THE INFLUENCE OF USING READ, ENCODE, ANNOTATE, PONDER (REAP) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMKN 5 BANDAR LAMPUNG IN 2018/2019 ACADEMIC YEAR

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1 –Degree

By:

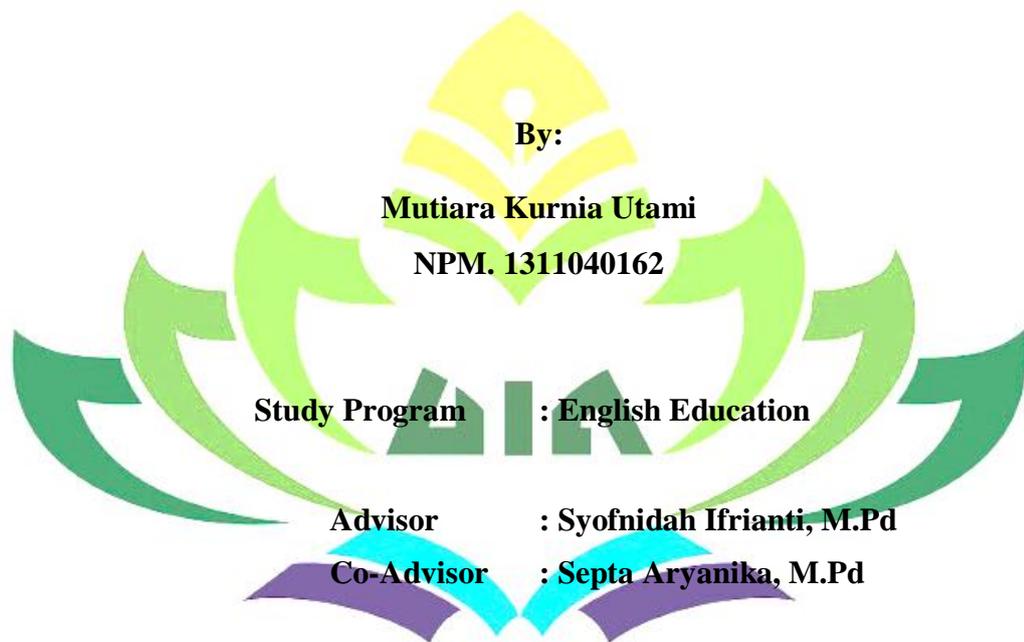**Mutiara Kurnia Utami**

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Study Program: English Education

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2019

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2019

ABSTRACT

THE INFLUENCE OF USING REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMKN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019.

By

Mutiara Kurnia Utami

Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of SMKN 5Bandar Lampung is still low especially in reading descriptive text. It can be seen from the students' reading score in preliminary research. There were 57% of the students who got the score under 72 as the criteria of minimum mastery. To solve the problem, the researcher applied REAP strategy. REAP strategy was expected that the students can improve their reading comprehension, it was assumed that REAP strategy was appropriate to overcome the problem of the students, it was because every steps in REAP strategy had some advantages in order to help students understanding a text. The objective of this research is to know whether there is a significant influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019.

The research methodology was quasi experimental design. In this research, the population was the tenth grade of SMKN 5 Bandar Lampung. The sample of this research was two classes consisting of 28 students for experimental class and 27 students for control class. In the experimental class, the researcher used REAP strategy and in the control class the teacher used self-questioning strategy. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMKN 5 Bandar Lampung.

Keywords : REAP strategy, descriptive text, reading comprehension.

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Title : **THE INFLUENCE OF USING READ, ENCODE, ANNOTATE, PONDER (REAP) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK N 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019.**

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ADMISSION

A research proposal entitled: **THE INFLUENCE OF USING READ, ENCODE, ANNOTATE, PONDER (REAP) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK N 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019** by: **MUTIARA KURNIA UTAMI, NPM: 1311040162, Study Program English Education** was tested and defended in the examination session on Thursday, January 2nd 2020.

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DECLARATION

I hereby state that this thesis entitled "The Influence of using REAP Strategy Towards Students' Reading Comprehension of Descriptive Text at the Second Semester of the Tenth Grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung,   Desember 2019

Declared by,

Mutiara Kurnia Utami

NPM. 1311040162

MOTTO

<div dir="rtl">

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا

</div>

(It will be said), "Read your record. Sufficient is yourself against you this day as accountant."

(Chapter Al-Isra: verse 14)[1]

[1] *http://tafsirweb.com/4618-surat-al-isra-ayat-14.html*

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved father, EM. Gunawan and my beautiful mother, Aida Royani, who always pray, support and guide me to be success in my study and my life.

2. My beloved husband, Al Irsyad Ahsiyuza, my beloved father in law, Mustika, my beloved mother in law, Agung Laksana, my beloved brother, Dzikrial Abdi, my beloved sister, Intan Nawfila, and all of my sister in law who always motivate me to succeed.

3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

4. My beloved friends in UIN Raden Intan Lampung.

6. My great family, PBI D.
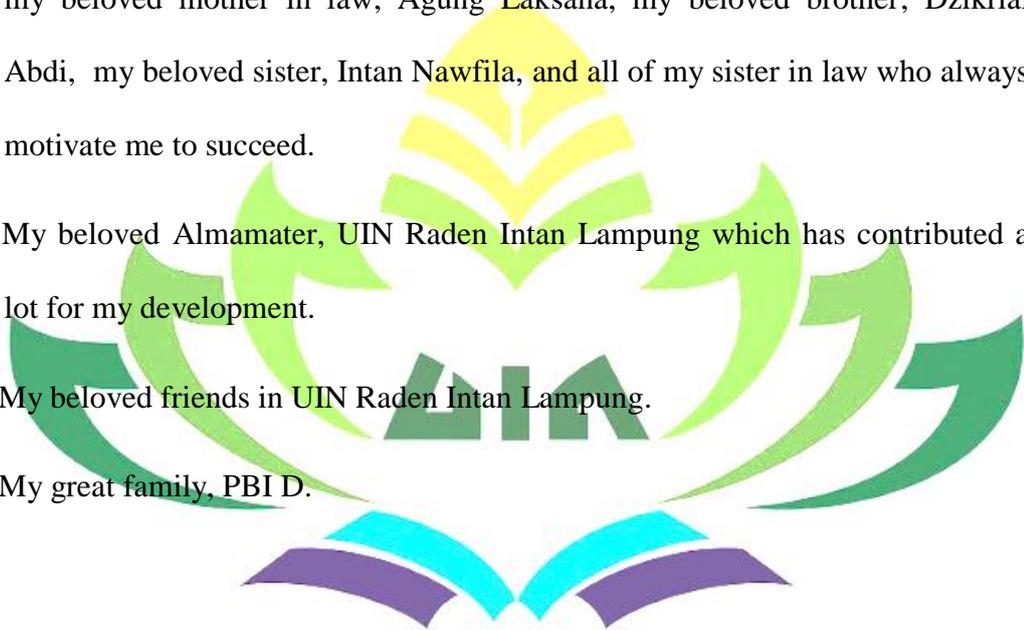
CURRICULUM VITAE

The name of the researcher is Mutiara Kurnia Utami. She was born in Bandar Lampung on June 25, 1994. She is the first child of Mr. EM. Gunawan and Mrs. Aida Royani. She has one younger brother whose name is Dzikrial Abdi and one younger sister whose name is Intan Nawfila.

The researcher began her school at TK Dharma Wanita Dipasena Tulang Bawang in 1998 and she graduated in 2000. In the same year, she continued her study to SDN 1 Pesawahan Teluk Betung and graduated in 2006. After that, she continued her study to MTs N Kedondong Pesawaran and graduated in 2009. Then, she continued her study to MAS Assa'adah Serang Banten and graduated in 2013. In the same year she continued her study in UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.
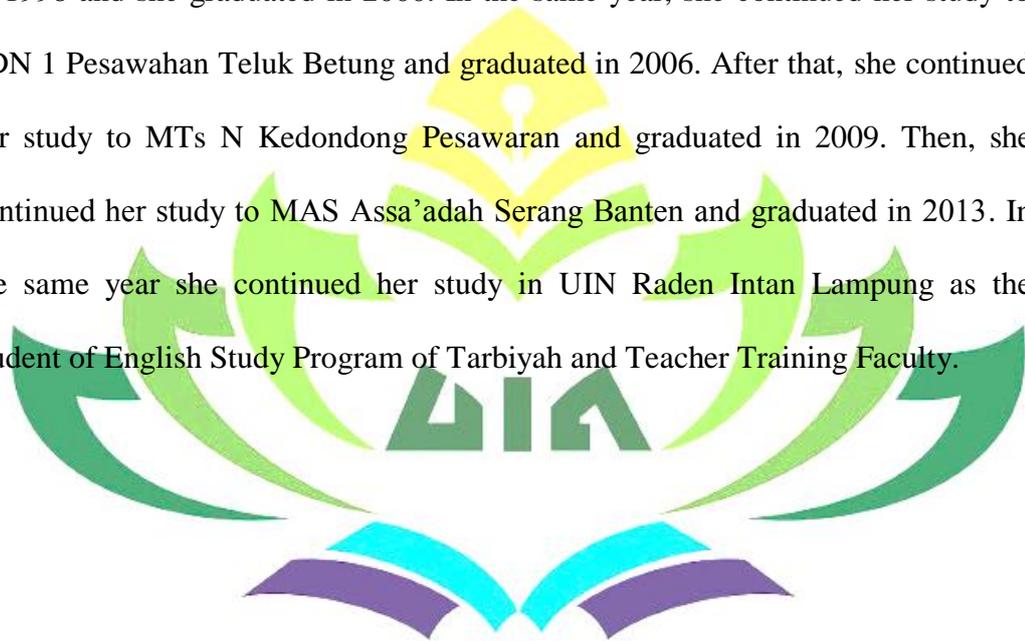
ACKNOWLEDGEMENT

Praise be to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled "The influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of tenth grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019" This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, supports, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with her personnel who have given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.

3. Syofnidah Ifrianti, M.Pd, the advisor who patiently guided the researcher until the completion of this thesis.

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7. Dra. Resti Kurniawati, the English Teacher of SMK Negeri 5 Bandar Lampung who has helped and given suggestions during the research process; and the students of the tenth grade of SMK Negeri 5 Bandar Lampung for being cooperative during the research.

May Allah, the most gracious and the most merciful, always give blessing and love for all people who love her and she is loved for the guidance, support that have been given to the researcher. She really expects that this thesis can give advantages for the reader and the next .

Bandar Lampung,   Desember 2019
The Researcher,

Mutiara Kurnia Utami
NPM. 1311040162

CHAPTER I

INTRODUCTION

A. Background of The Problem

English as the international language is very important to be mastered by people in this era. According to Harmer, many people learn English because they it will be useful in some ways for international communication and travel.[2] It means that if one nation wants to communicate with other nations, they use English as international language. In other words, English is very important for dissemination of information around the world.

In this globalization era, people have to collect and follow a lot of information in order not to be left behind by the development. A lot of information can be obtained easily right now especially along with the development of technology. A lot of information is presented in written materials such as newspapers, magazines, online article, and textbooks. Because of that, mastering English and reading skills are really beneficial to people in comprehending the written materials. To meet the demand of the globalization era, Indonesian students are prepared by teaching them one of the most important subjects which is English.

English is one of the foreign languages learned by students in Indonesia. Many Indonesian students have started to read and learn English skills from their

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[2] Jeremy Harmer. 2007. *How To Teach English.* China: Pearon Education Limited, p. 11

childhood. They read in order to acquire information and also to enhance the other language skills they have. There is no doubt that reading is important as the other three language skills. Students can get and discover new knowledge and actively involved in the classroom discussion by reading.

Reading is one of the four basic language skills is very important because it is one of the ways to get information. Reading is an activity of readers to read a text and get information from what they read. According to Patel and Jain, reading is most useful and important skill for people.[3] It means that reading is an important skill that should be mastered besides listening, writing, and speaking. By reading, the reader will be able to increase their knowledge, get the information and also can get new knowledge.

Reading is a very good activity and nowadays reading becomes a human needed because reading is one activity which cannot be released from our live to search some information of knowledge from printed text. According to Grabe, we read throughout the day in modern societies because print is all around us, and we use it in many more ways than we are aware of.[4] It means that reading becomes human activity, they do it in many aspects of their life. Through reading, someone can improve his experience, develop new concept and solve a problem, and way to learn about the language and to learn about the world. By reading people can get much information and knowledge.

[3] M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Vaishali Nagar : Sunrise**,** 2008), p.113

[4] William Grabe, *Reading in Second Language Moving from Theory to Practice. (*New York: Cambridge University press, 2009), p. 5

Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.[5] It means that reading as an activity that can improve the students' language ability, when students read, they must understand what they read. When they read and do not get something, their activity is useless. Reading ability is very important for the students, if the students' reading ability is good, their ability in speaking, listening, and writing will be good too. Brown states that reading ability will best be developed in association with writing, listening, and speaking activities.[6] It means that reading has very close relationship with writing, listening, and speaking. If people want to improve their ability on those skills, they have to improve their reading skill too.

Sometimes, reading is seen as a simple activity, but actually it is a complex activity. We do not just speak of symbols that form of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. The most important thing in teaching and learning reading is comprehension of the reading material. According to Pardo in Ayfer Sahin, reading comprehension is the process of meaning construction as the result of blending content and knowledge and skills during reader text instruction.[7] It means that reading comprehension is a process of activity to get the meaning or

[5]Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99

[6] Brown H. Doughlas, *Teaching by Principle an Interactive Approach to Language Pedagody*,
(Second edition) (San fransisco state university, 2000), p.298

[7] Ayfer Sahin, *"The Effect of Text Types on Reading Comprehension"*. Vol. 3 No. 2, MIJE 2013, 58.

knowledge from text. The reader makes connections between the information in the text and the information in the reader's head, make conclusion about the author's meaning.

Reading comprehension is very important in reading activity, without reading comprehension the reader can not get the information from the reading material. So reading comprehension is a process to find out the purpose of the text, and it is very important in reading activity.

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language, but what happened to the students when they read text in English language. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMKN 5 Bandar Lampung. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

Table 1
The Students' English Score of Descriptive Text of The First Semester
at The Tenth Grade of SMKN 5 Bandar Lampung in Academic Year of
2018/2019

No	Class	Students' score		Number of Students
		< 72	≥ 72	
1	X TO 1	19	16	35
2	X TO 2	15	13	28
3	X TO 3	18	9	27
4	X TO 4	15	10	25
5	X TO 5	14	12	26

Total		81	60	141
Percentage		57 %	43 %	100 %

Source : The score data from English teacher of SMKN 5 Bandar Lampung

Based on Table 1, there are 60 students out of 141 students that passed criteria of minimum mastery (KKM) and there are 81 students failed. In this case, the standard score criteria of minimum mastery (KKM) in SMKN 5 Bandar Lampung is 72. It means that most of the students find difficulties in comprehending reading text.

Besides the students' reading score is low, there are some problems faced both teacher and students in the teaching and learning reading process. In teaching reading the teacher did not use interesting strategy that focuses on reading comprehension. The teacher use self questioning strategy, she only read aloud the story to the students and asked the students to read the text and then ask themself while reading provided in the book. In the learning reading process the students still got difficulties in finding the meanings and they were lack of vacabulary.[8]

Based on those problems, teacher should use strategy of teaching that can develop the reading comprehension of the students. There are many kinds of reading strategy that can be applied by teacher, one of them is Read, Encode, Annotate and Ponder (REAP) strategy.

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[8] The result of interview by the English teacher (Dra. Resti Kurniawati), and the student of SMKN 5 Bandar Lampung, Juli 27, 2017.

Read, Encode, Annotate and Ponder (REAP) was a strategy for helping readers to read and understand a text. According to Allen, the use of this strategy will cause the students to revisit the text during each stage of the REAP process.[9] The students also learn to represent main ideas and the author's message in their own words. After that, they do the ponder stage. They should connect with the text through analysis and synthesis of their reading. According to Allen in Sukma, "Purpose of 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".[10] REAP strategy will help the students to increase their thought to enable them to communicate their understanding of the text.

By using Read, Encode, Annotate and Ponder (REAP) Strategy it was expected that the students can improve their reading comprehension, it was assumed that Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem of the students, it was because every steps in REAP strategy had some advantages in order to help students understanding a text. The *Read* step was aimed to help the students to revisit the text, the *Encode* step allows students to understand the text by restating main ideas and important points of the text in their own words, the *Annotate* steps can improve the students' attention and make reading a more active process, this step can also help the students to understand

[9]Vera Maria Santi, "*Improving Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder) Strategy".* Jurnal of Linguistics and Language Teaching. Vol 2 no. 1, University of Bengkulu, 2015, p.2.

[10] Sukma, *Keefektifan Strategy REAP dan Request dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP*, (Universitas Negeri Yogyakarta, 2016), p. 103

unfamiliar words on the text by using quotes, phrases, or other words, the *Ponder* step allows the students to make a personal connection between the texts with their understanding.

REAP strategy is effective to be implemented in teaching learning reading comprehension. It has been applied by Dessy Nuke Wulandari at SMPN 53 Palembang, on her research entiled Teaching Reading Comprehension to The Eighth Graders of SMP Negeri 53 Palembang Through Reading, Encoding, Annotating, Pondering (Reap) Strategy showed that 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' pretest 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.[11]

There are some differences between previous research and present research. The previous research has been done at SMP Negeri 53 Palembang, meanwhile the present research will be done at SMKN 5 Bandar Lampung. The previous research used REAP Strategy to teach reading comprehension by not using specific

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[11]Dessy Nuke Wulandari, *Teaching Reading Comprehension to The Eighth Graders of SMP Negeri 53 Palembang Through Reading, Encoding, Annotating, Pondering (Reap) Strategy*, English Journal, (Sriwijaya University., 2011), p.97

materials, meanwhile the present research will use REAP Strategy to teach reading comprehension of descriptive text.

Based on those explanations, the researcher purposes the use of REAP as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research "The Influence of using Read, Encode, Annotate, Ponder (REAP) Strategy Towards Students' Reading Comprehension of Descriptive Text at The Second Semester of The Tenth Grade of SMKN 5 Bandar Lampung in The Academic Year of 2018/2019.

B. Identification of The Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students' reading comprehension was still low.
2. The students have difficulties in comprehending text because of their lack of vocabulary.
3. The strategy in teaching reading text is not interesting.

C. Limitation of the Problem

In this research, the researcher focused on the influence of using REAP strategy towards students' reading comprehension of descriptive text at the second

semester of the tenth grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019.

D. Formulation of The Problem

Based on the limitation of the problem, the researcher would like to formulate the problem in this research as follows : Is there an influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019?

E. Objective of The Research

The objective of this research is to know whether there is an influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMKN 5 Bandar Lampung in the academic year of 2018/2019.

F. Significance of The Research

The result of this research is expected to give the theoretical and practical contribution.

1. For theoretical contribution, the results of this research are expected to give information to the English teacher of SMKN 5 Bandar Lampung about the

influence of using REAP strategy towards students' ability in reading comprehension of descripive text.

2. For practical contribution, the results of this research are expected to give motivation for the students in learning English especially in descriptive text.

G. Scope of the Research

1. Subject of The Research

   The subject of the research was the students at the tenth grade of SMKN 5 Bandar Lampung.
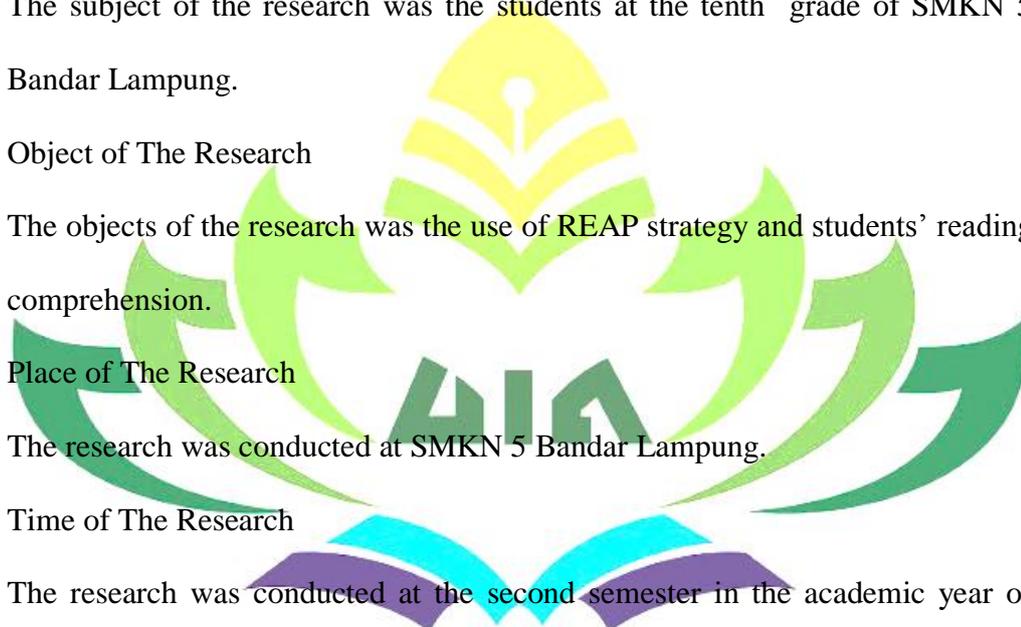
2. Object of The Research

   The objects of the research was the use of REAP strategy and students' reading comprehension.

3. Place of The Research

   The research was conducted at SMKN 5 Bandar Lampung.

4. Time of The Research

   The research was conducted at the second semester in the academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Reading is an important skill in English language. To learn reading, we absolutely need to know the definition of reading. According to Jennifer, reading is thinking and understanding and getting at the meaning behind a text.[12] It means that reading is a process where the readers constructing meaning from the word. In line with Jennifer, Patel states that reading is an active process which consists of recognition and comprehension skill.[13] It means that reading is process which is done by the reader to comprehend and get the information from printed text. In this process the reader tries to create the meaning intended by the author.

Harmer defines that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.[14] It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It can make the

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[12] Jennifer Serravallo, *Teaching Reading in Small Groups*, (Heinemann: Library of Congress Cataloging, 2010), p.43

[13] M.F Patel and Praveen M. Jain, *English Language Teaching* (Methodes, Tools & Techniques) (Vaishali Nagar : Sunrise, 2008) , p.113

[14] Jeremy Harmer, *How to Teach English,* (London : Person Education Limited. 1998), p.70

readers easier to get main ideas from the text and their reading activity will be success.

Reading is something of many use take for granted. [15] It means that by reading we can understand everything. Another definition stated that reading would best be developed in association with writing, listening, and speaking activity.[16] It means that reading should be better if it is combined with another English skills. Reading process should be related to writing, listening and speaking activities.

Based on those theories, the researcher concluded that reading is the readers activity in order to get information and comprehend from printed text using eyes and brain combining information from the text and their own background knowledge to understand what the writer thinks in his or her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader's background knowledge of the world will influence their achievement in reading comprehension.

2. **Reading Comprehension**

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[15]William Grabe, *Reading in A second language; Moving from Theory to Practice*, (New York: Cambridge University Press,2009), p.4

[16]H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, (London: Pearson Education. 2001), p.298

The crucial goal in reading is to comprehend the information from the text itself. Comprehension is the center of reading.[17] It means that comprehension is the ability to understand completely and be familiar with a situation and fact. According to Kintsch comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units.[18] It means that comprehension is ability of someone to make connection between the information in the text and the information in the reader's head, make conclusion about the author's meaning.

According to Karen, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.[19] Reading comprehension means that the reader gets new information and understands what they have not understood yet, after they read. The comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

1. Main idea (topic)

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[17] Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.90

[18] Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p.5

[19] Karen R Harris and Steve Graham, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guildford press, 2007), p.2

2. Phrases in content

3. Inference (implied detail)

4. Grammatical feature

5. Detail (scanning for a specifically stated detail)

6. Excluding fact not written (unstated details)

7. Supporting idea

8. Vocabulary content.[20]

Based on those descriptions, the researcher concluded that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understand the purpose of the text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference, grammatical feature, detail, excluding fact not written, supporting idea and vocabulary content. Thus comprehension involves combining reading with thinking and reasoning.

3. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[21] It means that, teaching is a process for the learners to gain information from their learning activity. In teaching

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[20] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices,* (New York : Pearson Education, 2004), p.206

[21] H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English students.[22] In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.[23] Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:
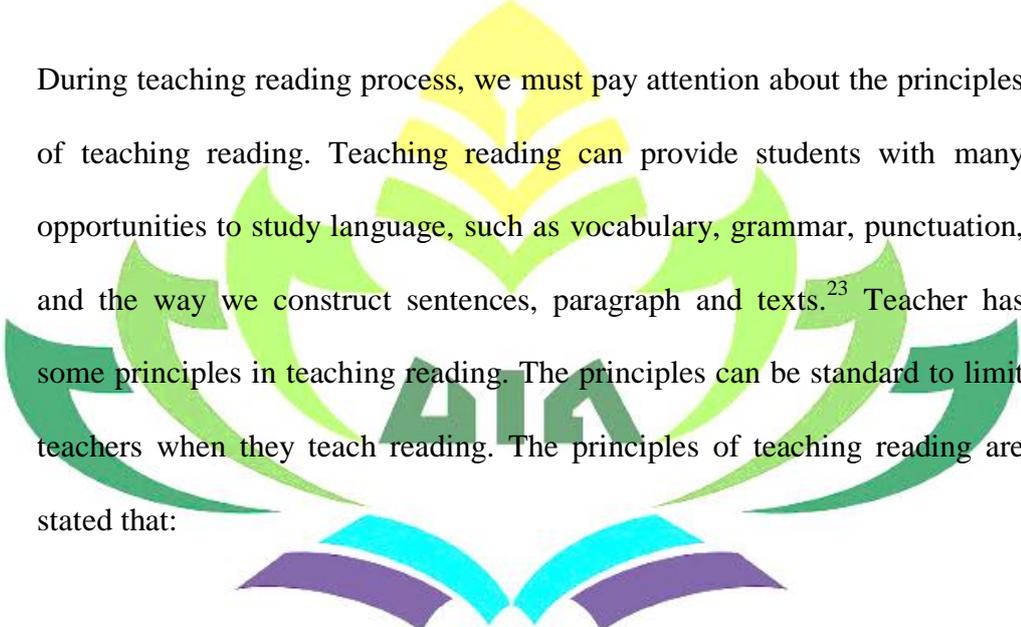
a. Reading is not passive skill

b. Students need to be engaged with what they are reading

c. Student should to be encouraged to respond to the content of a reading text, not just to the language

d. Prediction is major factor in reading

e. Match the task to the topic

[22] Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman, 2001), p.68
[23] *Ibid*., p. 68

f. Good teacher exploit reading texts to the full.[24]

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching procces more effective.

B. Concept of Genre of Text

1. Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.[25] In other words text is character and the words that have meaning. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.[26] However, Gerot and Wignel classify the genre into thirteen types. They are;

1. Spoof

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[24] *Ibid*., p.70

[25] Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008), p.1.

[26] Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan ,2003), p.3-5.

Spoof is a text to retell an event with a humorous twist.

2. Recount

   Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

   Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

   Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

   News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

   Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

   Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

   Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

    Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

    Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

    Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

    Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

    Reviews is a text to critique an art work or event for a public audience.[27]

Based on those explanations, the researcher concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. To find the common characteristics in text, we first compare text-type in terms of social purpose, and the structure and language feature which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families.

[27] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192

2. Descriptive Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the researcher focused on descriptive text.

a. Definition of Descriptive Text

Mursyid defined that descriptive text is a kind of text with a purpose to give information. The content of this kind of text is the description of particular thing, animal, person or others, for instance: our pets or a person we know well.[28] It's mean that descriptive text is a kind of the text that use for describe something or about any topic to give details for the readers.

Meanwhile according to Alice Oshima and Ann Hogue said that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.[29] It means that descriptive text is a text which says what a person or a thing is like, with the result readers feel that they see the description just like they see pictures.

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[28] Mursyid PW. M, *English Learning Handout For Grade VIII: Learning Descriptive Text,* (SMPN 1 Karangdadap), p.4

[29] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), p. 61.

Based on Setiadi a description is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non- living things such as animals, town, buildings, etc.[30] in other words descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, such as shape, chacarteristic, or number without including personal opinions.

From those explanations about the definition of descriptive text, the researcher concluded that descriptive text is a text for describing the object to another. It can be everything like a person, an animal, a place, etc. that describe the feature of subject itself. In a simple definition, descriptive text is a text which says what a person or a thing is like.

b. **Social Function of Descriptive Text**

Social function also can be called as purpose. Social function is the important part in writing genre. When we make a descriptive text, we absolutely have a purpose. According Barbara Pine Clouse, there are some purposes on using descriptive text. "First is descriptive text can entertain, convey feelings, relate experience, inform, and persuade. Second, descriptive text is most often expressive, so it most helps writers share their perceptions. As human beings, we have compelling desire to connect with other people by sharing our experiences with them. Descriptive text helps us

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[30] Intan Wijayanti, "The Use of Phrases in Writing Descriptive Text by the Students of SMA Negeri 1 Boyolali In 2015/2016 Academic Year, (Surakarta: Surakarta Muhammadiyah University, 2016), p. 4

to do that. The last is descriptive text helps writers do more then just tell that something is true; it allows them to show that something is true. For this reason, writers often combine description with other patterns of development."[31] It means that descriptive text can help us to sharing our experiences with other people more than just tell, it allows them to show that something is true, such as looks, sounds and tastes.

c. Generic Structure of Descriptive Text

The generic structure of descriptive text as follow:

a. Identification: Identifies phenomenon to be describe
b. Description: Describes parts, qualities, characteristics.[32]

In addition, Mark Anderson and Kathy Anderson divided the generic structure of descriptive text into:

a. A general opening statement in the first paragraph

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[31] Barbara Pine Clouse, *Patterns for a Purpose*, (New York: Mc Graw Hill, 2006), pp. 102-103.

[32] Mursyid PW. M, *English Learning Handout For Grade VIII: Learning Descriptive Text,* (SMPN 1 Karangdadap), p.4

1. This statement introduce the subject of the description to the audience.

2. It can give the audience brief details about the when, where, who, or what of the subject.

   b. A series of paragraphs about the subject

   1. Each paragraph usually begins with a topic sentence.

   2. The topic sentence reviews the details that will be contained in the remainder of paragraph.

   3. Each paragraph should describe one feature of the subject.

   4. These paragraphs build the description of the subject.

   c. A concluding paragraph (optional)

Concluding paragraph signals the end of the text.[33]

d. **Languages Features of Descriptive Text**

   Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

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[33] Mark Anderson and Kathy Anderson, *Text Type in English 1*, (South Yara; Macmilan, 1997), pp. 26-27.

- Focus on specific participants (My English teacher, Andini's cat, My favourite place).

- Use of Simple Present Tense. (My cat is black. It is not fierce. Is your cat also black?)

- Use of Simple Past Tense if extinct. (Pussy was the name of my cat. It was a beautiful cat. It was not boring at all. Unfortunately, it was dead yesterday).

- Verbs of being and having "Relational Processes". (My mum is really cool, She has long black hair).

- Use of descriptive adjectives (strong legs, white fangs).

- Use of detailed noun phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur).

- Use of action verbs "Material Processes" (It eats grass, It runs fast).

- Use of adverbials to give additional information about behaviour (fast, at tree house).

- Use of figurative language (John is as white as chalk).

The following is concept or the example of descriptive text.

My Mother

Identif

Every people certainly have a mother. Because people was born from her. the existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.

Descr

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat, and she is old. She has got short white straight hair. She has got brown skin. She is beautiful.

Her hand. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easly. She always give me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Figure 1

Descriptive Text[34]

C. Concept of Reading Comprehension of Descriptive Text
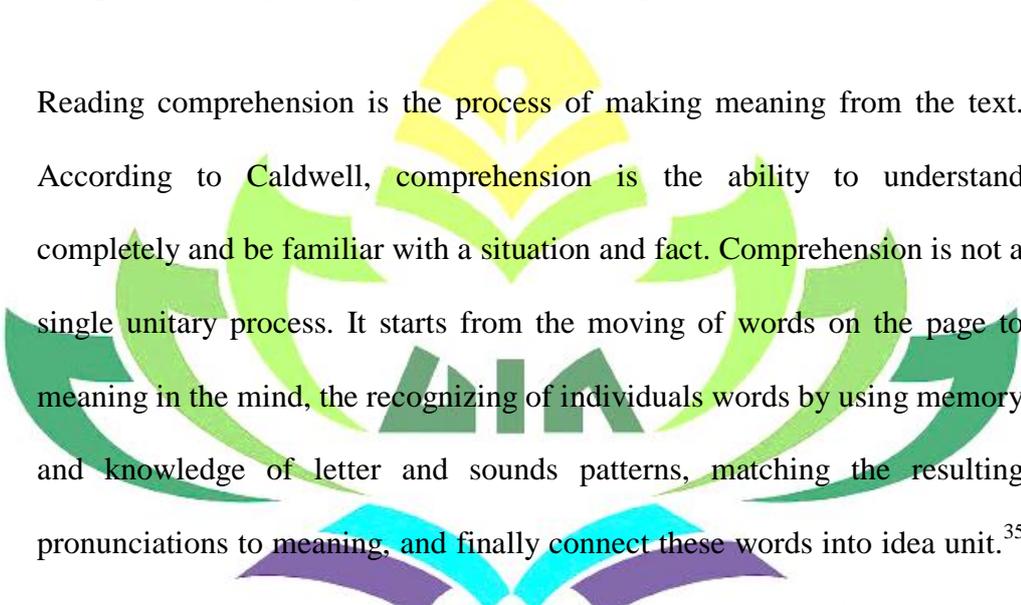
Reading comprehension is the process of making meaning from the text. According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea unit.[35] It means that the comprehension is ability of someone to make connection between the information in the text and the information in the reader's head, make conclusion about the author's meaning.

In reading activity, the readers must understand about reading comprehension clearly. Reading must know specification of reading

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[34] http://www.belajarbahasainggris.us/2012/02/teks-descriptive-descriptive-text.html, (accessed on Saturday, Fabruary 25th 2017)

[35] Joanne Schudt Caldwell, *Comprehension Assesment a Classroom Guide*, (New York: the Guildford press, 2008), p.5

comprehension. According to Brown, there are eight specifications in reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary.[36] It means that the readers have to know the specification of reading comprehension to get the information from the text.

The one type text of reading is descriptive text. Descriptive text is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non- living things such as animals, town, buildings, etc.[37] It means that descriptive text is a kind of the text that use for describe something or about any topic to give details for the readers.

Furthermore, reading comprehension of descriptive text is understanding information in the descriptive text. The reader can get detail information by knowing specifications of reading comprehension. It can help readers to understand content of the text. Then, reader also has to keep attention generic structure and lexicigrammatical features of the descriptive text.

Based on the explanation above, it can be inferred that reading comprehension of descriptive text is understanding detail information in the descriptive text by considering about eight specifications of reading

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[36] Brown H Doughlas, *Language Assesment: Principle And Classroom Practices*, (San Fransisco: Longman, 2003), p. 206

[37] Intan Wijayanti, Journal Publication The Use of Phrases in Writing Descriptive Text by the Students of SMA Negeri 1 Boyolali In 2015/2016 Academic Year, (Surakarta Muhammadiyah University, 2016), p. 4

comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

D. Concept of REAP Strategy

Strategy in teaching and learning process is very helpful both teacher and students. By applying a good strategy the teaching and learning process will run well, and the goal of teaching and learning process will be achieved easier. There are many of strategies that can be applied by the teacher, one of the strategies is REAP strategy.

1. Definition of REAP Strategy

REAP strategy is the most appropriate strategy to teach reading skill. Albee states that REAP primarily is a cognitive enrichment approach that teaches students to think more precisely and deeply about what they read, by following the four-step strategy symbolized by its title: Read, Encode, Annotate, and Ponder.[38] It means that, REAP strategy has four steps to be followed. First Read, when students read the text, the second encode, when students take the main ideas in their own language. The next step is annotate, when the students take a note in a piece of paper about the text.

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[38] Anthony Manzo, Ula Manzo, & Julie Jacksons Albee, *"Improving Reading, Writing, Study, Thinking and Aesthetics in the Wired Classroom"*. Journal of Adolescent and Adult Literacy. Vol. 46 No. 1, 2002, 2.

The last step is ponder, in this step the students discuss with the friends or the member of the group and make the brief summary and moral value from the text they have read.

According to Eanet and Manzo, 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.[39] It means that 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.

According to Allen, REAP is a strategy that will cause the students to revisit the text during each stage of the REAP process.[40] It means that 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.

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[39] Dessy Nuke Wulandari, "*Teaching Reading Comprehension to The Eight Graders of SMKN 53Palembang Through Reading, Encoding, Annotating, Pondering (REAP) Strategy"*, p.94

[40] Vera Maria Santi, *Improving Students Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder)*, (Bengkulu: University of Bengkulu, 2015), p. 2

Based on those explanations, the researcher concluded that REAP strategy is a strategy that can expand students' critical thinking trough the ponder activity that can be done by thinking, talking, and discussing the new a short composition of the text by others member of the group. Then, it can encourage the students' ability to work in group.

2. Procedure of REAP Strategy

According to Allen, "The procedure of REAP is divide in some ways. The teacher should begin with easy reading materials. Students will require practice in determining the message or main idea. Several examples should be examined and critiqued. The teacher could model the process by thinking out loud. Students will find it useful to share annotations in pairs or small groups for evaluation, clarification and further development".
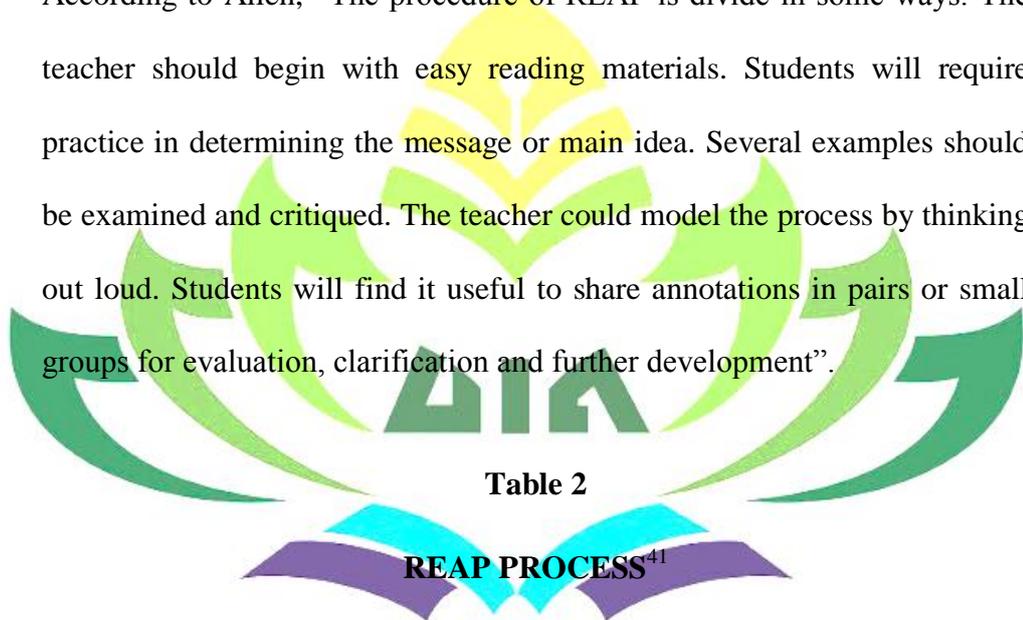
Table 2

REAP PROCESS[41]

Step	Students are to...	The goal is to...
Read	Write down the title and the author of what they are about to read.	Invoke interest and possible previous knowledge of what they are about to read.

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[41] Janet, Allen, Tools for Teaching Content Literacy, (Stenhouse, 2004), p. 1

Encode	Aftrer reading, write the main idea of what was just read.	Help students put together what they just read in a concise statement.
Annotate	Write a statement that summarizes the important points of what they just read.	Help students pick out the important pieces of what they just read and relate them to the main idea.
Ponder	Think and talk about what they just read. Ask why the author wrote the text. Predict what the author hopes they have learned by what they just read.	Help students develop their listening and speaking skills as well as get inside of the intent of an author.

The following is a description of each the stages involved in REAP by Eanet and Manzo:

a. R : Read through the text quickly and predict the writers' main idea.

b. E : Encode the text by putting the main idea in your own words/language. Use the text margin to write key words and notes, underline and highlight key words from the text.

c. A : Annotate the text by writing a statement that summarizes the important point and share it with others. Tell the student next to you in more detail what the text is about, let him/her tell you and discuss the diferences.

d. 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.

Eanet and Manzo noted that at the heart of the REAP strategy is teaching students how to annotate or summarize a text. They pointed out that writing annotations force students to attend to various aspects of text which typically would be overlooked and the reader is required to discriminate and synthesize the ideas presented by the writer, translate these into his/her own language, and crystallize the result in writing.

Generally, REAP is based on premises that: (a) a text becomes more meaningful when readers communicate its information to themselves or others, (b) students read with added attention when they are to write about it afterwards, so the once passive reading becomes more active, and (c) students tend to process information more deeply and has more meaning when they write about it afterwards. It is assumed that in the course of revisiting the text for each of the stages of REAP, students internalize the content of the reading as they think about ways to represent the main ideas

and message in the author's and their own words.[42] The four REAP episodes are consecutive. Each of the stages contributes to the reading comprehension of students and highest comprehension could be possible when readers carry out all the activities involved in each stage.

3. **Importance of REAP Strategy**
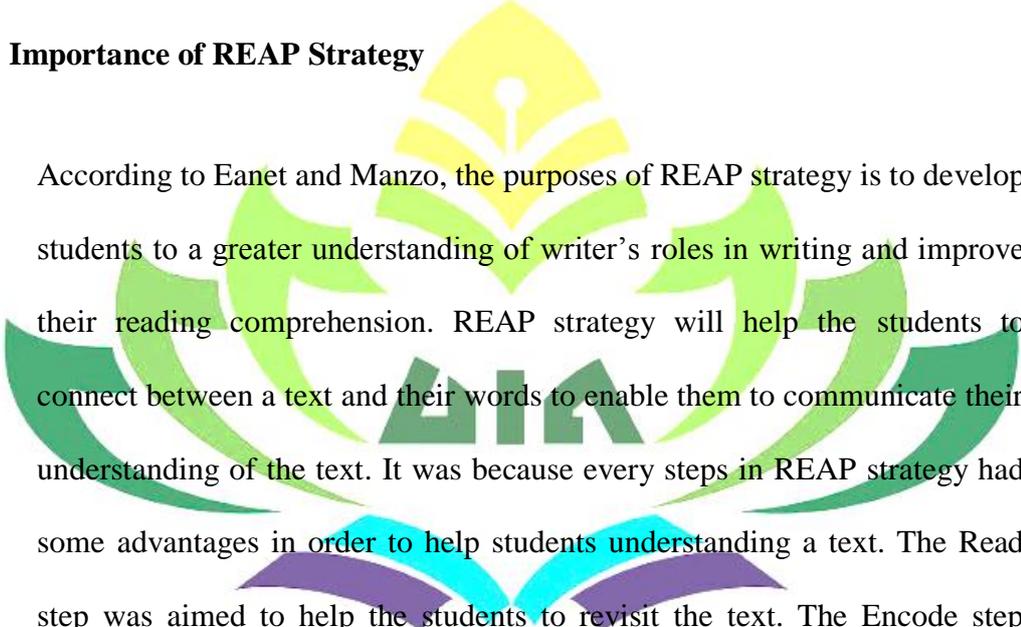
According to Eanet and Manzo, the purposes of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text. It was because every steps in REAP strategy had some advantages in order to help students understanding a text. The Read step was aimed to help the students to revisit the text. The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words. 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. The Ponder step allows the students to

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[42] Dawit Tibebu Tiruneh, The Effect of Explicit Reading StrategyInstruction on Reading Comprehension of Upper Primary Grade Students, (Katholieke Universiteit Leuven, 2014), p.83-84

make a personal connection between the texts with their understanding.[43] It means that this strategy can increase students' reading comprehension, it makes the students go back to the text during each stage of the REAP process, then students discuss with their group about what they already write, so it can build their knowledge.

4. The Advantages of REAP Strategy

The uses of the REAP strategy in teaching reading have some advantages as follow:
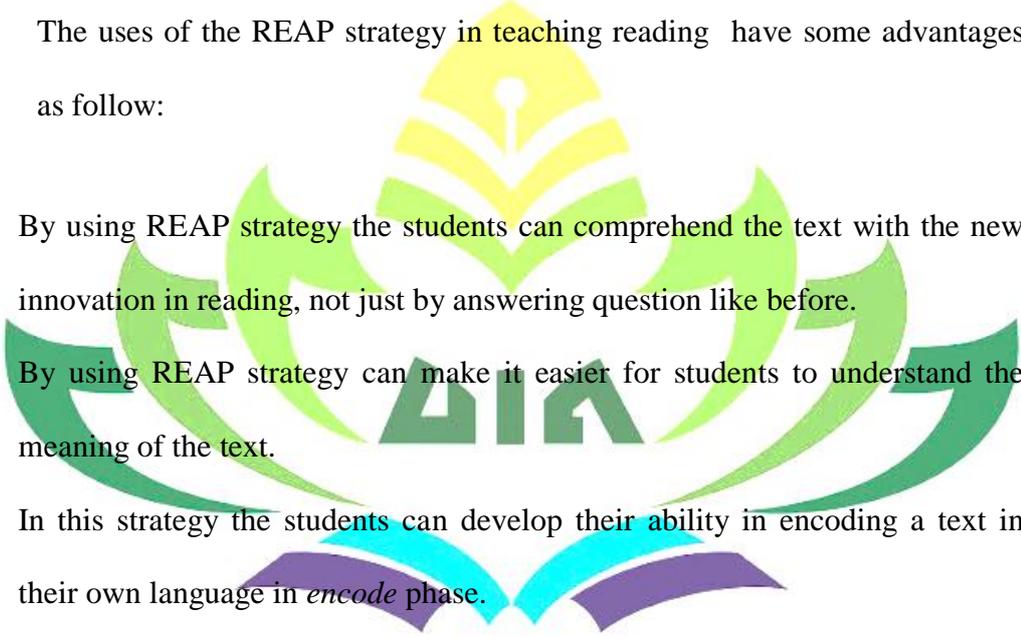
a. By using REAP strategy the students can comprehend the text with the new innovation in reading, not just by answering question like before.

b. By using REAP strategy can make it easier for students to understand the meaning of the text.

c. In this strategy the students can develop their ability in encoding a text in their own language in *encode* phase.

d. In this strategy the student also can develop their skill in writing the annotation in *annotate* phase.

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[43] Vera Maria Santi, *Improving Students Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder),* (Bengkulu: University of Bengkulu, 2015), p. 2

e. By using REAP strategy the student can share their idea with their friend in group about the content of text in *ponder* activity.[44]

According to Eanet & Manzo, 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.[45] It means that this strategy can enrich reflective students' thinking and reading because student write about what they have learned and this strategy makes the students go back to the text during each stage of the REAP process.

REAP was a strategy for helping readers to read and understanding the text. The strategy with modeling and guided practice will help students in increasing reading comprehension. This strategy can improve the students' attention and make reading a more active process, it was because in learning reading process the students work by group, so the students can increase their thought to enable them to communicate their understanding of the text.

[44] Marantika. Jesi Putri, :*The R.E.A.P Strategy For Teaching Reading A Narrative Text To Junior High School Students".* Vol. 1 no. 2. Journal of English Language Teaching 2013, 76.
[45] Dessy Nuke Wulandari, "*Teaching Reading Comprehension to The Eight Graders of SMKN 53Palembang Through Reading, Encoding, Annotating, Pondering (REAP) Strategy",* p.94

A text becomes more meaningful when readers communicate its information to themselves and others. Besides that, the students with the teacher discuss about unfamiliar words on the text by using quotes, phrases or other words to facilitate students in learning reading process. From the researcher's explanation above are some of the advantages of REAP strategy that can covered the problems.

E. Procedure of Teaching Reading Comprehension of Descriptive Text By Using REAP Strategy

The procedures of teaching reading according to Allen (2004) in Rutela Renette through understanding of REAP strategy as follows:

1. In *read* step the students will be asked to read a text selection by the teacher.

2. In *encode* step the students try to encode by putting the gist of what they read in their own words.

3. The students follow *annotate* step, the students will be asked to annotate the text by writing down the main idea (notes, important words and quotes) and writer's message.

4. Finally, the students do *ponder* step, in this step the students ponder what they have read by thinking and talking with others in order to make a personal connection, develop the question and connect their reading with others reading.[46]

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[46] Renette. Rutela, "*Using REAP (Read, Encode, Annotate, Ponder) in Teaching Reading*", (Bengkulu: University of Bengkulu), p. 280.

F. Concept of Self-Questioning Strategy.

1. Definition of Self-Questioning Strategy

When reading something, we will find a question on reading text. That is exactly what you will be doing when you see the self-questioning strategy. You will be asking yourself questions as you read. Self-questioning strategy is primary means of developing self monitoring skills. Getting the students to think about their performance is an effective way to improve their accuracy. When using this strategy, encourage the students to read what has actually been written as apposed to what her or she thought they wrote.[47] It means this strategy can developed self monitoring skills of student in teaching reading then improve their accuracy.

Self-questioning is the ongoing process of asking questions before, during and after reading that are used by a reader to understand text. A self-questioning make the students to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read. It can improve the students' awareness and control of their thinking.[48] It means that self-questioning strategy is a strategy that can improve students' awarness by ask themself question as their read.

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[47] Ria Febrianti, "*Teaching Reading by Using Combination of Self-Questioning Strategy by Note Taking Strategy at Junior High School*", (West Sumatra: STKIP PGRI), p. 4

[48]https://www.google.co.id/?gws_rd=cr,ssl&ei=4czWIi1KoO18AWfsZSoCQ#q=advantages+and+disadvantages+of+self+questioning+strategy&*, accesed on February 25th 2017.

2. Procedure of Teaching Reading Comprehension of Descriptive Text By Using Self-Questioning Strategy

William recommends some steps of Self-Questioning that teacher in classroom, those steps are:

1. Before reading, the teacher selects and introduces the theory to the students, then read aloud the story to the students.

2. The teacher wrote the questions about the story on the broad such as: *Who is she/he?, What does he/she look like?, What is the main idea of the first paragraph?.* Then, during reading, the teacher model answering the questions while reading the text.

3. After that, the teacher show how to refer to the questions while reading to determine if any important information can be used to help answer the questions.

4. And then, have the students to read the story aloud. After that, the student will read the text silently and independently answer the story questions.

5. Then, as the follow up activities, the students should ask themself while reading each story by generating additional questions that may help them learn important information about other familiar story.[49]

3. Advantages of Self-Questioning Strategy

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[49]Ria Febrianti, "*Teaching Reading by Using Combination of Self-Questioning Strategy by Note Taking Strategy at Junior High School*", (West Sumatra: STKIP PGRI), p. 4

The researcher believes that there are some advantages and disadvantages to self-questioning.

1. A student does not have to constantly rely on the teacher to gain understanding of a subject. It is a good way to take learning into your own hands.

2. The strategy allows students to test each other.

3. It can help students categorize, anticipate exam questions and allow for more effective preparation.

4. Another advantage of self-questioning is that it can be used in all academic subject.

4. Disadvantages of Self-Questioning Strategy

1. If students do not know what questions are best to ask, then they will not gain to correct or necessary information that can prove that they actually learn the material.

2. Students do not pay attention to meaning of the structure.[50]

G. Frame of Thinking

Reading is one of the important skills which improve students' general language skill in English. Reading is a process to get the information of text that the writers share their mind to the readers. Students need to master

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[50]https://www.google.co.id/?gws_rd=cr,ssl&ei=4czWIi1KoO18AWfsZSoCQ#q=advantages+and+disadvantages+of+self+questioning+strategy&* , accesed on February 25th 2017.

reading, because reading is tested in National Examination in Indonesia. Absolutely, students need to have good reading ability to pass the National Examination. In other words, reading is important for students to master English.

By mastering reading, students can learn another skills. Talking about reading, many research results showed that the ability of Indonesian students to read English text was very low. It can be seen that some of students still have difficulties in comprehend the text. . While comprehension is an important in reading because without comprehension in reading, the reader cannot get the point from reading text. The first problem is because they should have enough knowledge about grammar, vocabulary, etc to get the information about the text. The other problem is the teacher. It's really hard to teach the students reading when the teacher has not yet the appropriate strategy to make the students interest in learning reading. Hence, the teacher should find the an appropriate strategy to increase students' reading ability.

Those explanations above seemed to be the reason why the writer wanted to conduct this research. The writer believes that reading is such a compulsory skill to be mastered and the underlying problem stated above is that the students have low motivation in and outside the classroom. To solve this problem the teacher should use the suitable strategy in the reading teaching and learning process.

REAP Strategy is a good strategy in reading teaching and learning process. In this strategy students become active and the goal of teaching and learning process will be easier achieved. This strategy helps students comprehend text by giving 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. This strategy keeps students interacting with the text, from that interaction the students get meaning from the text. The effect of using REAP Strategy, it can helps the students more active in reading teaching and learning process, the students will be easier to comprehend the reading text, and reading teaching and learning process will run successfully.
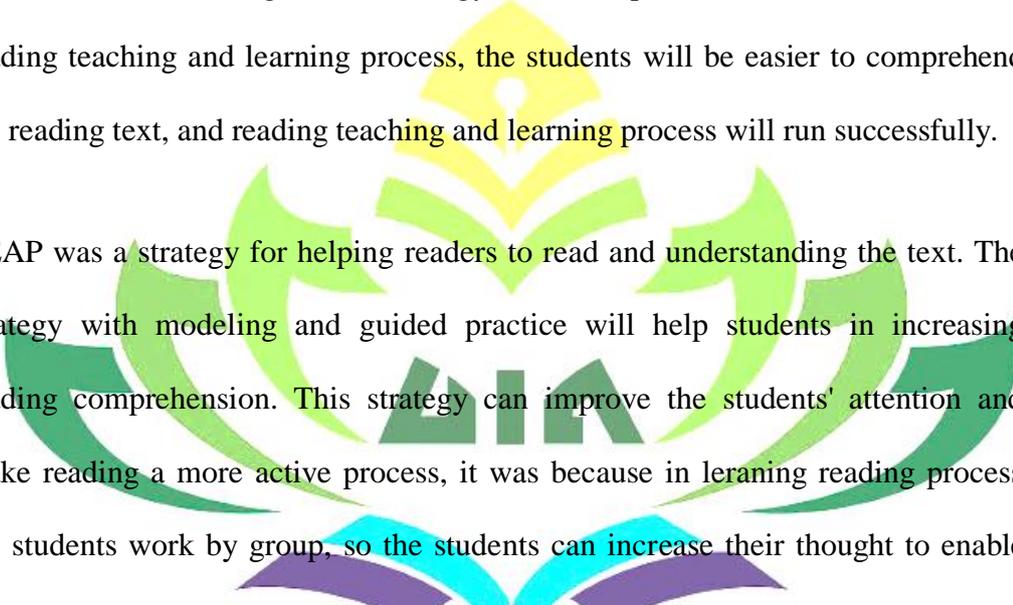
REAP was a strategy for helping readers to read and understanding the text. The strategy with modeling and guided practice will help students in increasing reading comprehension. This strategy can improve the students' attention and make reading a more active process, it was because in leraning reading process the students work by group, so the students can increase their thought to enable them to communicate their understanding of the text. A text becomes more meaningful when readers communicate its information to themselves or other. Students read with added attention when they are to write about it afterward, so the once passive reading becomes more active. Beside that, the students with the teacher discuss about unfamiliar words on the text by using quotes, phrases or other words to facilitate students in learning reading process. From the researcher's explanation above are some of the steps that exist in the REAP

strategy and none in the strategy used by the teacher before, that's why the researcher used REAP strategy for covered the problems.

H. The Hypothesis

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows :

H_a : There is a significant influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMK N 5 Bandar Lampung, in the academic year of 2018/2019.

H_o : There is no significant influence of using REAP strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of SMK N 5 Bandar Lampung, in the academic year of 2018/2019.
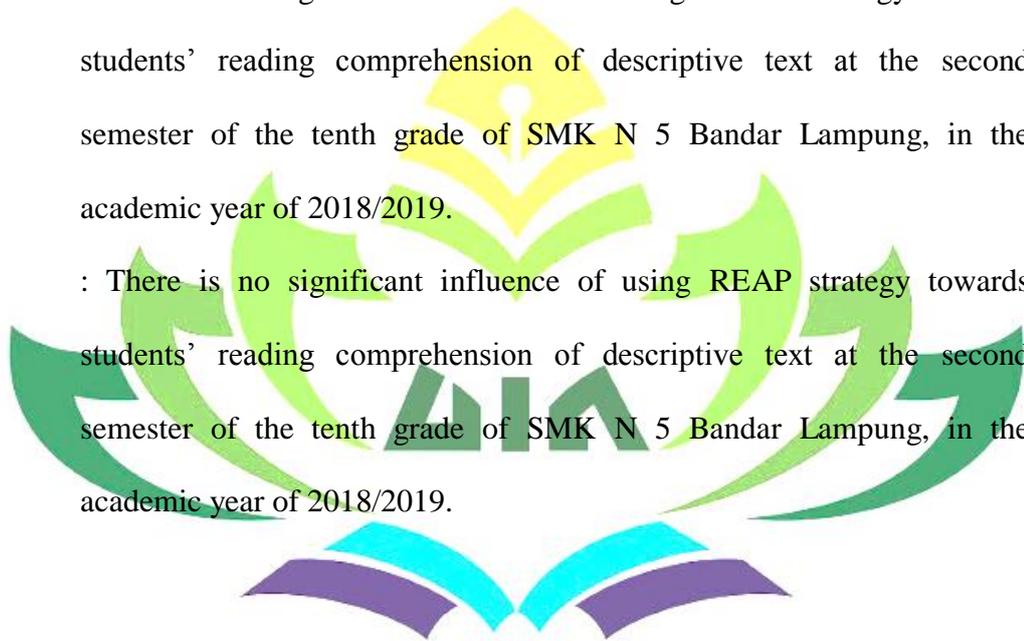
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