TEACHING READING COMPREHENSION TO THE EIGHTH GRADERS OF SMP NEGERI 53 PALEMBANG THROUGH READING, ENCODING, ANNOTATING, PONDERING (REAP) STRATEGY

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Abstract: The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not. The population of the study was the eighth graders of SMP Negeri 53 Palembang in the academic year 2013/2014. The total number of the students was 228 students. The sample was 76 students that were taken by using purposive sampling technique. Thirty eight students were in the experimental group and thirty eight students were in the control group. In doing this research, the writer did the experimental research by using quasi experimental design. The instrument for collecting the data was a reading test that was given as a pre-test and a post-test. The result of the test that was analyzed by using the independent sample t-test analysis showed that the t-obtained value was 3.704 at the significance level $p < 0.05$ with df 74 and the critical value of t-table was 1.993. Since the t-obtained value was higher than t-table value, that is, $3.704 > 1.993$, the null hypothesis (H_o) was rejected and the research hypothesis (H_1) was accepted. It means that there was a significant difference in the reading comprehension achievement between the students who were taught through REAP strategy and those who were not.

Key words: *REAP Strategy, Reading comprehension*

Reading is an important skill in learning English, because the ability to read the materials effectively contributes to the success of the learners at school and also in every phase of their life. Reading means to get information. It is a difficult skill to be learnt. Bureau of Secondary Curriculum Development of New York State Education Department (1957) states, "The ability to read is fundamental to progress in school and indispensable to successful participation in the activities of life" (p. 15). It means that the reading ability for the students is very important to achieve a successful life.

On the other hand, reading is a way to find the meaning of what is read. In this case, reading is a direction to get knowledge. According to Hill (2006), reading is the process of constructing meaning from print and from other symbols.

Furthermore, reading is a way to get information what is written because the main point of reading is comprehension. Grabe and Stoller (2001, p. 187) state:

> Commonly we read texts to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take critical position with respect to that information (i.e., reading to integrate and evaluate information). Perhaps most often, we read for general comprehension (i.e., reading to understand main ideas and relevant supporting information).

In general, Reading is also one of the most important activities in language

classes. It enables learners to work at their own way and to increase their knowledge about the world. It also helps them consolidate their knowledge of language. Khand (2004) states," Reading serves as an important tool in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an ever widening world. In fact, we are living in a 'reading' world where it is difficult to manage without reading" (p. 43).

Reading is an important aspect as the process of reader's way to know information. Grabe and Stoller (2001) state, "All researchers recognize that the actual ability to comprehend texts comes about through reading, and doing a great deal of it, as the core of reading instruction" (p. 188). Comprehension is the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information is founded in the text. Ediger (2001), "In reading, "an individual constructs meaning through a transaction with written text that has been created by symbols that represent language" (p. 154).

Reading comprehension is improved through the use of methods which include training the ability to self-assess comprehension, using some questions to put comprehension to the test, and improving metacognition. An active process of comprehending is called reading. It is important that non-English-speaking readers use reading strategies effectively to read English texts. Barley et al as cited in Snow (2005) states, "The goal of a metacognitive approach is to improve the conditions for cognition. He also states that "Metacognitive strategies "involve thinking about one's own thinking and task demands". Strategies that encourage planning, preparation, and idea generation, as well as monitoring, self-checking, and revising, are each examples of metacognitive approaches" (p. 24).

Based on the results of interview with of the English teachersat SMP Negeri 53

Palembang, the process of teaching and learning English especially reading still uses textbook as guidance in learning reading. In teaching and learning reading process, the English teacher introduces the text, then the teacher reads the text to the students, next the teacher asks the students to read the text, here the teacher improves the students' pronunciation error. After that the teacher asks the students about the meaning of the text based on their own knowledge. The last the teacher gives the exercises that are related to the text.

Generally, there are some problems of reading skill that are faced by the students. Khand (2004) states, "Effective reading depends upon difficult level of the text, the difficult words in the text and background knowledge of the reader" (p. 45). It means that all of them can contribute to the successful of reading. The level of difficulty of reading text should be in accordance with the level of the learners' reading ability.

SMP Negeri 53 Palembang is one of the national standard schools (SSN) in Palembang. This school has 19 classes with 715 students. The writer got this information from one of the English teachers on Tuesday February 05th, 2013 when the writer visited that school as a pre-observation before doing this research. In addition, the writer also asked her about the students' English score. She said that some students still had score under the passing grade (KKM) which is 65. Here, the writer focuses on reading skill to do research.

Based on the writer's experience in teaching practice at SMP Negeri 53 Palembang when they were studying reading comprehension, the students had to interact actively with the text. In this case, the use of reading strategy by the writer is very helpful in order to improve the students' reading comprehension achievement.

REAP strategy is the most appropriate strategy to teach reading skill. Allen as cited in Watson (2011) states that REAP is a strategy for helping readers read and understand a reading text. REAP

is an acronym for *read, encode, annotate, and ponder*. In doing this strategy, the writer will divide the students in to groups, where there are 6 until 7 students in every group. The students will be asked to do discussion to find the information that given by the reading text.

Eanet and Manzo (1976, p. 1), state that a teacher leads students through four stages in REAP activity: (1) they **read** to find the author's theme or the title of the text; (2) they **encode** those ideas into their own words; (3) they **annotate** them in writing; and (4) they **ponder** the meaning of the annotation in their own study.

REAP is also used as a visual tool to increase reading comprehension by recalling key information that they learn in the text. It draws on higher order thinking for students to ponder the text about why the author writes what they did and what they hope was learned. Furthermore, this strategy is most useful to use in teaching and learning reading process.

In short, REAP is the strategy that can help the students to comprehend a reading text, because REAP gives a way how the students go back to the text, then focus on REAP chart to fulfill it about the point that they get from the text so that the students learn more focus on reading and understand the content of reading text. Therefore, in relation to this, this article reports the results of the study that was aimed to find out whether or not there was significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not.

WHAT IS READING?

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text (National Reading Panel, 2000). Comprehension is not only finding answers in a piece of text – it is an active process whereby the reader creates a version of the text in his or her mind. And also comprehension is a "construction process" because it involves all of the elements of reading process, working together as a text is read to create a representation of the text in the readers mind.

Gunning (1992, p. 9) suggests that to consider reading as an active constructive process with focus on the reader's experience, cultural background and point of view to determine his or her comprehension of written text. It means that there is an interactive process between the reader and text. Pretorius (2000) says that teaching reading is a very important part of foreign language learning because it is one of the most important academic skills in teaching and learning process.

According to Hill (2008, p. 176), there are three main steps in reading lesson:
a. Before reading, the teachers build up the students' prior knowledge and link this to the book being read. Sometimes teachers talk through the book or build up semantic webs so that the new vocabulary in the book can be discussed and classified.
b. During reading, teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print
c. After reading, teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading lesson. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. As National Reading panel (2000) states,

> Reading is not easy to understand and comprehension is the reason or purpose for reading. In order to get information from a text, remember it later, and use it effectively, whether for work or for pleasure, reading comprehension is essential. Many readers are not aware of

comprehension strategies and are not likely to develop them on their own

TYPES OF READING COMPREHENSION

In the world of languages, it is important to know the types of reading. It is because in improving our ability in reading comprehension. Patel and Jain as cited in Englishindo (2011, p. 1) state that there are four types of reading comprehension;

1. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.
2. Extensive reading has the purpose to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.
3. Reading aloud is also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
4. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

In other words, the writer focuses on intensive reading in doing research where the students more focus on the text. Then, they try to get knowledge or information from the text and analysis what the author tells for the readers.

READING COMPREHENSION

Reading comprehension is a critical component in functional literacy. With the ability to comprehend what they read, people are not only able to live safely and productively, but also to continue to develop their living socially, emotionally and intellectually (Brummit as cited in Farini, 2010, p. 8).

Comprehension is an active process and the reader must interact and be engaged with the text for it to work well. Aside from, Comprehension is one of several components of reading instruction, along with alphabets, fluency and vocabulary. These are taught together and none, including comprehension, should be the sole focus for instruction.

According to Hill (2006, p.190), there are three elements involved in comprehension: the reader, the text, and the activity. The reader consists of those aspects that make us all different: our cultural experiences, knowledge, capabilities, age and gender. The text can be in print or electronic form and of different genres from comics to information books. The activity has three dimensions: the purpose for reading, the process and the consequences associated with the act of reading. Based on article of defining comprehension, there are three dimensions defining a phenomenon that occurs within a larger *sociocultural context* (see Figure 1) that shapes and is shaped by the reader and that interacts with each of the three elements.
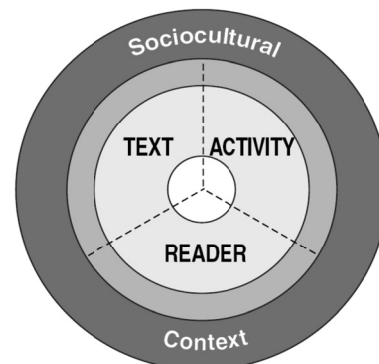

Figure 1 —A Heuristic for Thinking About Reading Comprehension

Based on the statements above, there are three elements are most important to know in reading; they are reader, text, and activity, because of three of them that are related in comprehending of reading skill. So a heuristic for thinking about reading comprehension is not occurring if one of three elements is to be lost.

It has been stated above that a comprehension is a key to understand the content of reading text. Reading comprehension is complex and involves some of the processes interacting with each other. Reading comprehension is needed so, the written test that is read will be understood. In other words through reading comprehension we find all the information and message from that we want and read.

LEVEL OF READING COMPREHENSION

Reading comprehension has different levels. Burns et al as cited in Yossuke (2011, p. 1) States that there are four levels in reading comprehension; they are literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal Comprehension
   Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higherlevel understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

2) Interpretive Comprehension
   Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

3) Critical Reading
   Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading
   Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

Based on several definitions above, the writer concludes that reading comprehension means understanding, evaluating, utilizing of information gained through symbol of the text that involves any level concentration. The writer focuses on literal of reading comprehension.

KINDS OF READING TEXTS

In teaching reading especially to the eighth graders of SMP Negeri 53 Palembang, there are three kinds of reading text that are learned by the students. They are descriptive text, narrative text and recount text. Furthermore, the writer uses three of them as the reading materials that are used in reading comprehension test.

Descriptive Text

This study involves REAP strategy using descriptive text. Kane (2000) states, "Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception" (P. 352). It means that, the written of descriptive text has the meaning a text about experience

that related with sensory visual, and also how something looks, sounds and tastes. In a simple definition, descriptive text is a text which says what a person or a thing is like.

The generic structure of descriptive text has two components: (1) Identification; identifying the phenomenon to be described. (2) Description; describing the phenomenon in parts, qualities, or/and characteristics.

The basic purpose of Descriptive text is to describe and reveal a particular person, place, or thing. When we want to write descriptive text, the most important thing that should we do is how the way to tell our description. So the comprehension about the adjective must to be master. Rugayamanan (2012) states that there are some of the languages features of descriptive text as guide to know the characteristic of this text are:

Languages features of descriptive text;
a) Using Simple Present Tense
b) Using action verb
c) Using adverb

Narrative Text

According toRasyid (2010, p. 1), "A narrative text is an imaginative story to entertain people. Look at the English dictionary, meaningful narrative literally: (1) a spoken or written account of connected events; a story. (2) The narrated part of a literary work, as distinct from dialogue. (3) The practice or art of narration.

It means that narrative text is a text which contains a story either written or unwritten, and there are a series of connected events.

Generic structure of narrative text

There are some of generic structures of narrative text, it means that has a goal to the students to know the parts of narrative text story, they are:
1. Orientation: Introducing the participants and informing the time and the place.
2. Complication: Describing the rising crises which the participants have to do with.

3. Resolution: Showing the way of participant to solve the crises, better or worse.

Language feature of narrative text
1. Using processes verbs
2. Using temporal conjunction
3. Using Simple Past Tense

Recount Text

According to Rasyid (2010, p. 1), "Recount" is a text which retells and describes the events or experiences in the past that occurred (chronologically). Its purpose is either to inform or to entertain the audience.

Generic structure of recount text

There are some of generic structures of recount text, it means that has a goal to the students to know the parts of recount text story, they are:
1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional. Stating personal comment of the writer to the story.

Language features of recount text
1. Introducing personal participant;
2. Using chronological connection; then, first, etc

REAP STRATEGY
The Definition

REAP is a strategy that encourages students to share the ideas encountered in their reading. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term memory. REAP is an effective strategy for students of grade four up to high school level. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis.

Eanet and Manzo (1976) state that REAP is a strategy which ensure meaningful reading and encourage concise writing and thinking. REAP is also a technique for imprinting information in long term memory.

Importance of REAP Strategy

The purpose of REAP- is to improve thinking, a strategy for helping readers read and understand the text. This strategy, with modeling and guided practice will help students in increasing reading comprehension. Allen as cited in Watson (2011) states that there are four steps of REAP strategy. They are:

a. R- read on your own.
b. E-encodes the text by putting the gist of what you read in your own words.
c. A-annotate the text by writing down the main ideas and the author's message.
d. P-ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done.

The use of this strategy makes the students go back to the text during each stage of the REAP process. REAP can be used in a large group setting to offer students the chance to contribute to discussion and then by doing so build a larger knowledge base. However, teachers with students on a variety of reading levels can make a difference when using large groups. It is harder to reach those with high and low reading levels. It is important to note that for use in the classroom and visualizing while reading can increase reading comprehension.

The Advantages of REAP Strategy

According to Eanet&Manzo (1976), in teaching and learning process especially for REAP strategy; writing and annotations enrich reflective thinking and reading. The students, during reading analyze the author's purpose and explore their own feelings about the written material. In this, students that write about what they have learned gain from the reading process and so writing should be a vital component in the classroom. Also in the classroom, writing serves an integral part in improving the student's reading, thinking, and comprehension skills.

**TEACHING AND LEARNING READING COMPREHENSION THROUGH REAP STRATEGY**

In teaching and learning reading comprehension through REAP strategy, Allen as cited in Watson (2011, p. 4) suggests that there are some steps to follow:

1. Give each student a copy of the REAP chart and put students into their groups. It would also be an appropriate time to hand out the reading at this time.
2. Introduce the reading that we will use for this strategy. This is the point at which they should fill in the "R" section of the chart with the title and the author.
3. Begin by having a discussion starter to get the students thinking about the topic which will allow them to read the text easier. As whole class we will talk about what was discussed in their small groups.
4. Having one member from each of the groups tell the whole class what was discussed in their groups. After the whole group discussion begin reading the text as a class.
5. Stopping at various points to make sure that the students understand what is being read to them.
6. After reading, have the students in their small groups begin to figure out what the main ideas of the text are and have the students come up with a list on their own paper of what they are.
7. Come back as a whole class and decide as a class what the main points are that will be put into the chart.
8. Have students return to their small groups and use the same process to come up with a summary of the main points.
9. Then come back as a class and have each group report on their summaries

so that it can be determined which should go into the chart.

In other words, preparation is needed before doing REAP strategy by the English teacher, among others: prepare the students worksheet or REAP chart is given in every students in group, explain steps that will done by the students such as, R-for reading, the students are to read text then put the author's theme, E-for encoding, the students are to find the main ideas, A-for annotating, the students are to take summary of main points, then P-for pondering, the students are to discuss about the purpose of the text. Lastly, the teacher asks each group to report of their work on REAP chart and submit it.

Reap Strategy (Allen, 2004).

Read Headline:	Encode
Annotate	Ponder
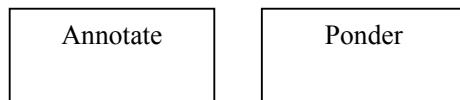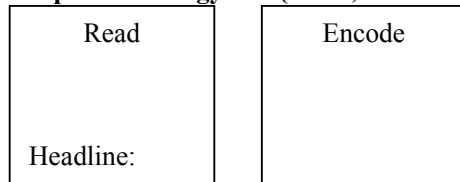
Note:
R=Read the text. Jot down the title and author (author's theme)
E=Encode the text by putting the main ideas in your own words/language
A=Annotate the text by writing a statement that summarizes the important points
P=Ponder the text by thinking and talking about what you learned. Ask yourself why the author wrote the text. What do you think the author hope you'll learn?

METHODOLOGY

This study applied one of quasi experimental designs: non-equivalent control group design. Both experimental and control group would be given pre test and post test, but the experimental group is taught with a treatment (x) REAP strategy and the control group is not.

The population of this study was all of the students of eighth graders of SMP Negeri 53 Palembang in the academic year 2013/2014. The total number of population on this research was 228. A purposive sampling was applied to select the sample. The writer chose two classes VIII. 2 and VIII. 3 for the sample. There were three of reasons. Firstly, they were taught by the same teacher. Secondly, they had similarity in terms of number of students. Thirdly, they had similarity in terms of English score test between 60 until 70. In deciding which one the experimental and control group, the writer randomized those two classes by flipping coin. The head side is for control group and the tail side is for the experimental group.

To collect the data, a reading comprehension test (N of test item = 25) in the form of multiple choice was given to the sample. The test was tried out before given to the sample students. The reliability score was 0.811.

Paired sample t-tests was applied to compute to see the differences between the pre-test and post-test of the experimental group. In addition, the independent sample t-testwas used to find out whether or not there was significant difference in reading comprehension achievement between the eighth graders of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not.

RESULTS AND DISCUSSION

The Result of the Pre-test and Post-test in the Experimental Group

Table 1
Score Distribution of Experimental Group(N=26)

Score Interval	Category	Pre-test		Post-test	
		N	%	N	%
86-100	Excellent	1	2.63	8	21
71-85	Good	8	21	29	76.3
56-70	Average	14	36.84	1	2.63
41-55	Poor	11	28.94	-	-
0-40	Failed	4	10.52	-	-
Total		38	99.9	38	99.9

The table 1 above shows that in the pre test there are 4 students (10.52%) got the score 40 or below that were classified into failed category, 11 students (28.94%) got score between 41-55 that were classified into poor category, 14 students (36.84%) got scores between 56-70 that were classified into average category, 8 students (21%) got scores between 71-85 that were classified into good category and 1 student (2.63%) got scores between 86-100 that was classified into excellent category.

In the post test, none of students got the scores between 41-45 or 40 or below. From the result none of the students was in failed or poor category. 1 student (2.63%) got score between 56 -70 that was classified into average category, 29 students (76.3%) got score between 71 -85 that were classified into good category. And the last, 8 students (21%) got score between 86-100 that were classified into excellent category.

The Result of the Pre-test and Post-test in the Control Group

Table 2 shows that in the pre test there is 1 student (2.63%) got the score 40 or below that were classified into failed category, 4 students (10.52%) got scores between 41-55 that were classified into poor category, 18 students (47.36%) got scores between 56-70 that were classified into average category, 15 students (39.47%) got scores between 71-85 that were classified into good category and none students got scores between 86-100 that were classified into excellent category.

In the post test, none of students got the scores between 41-45 or 40 or below. From the result none of the students was in failed or poor category. 9 students (23.68%) got scores between 56 -70 that were classified into average category, 26 students (68.42%) got scores between 71 - 85 that were classified into good category. And the last, 3 students (7.89%) got scores between 86-100 that were classified into excellent category.

Table 2

Score Distribution of Control Group(N=26)

Score Interval	Category	Pre-test		Post-test	
		N	%	N	%
86-100	Excellent	-	-	3	7.89
71-85	Good	15	39.47	26	68.42
56-70	Average	18	47.36	9	23.68
41-55	Poor	4	10.52	-	-
0-40	Failed	1	2.63	-	-
Total		38	99.98	38	99.98

Paired Sample T-Test

Table 3 shows the mean of pre-test 57.36 and the mean of the post-test was 81.15. The standard deviation of the pre-test was 13.833 and the standard deviation of the post-test was 5.948.

The result of paired sample t-test shows that the t-obtained was 14.398. P value was .000. It was less than the value of probability (0.05). For t-obtained 14.398was higher than the critical value of t-table (2.026). Since the p value < 0.05 (.000 < 0.05) and t-obtained > t-table (14.398 > 2.026), it could be stated that the null hypothesis (H0) was rejected and the research hypothesis (H1) was accepted. It means that there was significant difference between pre-test and post-test of reading comprehension achievement in the experimental group.

Table 3

Paired Sample t-Test of Experimental Group

Group	Test	Mean	Std. Dev	T	Sig. (2-Tailed
Exp	Pre-Test	57.36	13.833		
	Post-Test	81.15	5.948	14.398	.000

Independent Sample T-Test

Table4 above shows the difference in mean, standard deviation, and also standard error of the pre-test and post-test of experimental and control groups. The independent sample t-test shows that the mean of pre-test in the experimental group was 57.36; standard deviation was 13.833;

and the standard error mean was 2.244. In the control group, the mean of pre-test was 65.68; standard deviation was 11.526; and the standard error mean was 1.869.

Furthermore, the independent sample t-test of post-test shows that the mean of post-test in experimental group was 81.15; standard deviation was 5.948; and the standard error mean was .96491. In the control group, the mean of post-test was 75.05; standard deviation was 8.236; and the standard error mean was 1.336.

Table 4
Independent Sample t-Test of the Post Test for Both Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	Df	Sig. (2-Tailed)	Mean Diff
Pre test	2.194	.143	-2.847	74	.006	-8.315
Post test	2.859	.095	3.704	74	.000	6.105

Based on the result of this study, the writer found that using REAP strategy can be used as an alternative method in teaching reading comprehension. It is very useful for the students in learning reading process. Allen as cited in Watson (2011)," REAP is designed to improve thinking; a strategy for helping readers read and understand the text. This strategy, with modeling and guided practice will help students in increasing reading comprehension, (p.1)". REAP is used in a large group setting to offer students the chance to contribute to discussion and then by doing so build a larger knowledge base. However, the students has the different of ability on reading level, so it can be proved through their groups' discussion to find the meaning of the information on the text. REAP strategy is important to note that for use in the classroom and visualizing while reading can increase reading comprehension. In this study, REAP strategy is helpful for the writer in teaching reading comprehension because it can help the students to understand and comprehend more about the text what they have read.

It means that the students were able to analyze, use critical thinking, interpret and explain about the information of the text. After that, the students began to read the text, and the writer asked them to write about what the information that is got from the text. It is relevant to Holandyah (2012) states that The REAP Strategy is an Annotation Strategy for improving reading and writing skills. Annotating has some of benefits. Besides making texts more meaningful, annotating improves students' attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turn, improves registration of information in memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in a student's own words. It means that they succeed to comprehend the text. In other words, the students who were taught through REAP strategy can comprehend the text and make the conclusion of the text.

Finally, the writer concluded that REAP strategy improved the students' reading comprehension achievement, and it could be used as one of new method in teaching reading.

CONCLUSION AND SUGGESTIONS

Based on the result finding, there was significant different in reading comprehension achievement between the students who were taught through REAP strategy and those who were not. It could be proven by analyzing the students' pre-test and post-test scores of the experimental group and control group using independent sample t-test. The result showed that teaching reading comprehension after gave treatment through REAP Strategy had a significant different on the students' reading comprehension achievement. The independent sample t-test analysis found t-obtained was 3.704 at the significance level of p< 0.05 and df =74, the critical

value of t-table was 1.993. Since the t-obtained was higher than t-table that is 3.704>1.993, the null hypotheses (H_o) was rejected and the research hypotheses (H_1) was accepted. The writer concluded that REAP strategy helped the students to improve their reading comprehension.

Based on the results of this study, some suggestions are offered:

1. For English Teachers

The English teacher of SMP Negeri 53 Palembang can use the REAP strategyas one of new method in teaching and learning reading process.Nonetheless, the success of teaching and learning activities is not only influenced by the teacher but also through REAP strategy.

2. For the Students

The students should prepare themselves earlier before they learn the new materials of reading text through REAP strategy.

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