CHAPTER I

INTRODUCTION

This chapter presents some aspects to explain the reason why this research is done, the aspects are: (a) Background of Study, (b) Research Questions, (c) Research Purpose, (d) Significance of Research, (e) Hypotheses, (f) Research Methodology, (g) Procedures of Data Collection, and (h) Data Analysis.

A. Background of Research

This research is intended to find out the implementation of Reading, Encoding, Annotating, and Pondering (REAP) is a teaching technique developing students' reading skill. Teaching reading is important for student to build the ability of searching a meaning from the written text and interprets the information. Mastering reading skill ensures success not only in learning English, but also in learning any content class where reading in English is required. With strengthened reading ability, students would make greater progress and development in all other areas of learning.

According to Grabe and Stoller (2013:3), reading is the ability of drawing the meaning and interprets the information from written text. Reading is also one part of language skills that need to pay attention by the students. In Indonesia, every student at the end of grade 9th (Junior High school) and grade 12rd (Senior High School) need to pass the examination. The examination of English subject involves mostly two language skills, they are listening and reading. Generally, the examination tests' questions dominantly consist of reading passages. Therefore,

the students are expected to perform well in reading to pass the English examination. That is why reading is a necessary part of learning a language.

This research focuses on using Read, Encode, Annotate and Ponder (REAP) technique. According to Allen (2004), cited in Santi (2015:3), the use of this technique would make the students revisit the text during each stage of the REAP process. The students also learn to represent main ideas and the author's message in their own words. In other words, by following each steps in REAP technique, students learn to make a connection between a text and their own words. It would enable them to comprehend a text and communicate their understanding based on the text.

Marantika and Fitrawati (2013) in the research entitled *R.E.A.P Strategy for Teaching Reading a Narrative Text to Junior High School Students,* explain how to use REAP strategy for teaching narrative text. Another research was conducted by Rahmawati, Supardi, & Bunau (2013) entitled *Using Read, Encode, Annotate and Ponder (REAP) Strategy in Teaching Reading Comprehension.* The research is intended to find out whether REAP strategy gives difference learning achievement or not for teaching reading comprehension on narrative text to the eleventh grade students.

The previous studies above are applying REAP technique only in one text types. Although those studies are effective and show evidence of improving students' reading ability, REAP technique cannot only be used for teaching reading descriptive and narrative texts. Therefore, the present study focuses on the use of Read, Encode, Annotate and Ponder (REAP) technique to improve

Students' Reading skill not only in descriptive and narrative text but in all text types and different grade. Hopefully, the result could make students improve their reading ability and appropriate to overcome their problem in all other areas of learning reading.

In detailed, the research is entitled *The Use of Reading, Encoding, Annotating, and Pondering (R.E.A.P) Technique towards Students' Reading Skill.*

B. Research questions

1. How is the students' reading ability after being taught by using REAP Technique?

2. How is the students' reading ability after being taught by using Pre-Questioning Technique?

3. How significant is the difference between students' reading comprehension with REAP technique and Pre-Questioning Technique?

C. Research purposes

The aims of this research are to find out:

1. The students' reading ability after being taught by using REAP Technique.

2. The students' reading ability after being taught by using Pre-Questioning Technique.

3. How significant is the difference between students' reading comprehension with REAP technique and Pre-Questioning Technique

D. Significance of Research

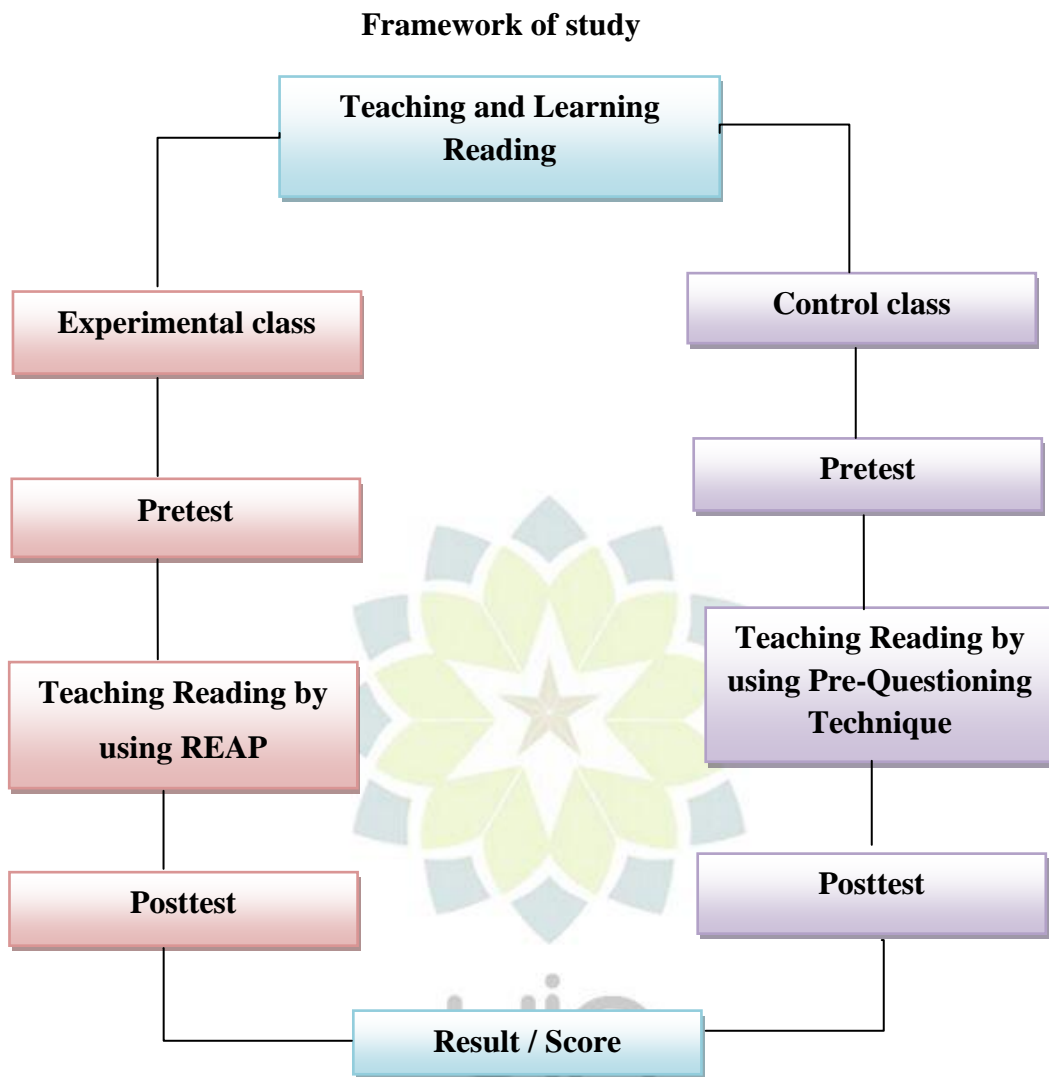The result of the research is to provide more information for the current theory and practice.

1. Theoretically

This research is hopefully useful for other writers as a reference and also guidance in conducting similar researches of observing reading comprehension. Some information and theories provided in this research could be taken to enrich the existing references.

2. Practically

This research is hopefully useful for the students and teachers in the school where the present study is done.

a. For students, the result of this research could give them motivation in learning reading and could increase their reading ability of all the text.

b. For teachers, the results of this research help the teachers use Reading, Encoding, Annotating, and Pondering (REAP) technique to enhance or improve the quality of students' reading ability.

Framework of study

Teaching and Learning Reading

Experimental class	Control class

Pretest	Pretest

Teaching Reading by using REAP	Teaching Reading by using Pre-Questioning Technique

Posttest	Posttest

Result / Score

Figure 1.1 the process of Research by using REAP and Pre-Questioning technique

This schema describes research plan. At first, pretests in experimental and control class are conducted. The test is used to determine their reading ability. The second is giving a treatment to experimental class by using REAP Technique, while the control class is taught by using Pre-Questioning. Next, this research gives the posttest to recognize the final result after the treatment. Finally, an analysis of the text result from experimental and control class is carried out to gain the result of the research.

E. Hypotheses

According to Kumar (2011:.87) hypotheses bring clarity, specificity and focus to a research problem. Meanwhile, Creswell (2012: 111) states that hypotheses are statements in quantitative research in which the researcher makes a prediction or an assumption about the outcome of a relationship among attributes or characteristics. Thus, this research formulates the associative hypothesis as follows:

1. Null Hypothesis (Ho) is accepted if $t_{count} < t_{table}$ to mean that there is no significant improvement of students' reading comprehension after being taught by using REAP technique

2. Alternative Hypothesis (Ha) is accepted if $t_{count} > t_{table}$ to mean there is the significant improvement of students' reading comprehension after being taught by using REAP technique

F. Research Methodology

1. Research method

This research uses quantitative method. It aims to determine the relationship between an independent variable and a dependent or outcome variable within a population. According to Burns and Grove, (2005: 23) the purpose of quantitative research is to describe variable, to examine relationship among variables and to determine cause-and-effect interactions between variable.

2. Research design

According to Kumar (2011), a research design is a plan, structure and strategy of investigation to obtain answers to research questions or problems

validly, objectively, accurately. This study is conducted using a quasi experimental design. It involves selecting groups, upon which a variable is tested, without any random pre-selected process. Creswell (2012: 309) argues that:

> "Quasi-experiment includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. That uses two classes which consists of one control class and one experimental class."

This research uses two groups, the first is experimental group as a group that receives the treatment and the second is control group that does not receive any treatment. So, this research focus on using REAP technique as a treatment in experimental class, and then the result is compare with the control class that is taught by using Pre-Questioning technique..

3. Research Site

This research is conducted at SMP Negeri 4 Rancaekek Bandung which is located on jalan Rancakeong Linggar Rancaekek Bandung. This school is chosen based on the observation before doing the research. According to Sari (2017) as an English teacher who taught eighth grade says that when students learn reading they still got difficulties. They do not understand about the meaning of the text they have read, even though they open a dictionary. It could be concluded that the student have a problem in learning reading, that is why this school is used as the research site for this research.

4. Research Subject

a. Population

According to Creswell (2012), a population is a group of individuals which have the same characteristic. The population of this study is the second

grade student of SMPN 4 Rancaekek Bandung. It can be seen in the following table below:

Table 1.1

The Population of Research

Respondents	Classes	
	VIII	
Students	**Male**	**Female**
	152	181
Total	**318**	

Based on the table above, the total number of population is 318 students. It consists of eight classes: VIII A, B, C, D, E, F, G, and, H.

b. Sample

According to Creswell (2012), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The sample of this research is from two classes: VIII-F class and VIII-G. It can be seen in the following table below:

Table 1.2

The Sample of Research

VIII-F (CONTROL CLASS)		VIII-G (EXPERIMENTAL CLASS)	
Male	**Female**	**Male**	**Female**
18	20	16	22
38		**38**	

The research only took two classes as the sample. VIII-F class consists of 38 students and VIII-G class consists of 38 students. Thus the total of sample in this research is 76 students.

c. Sampling technique

The sampling technique of this research is non-probability sampling *(non-random).* According to Kumar (2011: 187) non-probability sampling design is used when the number of population cannot be selected individually. In such situations the selection of population is dependent upon other considerations. It means the the writer cannot be selected the participant randomly.

5. Research Procedure

This research provides five systematical steps. As stated by Creswell (2012: 170), there are five steps in the process of quantitative data collection.

a. The first step is obtaining permission from the parties of SMPN 4 Rancaekek Bandung

b. The next step is selecting one class of eighth grade students in SMPN 4 Rancaekek Bandung as the research participants.

c. The third, preparing reading test as the research instrument to be used for pretest and posttest.

d. The fourth, the instruments used will be assessed for its reliability and validity**.** Then, the research schedule in SMPN 4 Rancaekek Bandung can be seen in the table below

Table 1.3

The Research Schedule at SMP Negeri 4 Rancaekek Bandung

No.	Time	Activity	Target
1.	July 2017	Giving permission letter of research to SMP Negeri 4 Rancaekek Bandung	Headmaster, Curriculum Staff, English Teacher

2.	August 2017	Administering Tryout (Examining the pretest worksheet) 90 minute.	VIII-H
3.	September 2017	Administering Pretest (90 minutes) inExperimental class	VIII F and G
4.	September 2017	Giving a treatment with REAP Technique	VIII G
		Giving a treatment with Pre-Questioning technique	VIII F
5.	September 2017	Giving a treatment with REAP Technique	VIII G
		Giving a treatment with Pre-Questioning technique	VIII F
6.	September 2017	Giving a treatment with REAP Technique	VIII G
		Giving a treatment with Pre-Questioning technique	VIII F
7.	September 2017	Administering Posttest in Experimental class	VIII F and G

5. Research Instruments

The technique used for collecting the data of this research is a test. This reading comprehension test is to measure students' reading comprehension of the material before and after treatment. This test was given to the control class and experimental class. The test is divided into two tests; pretest and posttest.

1. Pretest

According to Creswell (2012: 297), a pretest provides a measure on some attribute or characteristic that the researcher assesses for participants in an experiment before students receive a treatment. Moreover, Kumar (2011: 150) states the purpose of pretest is not to collect the data but to identify potential

problems participants in either understanding or interpreting a question. Therefore, pretest is to quantify the prior knowledge of the student or to determine their reading skill before receiving the treatment. The student does the test in sixty minutes and the form of the test is multiple choices, consistsing of 40 questions.

2. Treatment

This research is conducted in seven meetings including pretest and posttest in each class. Both classes are receives the same materials but taught by different technique. Firstly, the teacher gives an explanation about the material to experimental and control class, afterwards REAP and Pre-Questioning techniques are implemented.

3. Posttest

According to Creswell (2012: 297), posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The posttest is to see the result of students reading comprehension after they being taught by using REAP and pre-Questioning in the teaching learning process. Therefore, posttest is to obtain the students' improvement in reading comprehension at the end of the research. Similar with pretest before, the student would do the test in ninety minutes and the form of the test is multiple choices consistsing of 40 questions.

H. Data analysis

To Analyze the data of pretest and posttest score use the statistical steps below are used:

1. Calculating mean ($\bar{x}$) by using the formula:

$$\bar{x} = \frac{\sum X}{n}$$

Note: X = Addition of total scores

n = Total numbers of students (sample) in a class

(Rahayu, 2014: 30)

2. Calculating standard deviation (S) by using the formula:

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n-1}}$$

Note: X = Addition of total scores

$\bar{X}$ = Mean of scores

n = Total numbers of students in a class

(Rahayu, 2016: 56)

3. Testing normality data with Kolmogorov-Smirnov test (Rahayu, 2014: 102)

NO.	Xi	Z	FT	FS	|FT-FS|
Table 1.2 Testing normality data with Kolmogorov-Smirnov test					

4. Testing homogeneity of variance with F-test (Rahayu, 2016: 127)

5. The testing hypothesis with t-test formula.

a) Testing the differences between the mean of pretest score and posttest score using the formula:

$$t_{count} \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$\bar{X}_1$ = the mean score in experimental class
$\bar{X}_2$ = the mean score in control class
n = the total number of each class
S = Standard deviation
n_1 = The total numbers of students in experimental class
n_2 = The total numbers of students in control class

(Rahayu, 2016: 154)

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 + 2}}$$

S_1^2 = standard deviation of posttest score experimental and control class
S_2^2 = standard deviation of pretest score experimental and control clas
Determining the score of t_{table} with the level of significance 5% using interpolation:

$$t_{table} = t_{\left(1-\frac{1}{2}\alpha\right)(dk_1+dk_2-2)}$$

b) Determining the hypothesis based on the following statement below:

(1) Ho is accepted if $t_{counted} < t_{table}$, It means that there is no significant improvement of students' reading comprehension after being taught by using REAP technique and Pre-Questioning technique

(2) Ha is accepted if $t_{counted} > t_{table}$. It means that there is a significant improvement of students' reading comprehension after being taught by using REAP technique and Pre-Questioning technique

6. Data Normal Gain (N-Gain)

This procedure is to find out the improvement of students' learning outcomes by analyzing the results of the test before and after learning. The N-Gain formula is presented as follows:

$$N - Gain = \frac{Post-test\ score - Pre-test\ score}{s\ maximum\ score - Pre-test\ score}$$

With category:

Table 1.4 Normal Gain Interpretations

Score	Interpretation
0- 0,30	Low
0,31-0,70	Medium
0,71-1	High