Triangle is always stormy.
    e. The first mention of disappearances in the area was made in 1945.
20. It is pointed out in the passage that…
    a. Thousands of people lost their lives in the Bermuda Triangle in 1945.
    b. All of the disappearances happened during the daytime.
    c. The Bermuda Triangle mystery was solved in 1945.
    d. Most of the missing planes could contact with their base by their own special means until the very moment of disappearing.
    e. The ocean floor near Bermuda, highly unexplored, is host to many strange phenomena.
21. The reading mainly deals with….
    a. Why so many ships and planes disappear in the Bermuda Triangle.
    b. The mysterious disappearances of ships and planes in the Bermuda Triangle.
    c. The location of the Bermuda Triangle.
    d. The frequency of the disappearances in the Bermuda Triangle.
    e. The unpredictable weather conditions in the Bermuda Triangle.

Question number 22 to 24 is based on the following text

Dolphins

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly, the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

22. It is clear from the passage that dolphins —-.
    a. Don't want to be with us as much as we want to be with them.
    b. Are proven to be less intelligent than once thought.
    c. Have a reputation for being friendly to humans
    d. Are the most powerful creatures that live in the oceans.
    e. Are capable of learning a language and communicating with humans.
23. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ..
    a. Means that they are better adapted to their environment than we are.
    b. Shows that dolphins have a very sophisticated form of communication.
    c. Proves that dolphins are not the most intelligent species at sea.

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d. Does not mean that we are superior to them.
e. Proves that Dolphins have linguistic skills far beyond what we previously thought.

24. One can infer from the reading that …
a. Dolphins are quite abundant in some areas of the world.
b. Communication is the most fascinating aspect of the dolphins.
c. Dolphins have skills that no other living creatures have such as the ability to think.
d. It is not usual for dolphins to communicate with each other.
e. Dolphins have some social traits that are similar to those of humans.

Question number 25 to 27 is based on the following text

Unsinkable Ship

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there was an unpleasant number of questions about why Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

25. One can understand from the reading that —-.
a. The lifesaving equipment did not work well and lifeboats could not be lowered.
b. Design faults and incompetent crew contributed to the sinking of the Estonia ferry.
c. 139 people managed to leave the vessel but died in freezing water.
d. Naval architects claimed that Estonia was unsinkable.
e. Most victims were trapped inside the boat as they were in their cabins.

26. It is clear from the passage that the survivors of the accident …
a. Helped one another to overcome the tragedy that had affected them all.
b. were mostly young men but women, children and the elderly stood little chance.
c. Helped save hundreds of lives.
d. Are still suffering from a severe post-traumatic stress disorder.
e. told the investigators nothing about the accident.

27. According to the passage, when Estonia sank …
a. There were only 139 passengers on board.
b. Few of the passengers were asleep.
c. There were enough lifeboats for the number of people on board.
d. Faster reaction by the crew could have increased Estonia's chances of survival.
e. All the passengers had already moved out into the open decks.

Question number 28 to 30 is based on the following text

Erosion in America

Erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plow in the nineteenth century. By the 1930s, more than 282 million acres of farmland were damaged by erosion. After 40 years of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production. In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.

28. As we understand from the reading, today, soil erosion in America

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a. Causes humans to place new demands on the land.
b. Is worse than it was in the nineteenth century.
c. Happens so slowly that it is hardly noticed.
d. Is the most critical problem that the nation faces.
e. Is worse in areas which have a lot of petroleum production.

29. The author points out in the passage that erosion in America …
    a. Has damaged 282 million acres ever since settlers first put the prairies and grasslands under the plow.
    b. Has been so severe that it has forced people to abandon their settlements.
    c. Occurs only in areas with no vegetation.
    d. Can become a more serious problem in the future.
    e. Was on the decline before the 1930s.
30. It is pointed out in the reading that in America …
    a. Petroleum is causing heavy soil erosion and pollution problems.
    b. Heavy crop production is necessary to meet the demands and to prevent a disaster.
    c. Soil erosion has been hastened due to the overuse of farming lands.
    d. Water is undoubtedly the largest cause of erosion.
    e. There are many ways to reduce erosion.

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Lembar Jawab (Pre-test) REAP

Tes Kemampuan Pemahaman Membaca Siswa

SMA Neger 12 Cermin Nan Gedang, Sarolangun

Nama : Rangga Permana Nomor :

Kelas : X1 Skor : 30×2,5 = 75

Beri tanda silang (X) pada salah satu jawaban yang kamu anggap benar!

1.	X	B	C	D	E
2.	A	X	C	D	E
3.	A	B	C	X	E
4.	X	B	C	D	E
5.	X	B	C	D	E
6.	A	B	C	D	X
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	A	X	C	D	E
10.	X	B	C	D	E
11.	A	B	C	D	X
12.	A	B	C	X	E
13.	A	B	X	D	E
14.	A	X	C	D	E
15.	A	B	X	D	E
16.	A	B	C	D	X
17.	X	B	C	D	E
18.	A	X	C	D	E
19.	A	B	C	X	E
20.	A	B	X	D	E

21.	A	X	C	D	E
22.	A	B	X	D	E
23.	A	B	C	D	X
24.	A	B	C	D	X
25.	X	B	C	D	E
26.	A	X	C	D	E
27..	A	B	C	X	E
28.	A	B	X	D	E
29.	A	B	X	D	E
30.	A	X	C	D	E
31.	A	B	C	D	X
32.	A	B	C	X	E
33.	X	B	C	D	E
34.	X	B	C	D	E
35.	A	X	C	D	E
36.	A	B	C	X	E
37.	A	B	C	D	X
38..	A	X	C	D	E
39.	X	B	C	D	E
40.	A	B	X	D	E

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Lembar Jawab (pre-test) KWL

Tes Kemampuan Pemahaman Membaca Siswa

SMA Neger 12 Cermin Nan Gedang, Sarolangun

Nama : Efriyansyah Nomor :

Kelas : XI Skor : 28×2,5 = 70

Beri tanda silang (X) pada salah satu jawaban yang kamu anggap benar!

1.	**A**	B	C	D	E
2.	A	**B**	C	D	E
3.	A	B	C	**D**	E
4.	A	**B**	C	D	E
5.	A	B	C	D	**E**
6.	A	B	C	**D**	E
7.	A	B	C	D	**E**
8.	A	**B**	C	D	E
9.	**A**	B	C	D	E
10.	A	**B**	C	D	E
11.	A	B	C	**D**	E
12.	A	**B**	C	D	E
13.	**A**	B	C	D	E
14.	A	B	**C**	D	E
15.	A	B	C	D	**E**
16.	A	**B**	C	D	E
17.	A	B	C	D	E
18.	A	B	**C**	D	E
19.	A	B	**C**	D	E
20.	A	B	C	D	**E**

21.	A	**B**	C	D	E
22.	A	B	C	**D**	E
23.	A	B	C	D	**E**
24.	**A**	B	C	D	E
25.	**A**	B	C	D	E
26.	A	B	**C**	D	E
27..	A	B	C	**D**	E
28.	A	**B**	C	D	E
29.	A	**B**	C	D	E
30.	A	B	C	D	**E**
31.	**A**	B	C	D	E
32.	A	B	**C**	D	E
33.	A	B	C	**D**	E
34.	A	**B**	C	D	E
35.	**A**	B	C	D	E
36.	A	B	C	D	**E**
37.	A	B	**C**	D	E
38..	A	B	C	**D**	E
39.	A	**B**	C	D	E
40.	**A**	B	C	D	E

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Lembar Jawab (Post-test) Kw1

Tes Kemampuan Pemahaman Membaca Siswa

SMA Neger 12 Cermin Nan Gedang, Sarolangun

Nama : JESIKA WULANDARI Nomor :

Kelas : X1 Skor : 32×2,5 = 80

Beri tanda silang (X) pada salah satu jawaban yang kamu anggap benar!

1.	X	B	C	D	E
2.	A	B	C	X	E
3..	A	B	X	D	E
4.	A	B	C	D	X
5.	A	X	C	D	E
6.	X	B	C	D	E
7.	X	B	C	D	E
8.	A	B	X	D	E
9.	A	B	C	D	X
10.	A	X	C	D	E
11.	A	X	C	D	E
12.	A	B	C	X	E
13.	A	B	X	D	E
14.	A	X	C	D	E
15.	X	B	C	D	E
16.	A	B	X	D	E
17.	A	X	C	D	E
18.	A	B	C	X	E
19.	A	B	X	D	E
20.	A	B	C	D	X

21.	A	X	C	D	E
22.	A	B	C	D	X
23.	A	B	X	D	E
24.	X	B	C	D	E
25.	X	B	C	D	E
26.	A	B	C	X	E
27..	A	B	C	D	X
28.	A	B	C	D	X
29.	A	B	X	D	E
30.	A	X	C	D	E
31.	A	B	C	X	E
32.	X	B	C	D	E
33.	A	B	C	X	E
34.	A	X	C	D	E
35.	A	B	X	D	E
36.	A	B	C	D	X
37.	A	B	C	D	X
38..	A	B	X	D	E
39.	A	X	C	D	E
40.	X	B	C	D	E

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Lembar Jawab (Post-test) REAP

Tes Kemampuan Pemahaman Membaca Siswa

SMA Neger 12 Cermin Nan Gedang, Sarolangun

Nama : Dela mardiana Nomor :

Kelas : X1 Skor : 34 x 2,5 = 85

Beri tanda silang (X) pada salah satu jawaban yang kamu anggap benar!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27..	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38..	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E

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DOCUMENTATION OF THE RESEARCH

Picture 1.1 State of Students When Teaching and Learning Activities Take Place

Picture 1.2 Group Photo of Class XI IPS 1 Senior High School 12 Sarolangun

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Picture 1.3 State of Students When Teaching and Learning Activities Take Place

Picture 1.4 State of Students When Teaching and Learning Activities Take Place

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CURICULUM VITAE

Name : Nurul Atika

Place/Date of Birth : Sarolangun, August 15th 2000

Address : Teluk Rendah Kec, Cermin Nan Gedang Kab, Sarolangun

Gender : Female

Email : nuruldlaher@gmail.com

Contact Person : 08235124xxxx

Education Background

NO.	Education	Place	Graduated Year
1.	SDN 58 Teluk Rendah	Sarolangun	2012
2.	SMPN Nurul Jadid	Sarolangun	2015
3.	SMAN Nurul Jadid	Sarolangun	2018
4.	Universitas Islam Negeri Sultan Thaha SaifuddinJambi	Jambi	2023

Jambi, February, 2023.

Researcher

Nurul Atika

NIM: 205180110