



**ENHANCING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING REAP (READ,
ENCODE, ANNOTATE, PONDER) STRATEGY**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Education Department,
Faculty of Teacher Training and Education, Jember University

By:

VAREZA JUNIARDI

140210401062

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mahadi and Kuniwati
2. My brother, Jefri Adhi Kurniawan



MOTTO

“Life is like riding a bicycle. To keep your balance, you must keep moving”

- Albert Einstein



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify from any other academic award; ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g Cancellation of my academic award. In addition, I hereby grant to the University of Jember the right to achieve and produce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Library in all forms of media, now, or here after known.

Signature :
Name : Vareza Juniardi
Date :

CONSULTANTS' APPROVAL

“ENHANCING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING REAP (READ, ENCODE,
ANNOTATE, PONDER) STRATEGY”

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Education Department,
Faculty of Teacher Training and Education, Jember University

By:

Name : Vareza Juniardi
Identification Number : 140210401062
Level : 2014
Place and Date of Birth : Jember, June 8th 1996
Department : Language and Arts
Study Program : English Education

Approved by:

Consultant 1

Consultant 2

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 004

Dra. Made Adi Andayani T., M.Ed.
NIP. 19630323 198902 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled “Enhancing the Eighth Grade Students’ Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day :

Date :

Place : Faculty of Teacher Training and Education

The Examiners Team

The Chairperson

The Secretary

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Dra. Made Adi Andayani T., M.Ed.
NIP. 19630323 198902 2 001

The Members,

1. Drs. Bambang Suharjito, M.Ed 1.
NIP. 19611025 198902 1 004
2. Drs. Sugeng Ariyanto, M.A. 2.
NIP. 19590412 198702 1 001

The Dean,

Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First and foremost, I praise to Allah SWT for blessing me and giving me strength, so I can finish writing my thesis entitled “**Enhancing the Eighth Grade Students’ Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy**”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. My first and my second consultant, Drs. Bambang Suharjito, M.Ed, and Dra. Made Adi Andayani T., M.Ed. for spending your time and giving corrections, suggestions and many ideas to make my thesis better.
5. My academic supervisor, Drs. Bambang Arya Wijaputra, Dip.Ed, Ph.D.
6. All the lecturers of the English Education Program who have taught me to be who I am now.
7. The Principal, the English teacher, and the students at SMPN 2 Puger who helped and participated willingly in this research.

I do realize that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestions will be appreciated.

Jember, October 2018

The Writer

SUMMARY

Enhancing The Eighth Grade Students' Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy, Vareza Juniardi, 140210401062, 2018, English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the eighth grade students' reading comprehension achievement by using REAP (Read, Encode, Annotate, Ponder) Strategy. Based on the preliminary study that conducted by the researcher in the form of interview with the English teacher at SMPN 2 Puger, it was known the students of VIII-A had difficulties in reading comprehension. The students of VIII-A could not get the idea from the text and they could not get the information from the text because they did not understand about the teacher's explanation. Based on the result of documentation from SMPN 2 Puger, there were only 11 students who achieved the standard score that was 75, while 28 students got scores below 75. In other words, only 28.2% students achieved the standard score. Thus the researcher tried to overcome the students' problem in reading by using REAP (Read, Encode, Annotate, Ponder) Strategy as a strategy in teaching reading.

The data of this research were collected from interview, reading test, observation and documentation. The participants were the VIII-A grade students of SMPN 2 Puger consisting of 39 students. The researcher chose the students of the VIII-A grade as the research participants because of the consideration that the students of the VIII-A grade of SMPN 2 Puger had difficulties in comprehending the text and had the lowest score of reading comprehension. This research was done in two cycles in which each cycle covered four stages; they are planning, acting, observing and reflecting. There are two evaluations of this research namely process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation. The product evaluation was intended to measure the students' reading comprehension achievement after they were given the action.

Due to the result of the students' participation, it was found that the students' participation improved. It can be seen in Cycle 1, the percentage of the students who were active was 78.2% while in Cycle 2 was 80.76%. The result of the students' participation was successful because it was more than 75% of the students were active. Further, the result of the students' reading comprehension achievement also enhanced in Cycle 1 and Cycle 2. It was found that the students' mean score of reading comprehension test enhanced from 79.41 in the previous reading score to 79.74 in Cycle 1 and 81.67 in Cycle 2. Also the percentage of the students who got score at least 75 enhanced from 28.2% in the previous reading score to 76.92% in Cycle 1 and 82.05% in Cycle 2. In conclusion, the reading comprehension test result had achieved the target criteria that were expected in this research that was the mean score of the students was more than 75 and at least 75% of the students achieved the minimum requirement of the standard score that was 75.

Based on the explanation above it can be concluded that REAP (Read, Encode, Annotate, Ponder) Strategy helped the eighth grade (VIII-A) students of SMPN 2 Puger to enhance their participation and their reading comprehension achievement.

TABLE OF CONTENTS

TITLE	i
DEDICATION.....	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT.....	vii
SUMMARY	viii
TABLE OF CONTENTS.....	x
THE LIST OF TABLE	xiii
THE LIST OF APPENDICES	xiv
CHAPTER I. INTRODUCTION.....	1
1.1 The Research Background	1
1.2 The Research Problems	2
1.3 The Research Objectives.....	2
1.4 The Research Contributions.....	3
1.4.1 Theoretical Contribution	3
1.4.2 Empirical Contribution	3
1.4.3 Practical Contribution	3
CHAPTER II. REVIEW OF RELATED LITERATURE.....	4
2.1 Theoretical Framework	4
2.1.1 Reading Comprehension	4
2.1.2 Aspects of Reading Comprehension	5
2.1.3 REAP Strategy	8
2.1.4 The Advantages and Disadvantage of REAP Strategy	8
2.1.5 Narrative Text	9
2.2 Conceptual Review	9
2.2.1 Reading Comprehension Achievement.....	9
2.2.2 The Procedures of Teaching Reading Comprehension Using REAP Strategy ..	9
2.3 Previous Research Review	10

CHAPTER III. THE STUDY	12
3.1 Research Context.....	12
3.2 Research Design.....	12
3.3 Research Participants	14
3.4 Research Procedures	14
3.4.1 Plan	14
3.4.2 Act.....	15
3.4.4 Observe	15
3.4.5 Reflect.....	15
3.5 Data Collection Method	16
3.5.1 Interview	16
3.5.2 Reading Test	16
3.5.3 Observation	16
3.5.4 Documentation.....	17
3.6 Data Analysis Method	17
CHAPTER IV. RESEARCH RESULTS AND DISCUSSIONS.....	19
4.1 The Result of the Action in Cycle 1.....	19
4.1.1 The Implementation of the Action in Cycle 1.....	19
4.1.2 The Result of the Observation in Cycle 1	21
4.1.3 The Result of the Reading Test in Cycle 1	22
4.1.4 The Result of the Reflection in Cycle 1	23
4.2 The Result of the Action in Cycle 2.....	24
4.2.1 The Implementation of the Action in Cycle 2.....	24
4.2.2 The Result of the Observation in Cycle 2	26
4.2.3 The Result of the Reading Test in Cycle 2	27
4.2.4 The Result of the Reflection in Cycle 2.....	28
4.3 Discussion	29
CHAPTER V. CONCLUSION AND SUGGESTION	31
5.1 Conclusion.....	31
5.2 Suggestions	31
5.2.1 The English Teacher	31

5.2.2 The Students.....	32
5.2.3 The Future Researchers.....	32
References	33



THE LIST OF TABLE

Figure 3.1 The Design of Classroom Action Research Model 13



THE LIST OF APPENDICES

Appendix 1 Research Matrix	35
Appendix 2 The Result of Preliminary Study	39
Appendix 3 The Eighth Grade Previous Score	40
Appendix 4 The Previous Score of VIII-A Grade	40
Appendix 5 Lesson Plan 1 Cycle 1	42
Appendix 6 Lesson Plan 2 Cycle 1	54
Appendix 7 Reading Comprehension Test Cycle 1	66
Appendix 8 Lesson Plan 1 Cycle 2	72
Appendix 9 Lesson Plan 2 Cycle 2	84
Appendix 10 Reading Comprehension Test Cycle 2	96
Appendix 11 The Result of Students' Participation.....	102
Appendix 12 The Result of Students' Reading Comprehension Test.....	107
Appendix 13 The Samples of the Students' Worksheet in Cycle 1	110
Appendix 14 The Samples of the Students' Worksheet in Cycle 2	111
Appendix 15 The Letter of Research Permission	112
Appendix 16 The Statement Letter of Accomplishing the Research from SMPN 2 Puger	113

CHAPTER I. INTRODUCTION

This chapter presents about some aspects dealing with the topic of the research. They are the research background, the research problem, the research objective and the research contribution.

1.1 The Research Background

English becomes one of the subjects that is difficult to learn and understand for EFL learners especially in Indonesia. English has four major skills that should be mastered by students, namely listening, speaking, reading, writing and has three language components such as vocabulary, pronunciation and grammar. English becomes a foreign language in Indonesia and include in education curriculum for junior high school and senior high school.

Concerning the four major skills and three language components of English, reading seems to be the one of the skills that becomes the major issue. According to Zare (2013), students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Thus reading is one of the skills that must be learned for the students. While reading a text, the students usually face many problems in comprehending the text. From the problem above, it is necessary for the students to master reading skill. The teacher needs to be creative to find the strategy to make the students capable in comprehending the text.

Based on the preliminary study which was conducted on January 9th 2018 by interviewing the English teacher at SMPN 2 Puger, the researcher found the students' problems in reading comprehension. It was showed that when the teacher conducted reading class, the teacher asked the students to read the text then explained the text to the students without asking the students to comprehend the text. The students could not get the idea from the text and they could not get the information from the text because they did not understand about the teacher's explanation. It made the students less motivated to look for the meaning of unfamiliar words in the text. The reasons above made the students have some problems in comprehending the text and made them are not active in the class.

Based on the interview with the English teacher, the VIII-A grade student was the lowest class who achieved the minimum standard requirement score. The mean of the reading test score was 72.41, while the minimum score requirement is 75. The result from the reading test showed only 11 students from 39 students or 28.2% who achieved the standard score and 28 students from 39 students or 71.8% who obtained below 75.

From those problems, the teacher needs to thinking about the strategy that will be used in the class to help the students enhance their reading comprehension achievement. In order to solve the problems above, the researcher tried to use REAP Strategy to teach reading in this research. According to Eanet and Manzo (1976) REAP is a strategy to develop students to greater understanding of writer's roles in writing and improve their reading comprehension.

Based on the explanation above, it can be seen that REAP strategy offers the alternative way for the teacher and the students in teaching learning of reading. Thus the researcher conducted a classroom research to know whether or not the use of REAP strategy can enhance the eighth grade students' reading comprehension achievement.

1.2 The Research Problems

Based on the research background above, the problems of the research are formulated as follows:

1. Can the use of REAP strategy enhance the eighth grade students' participation in the teaching learning process of reading at SMPN 2 Puger?
2. Can the use of REAP strategy enhance the eighth grade students' reading comprehension achievement at SMPN 2 Puger?

1.3 The Research Objectives

In line with the research problem, the research objectives are formulated as follows:

1. To enhance the eighth grade students' participation in teaching learning process of reading by using REAP strategy at SMPN 2 Puger.

2. To enhance the eighth grade students' reading comprehension achievement by using REAP strategy at SMPN 2 Puger.

1.4 The Research Contributions

1.4.1 Theoretical Contribution

The result of this research can help the readers to enrich the theory about teaching reading. The result of this research also can help the other researchers as a reference to conduct a further research dealing with the use of REAP strategy to enhance the students' reading comprehension achievement with the same or different research design.

1.4.2 Empirical Contribution

The researcher expects the result of this research can give the students some learning experiences by using REAP strategy. The researcher also expects the result of this research can motivate the students to enhance their reading comprehension achievement in the class through REAP strategy.

1.4.3 Practical Contribution

The results of this research is expected to be useful for the English teacher of the eighth grade at SMPN 2 Puger as information or input in teaching reading by using REAP strategy to enhance the students' reading comprehension achievement and the students' participation. Besides, the teacher can use this strategy as an alternative technique to teach reading for the students in the class.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter consists of some aspects dealing with related literature review. The review covers theoretical framework, conceptual review, and previous research review.

2.1 Theoretical Framework

2.1.1 Reading Comprehension

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare, 2013). It means reading is an activity that readers do to get the information from the author through the text. Beside, Patel and Jain (2008) state reading skill is an important tool for academic success. They also say that reading is the most useful and important skill for people. Therefore the students need reading to enrich their knowledge.

According to Grellet (1996:4) there are two main reasons for reading, they are reading for pleasure and reading for information. Reading for pleasure means reading is just for activity or for hobby without getting the important information while reading for information means reading in order to find out something about the information. In ELT context, reading is used for information to help the students get new information from the text. In order to get the information from the text, the students need to comprehend the text.

Comprehension is how the readers aware or conscious of his or her understanding during reading and learns procedures to deal with problems in understanding as they arise (Ness, 2011). According to Grellet (1996:3) reading comprehension is how the readers understanding a written text to get the information that the readers need. Beside that Ness (2011) states reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The conclusion is gained from the results of this research, while the suggestions are intended for the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded as follows:

1. The use of REAP (Read, Encode, Annotate, Ponder) strategy enhanced the students' participation of VIII-A in the teaching learning process of reading at SMPN 2 Puger. The students' participation enhanced from 78.2% in Cycle 1 to 80.76% in Cycle 2.
2. The use of REAP (Read, Encode, Annotate, Ponder) strategy enhanced the VIII-A students' reading comprehension achievement at SMPN 2 Puger. The students' mean score of reading comprehension test enhanced from 72.41 in the previous reading comprehension score to 79.74 in Cycle 1 and 81.67 in Cycle 2. The percentage of the students who got score at least 75 enhanced from 28.2% in the previous reading comprehension score to 76.91% in Cycle 1 and 82.05% in Cycle 2.

5.2 Suggestions

In relation that the use of REAP (Read, Encode, Annotate, Ponder) strategy in teaching reading could enhance students' participation and the students' reading comprehension achievement, some suggestions are proposed to the English teacher, the students and the future researchers.

5.2.1 The English Teacher

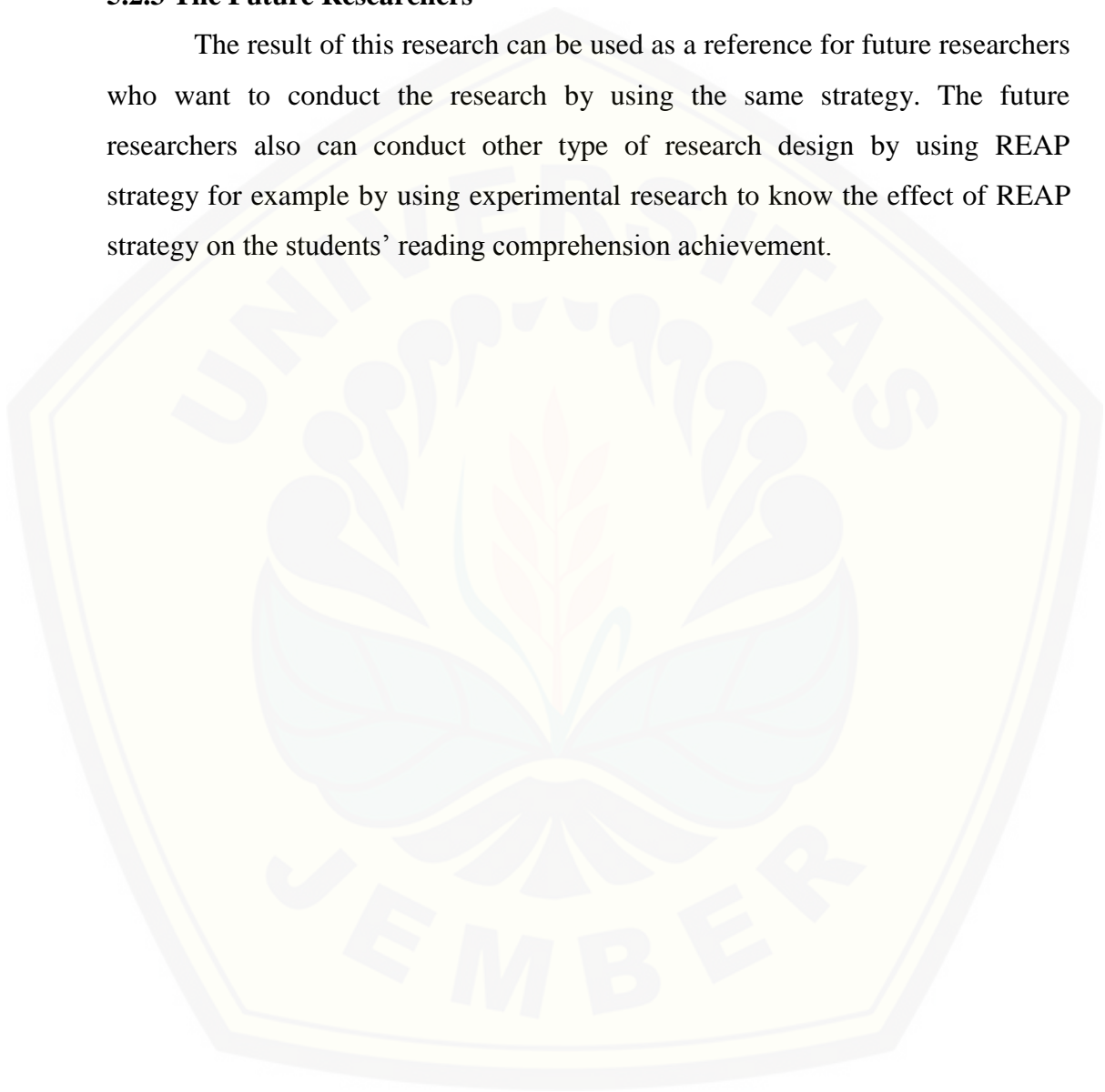
The English teacher is suggested to use REAP strategy as an alternative teaching strategy to enhance the students' participation and their reading comprehension achievement since it can help the students to participate actively during the teaching learning process of reading.

5.2.2 The Students

The students are expected to use REAP strategy as a strategy in reading the text since this strategy can help them to comprehend the text better.

5.2.3 The Future Researchers

The result of this research can be used as a reference for future researchers who want to conduct the research by using the same strategy. The future researchers also can conduct other type of research design by using REAP strategy for example by using experimental research to know the effect of REAP strategy on the students' reading comprehension achievement.



References

- Ali, H. M. (1993). *Strategi Penelitian Tindakan Pendidikan*. Bandung: PT. Angkasa.
- Andersen, S. (2014). *Sentence Types and Functions*. San José: University Writing Center.
- Ary, D., Jacobs, L. C., Sorensen, C., Razavich, A. (2010). *Introduction to Research in Education (8th edition)*. Canada: Wadsworth, Cengage Learning.
- Burns, A. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge
- Creswell, J. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition)*. Boston: Pearson Education.
- Dymock, S. (2007). Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness. *The Reading Teacher*, 161-167.
- Eanet, M. G. and Manzo, A. V. (1976). REAP - A Strategy for Improving Reading/Writing/Study Skills. *Journal of Reading*, 647-652.
- Frankael, J. K., Wallen, N. E., Hyun, H. H. (2012). *How to Design and Evaluate Research in Education (8th Edition)*. New York: McGraw Hill Companies.
- Grellet, F. (1996). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Hogue, A. (2008). *First Step in Academic Writing (2nd Edition)*. New York: Pearson Education inc.
- McWorther, K. T. (1989). *College Reading and Study Skill*. Boston: Little Brown and Company.
- Ness, M. (2011). Explicit Reading Comprehension Instruction in Elementary Classrooms: Teacher Use of Reading Comprehension Strategies. *Journal of Research in Childhood Education*, 98-117.
- Patel, F. and Jain, M. (2008). *English Language Teaching*. Jaipur: Sunrise Publisher and Distributors.

- Perfetti, C., Yang, C. L., Schmalhofer, F. (2008). Comprehension Skill and Word to Text Integration Processes. *Scientific Studies of Reading*. 14(1), 1-16.
- Robitaille, J. and Conelly, R. (2007). *Writer's Resources from Paragraph to Essay (2nd Edition)*. Boston: Thomson Wadsworth.
- Santi, M. V. (2015). Improving Students' Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder) Strategy. *Journal of Linguistics and Language Teaching*. 2(1).
- Shen, L. (2012). Context and Text. *Theory and Practice in Language Studies*. 2(12), 2663-2669.
- Somadayo, S. (2013). *Penelitian Tindakan Kelas*. Yogyakarta: Graha Ilmu.
- Strode, S. L. (1993). An Adaption of REAP for Developmental Reader. *Journal of Reading*. 36(7), 568-569.
- Tasdemir, M. (2010). The Effects of the REAP Reading Comprehension Technique on Students' Success. *Social Behavior and Personality*. 38(4), 553-560.
- Ur, P. (1998). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Zare, P. (2013). Exploring Reading Strategy Use and Reading Comprehension Success among EFL Learners. *World Applied Sciences Journal*. 22(11), 1566-1571.
- Zasrianita, F. (2016). Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading comprehension. *Ta'dib*. 19(2).

Appendix 1

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods
Enhancing the Eighth Grade Students' Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy at SMPN 2 Puger	<ul style="list-style-type: none"> - Can the use of REAP strategy enhance the students' participation in the teaching learning process of reading at SMPN 2 Puger? - Can the use of REAP strategy enhance the students' reading comprehension achievement at SMPN 2 Puger? 	<p><u>Independent Variable:</u> The use of REAP Strategy</p> <p><u>Dependent Variable:</u> The eighth grade students' reading comprehension achievement</p>	<p>REAP Strategy:</p> <ul style="list-style-type: none"> - R (Read): Reading the text. - E (Encode): Explore the information from the text. - A (Annotate): Write down the result of reading and encoding. - P (Ponder): Review the result of annotating. <p><i>(Adopted from Eanet and Manzo (1976:648))</i></p> <p>The scores of the eight grade students' reading comprehension achievement covering:</p>	<p>Participants: The eighth grade students of SMPN 2 Puger</p> <p>Informant: The eighth grade English teacher of SMPN 2 Puger</p> <p>The school document:</p> <ul style="list-style-type: none"> • The names of the participants • The participants reading comprehension scores in reading comprehension achievement test 	<p>Research Design: Classroom Action Research with the cycle model The steps of each cycle are:</p> <ol style="list-style-type: none"> 1. Getting data 2. Planning 3. Acting 4. Analyzing 5. Reflecting <p><i>(Adapted from Lodico, Spaulding and Voegtle, 2010:294)</i></p> <p>Research Context</p> <p>Determination Method: ➤ Purposive Method</p> <p>Research Participant Determination Method: ➤ Purposive Method</p> <p>Data Collection Methods:</p> <ul style="list-style-type: none"> • Reading comprehension

			<p>1. Word comprehension achievement</p> <p>2. Sentence comprehension achievement</p> <p>3. Paragraph comprehension achievement</p> <p>4. Text comprehension achievement</p>	<p>achievement test</p> <ul style="list-style-type: none"> • Observation • Documentation • Interview <p>Data Analysis Method: In analyzing the data, there are two parts that will be analyzed. The first is the students' reading comprehension achievement and the second is the students' participation. To know the mean score of the primary data taken from the English teacher will be analyzed quantitatively by the following formula:</p> $M = \frac{\sum x}{N}$ <p>Notes: M = the average score of the students' reading comprehension achievement. $\sum x$ = the total score of the students' reading</p>
--	--	--	--	---

					<p>comprehension achievement.</p> <p>N = the total number of the students.</p> <p>(Adapted from Ali, 1993:186)</p> <p>After that to find the number of the students who achieve the target score, the data will be analyzed by the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = The percentage of the students who achieve the standard score</p> <p>n = The number of the students who achieve the standard score</p> <p>N = The number of the students.</p> <p>(Adapted from Ali, 1993:186)</p> <p>To know the result of the students' participation, the data will be analyzed by using the following formula:</p>
--	--	--	--	--	---

				$E = \frac{n}{N} \times 100\%$ <p>Notes: E = The percentage of the active participation n = The total number of the students who fulfill at least 3 indicators N = The total number of the students. (Adapted from Ali, 1993:186)</p>
--	--	--	--	---

Appendix 2

The Result of Preliminary Study

Day/Date : Tuesday/9th January 2018

Interviewee : The English teacher of the eighth grade at SMPN 2 Puger, Mr. A

Time : 09.00 a.m.

No.	Questions	Answers
1.	How many classes for the eighth grade at SMPN 2 Puger?	There are 8 classes
2.	What grades do you teach?	All class of the eighth grade and some class of the ninth grade
3.	How often do you teach English in a week?	I teach English two times in a week
4.	How do you teach reading?	I ask the students to read the text then explain to them after that I ask the students to do the exercise
5.	Do the students have difficulties in learning reading?	Yes
6.	What class has the most problem in learning reading?	8A
7.	Have you ever used REAP (Read, Encode, Annotate, Ponder) strategy to teach reading?	No, I haven't
8.	How is the students' participation during the reading class?	Some students are active and some students are passive

Documentation

No.	Data	Resources
1.	The names of research participants	School document
2.	The previous score of reading test	School Document

Appendix 3

The Eighth Grade Previous Score of Reading Test

No.	Class	Average Score
1	VIII A	72.41
2	VIII B	74.62
3	VIII C	77.14
4	VIII D	76.33
5	VIII E	75.42
6	VIII F	76.43
7	VIII G	78.21
8	VIII H	79.22

Appendix 4

The Previous Score of VIII A Reading Test

No.	Students' Name	KKM	Score
1	AN	75	72
2	ATA	75	76
3	ASN	75	70
4	AWP	75	82
5	ASANB	75	68
6	APN	75	70
7	ALNK	75	68
8	ADS	75	72
9	AH	75	76
10	AWS	75	64
11	AYF	75	68
12	DLS	75	72
13	DDA	75	74
14	DAH	75	66
15	DFK	75	76
16	EAZZ	75	70
17	FIH	75	72
18	FIN	75	70
19	IRAN	75	70
20	LDS	75	74
21	MSZ	75	74
22	MAP	75	68

23	NWF	75	76
24	NJBW	75	76
25	NLP	75	74
26	NSA	75	84
27	NCAM	75	80
28	NI	75	70
29	NIM	75	68
30	ODPR	75	74
31	PS	75	70
32	PN	75	76
33	RW	75	78
34	SH	75	68
35	SA	75	72
36	SAS	75	68
37	SIG	75	72
38	SK	75	76
39	VA	75	70
The Average Score		$M = \frac{\sum x}{N}$	72.41

Appendix 5

LESSON PLAN 1**(Cycle 1)**

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Theme	: Fable
Time	: 2 x 40 minutes

A. Standard Competence

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.6 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

4.10 Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

C. Indicators

- 1.1.1 Showing seriousness in the teaching learning process.
- 2.1.1 Communicating and behaving well with the teacher and other students.
- 3.6.1 Identifying the social function of a narrative text.
- 3.6.2 Identifying the generic structure of a narrative text.
- 3.6.3 Identifying the language features of a narrative text.
- 4.10.1 Getting the information from a narrative text.
- 4.10.2 Doing REAP (Read, Encode, Annotate, Ponder) Strategy.
- 4.10.3 Doing the reading exercise.

D. Learning Objective

- 1. The students are able to identify the social function of a narrative text.
- 2. The students are able to identify the generic structure of a narrative text.
- 3. The students are able to identify the language features of a narrative text.
- 4. The students are able to get the information from a narrative text.
- 5. The students are able to do REAP (Read, Encode, Annotate, Ponder) Strategy.
- 6. The students are able to do the reading exercise.

E. Learning Material

Enclosed

F. Learning Method

Scientific approach: observing, questioning, experimenting, associating, and communicating.

G. Learning Media

- 1. Media and instrument:
 - a. Pictures
 - b. white board
 - c. board marker
 - d. Laptop

e. LCD

2. Learning Source:

a. Internet

H. Steps of Learning Activity

1. Set Induction

- a. The teacher greets the students and asks the students' condition.
- b. The teacher asks the students to pray.
- c. The teacher asks some leading questions to the students dealing with the topic today.
- d. The teacher stating the objectives of the lesson.

2. Main Activity

Observing

- a. The teacher shows a narrative text about the lion and the mouse.
- b. The teacher explains the definition, social function, generic structure and language features of narrative text.
- c. The students reading the narrative text about the lion and the mouse individually (Step 1).

Questioning

- a. The teacher asks the students to do encoding activity by reading the text about the lion and the mouse again to explore the information from the text (Step 2).
- b. The students do encode activity encoding activity by reading the text about the lion and the mouse again to explore the information from the text (Step 2).
- c. The teacher leads the students to ask questions about the text.
- d. The students ask questions to the teacher.

Experimenting

- a. The teacher asks the students to do annotating activity by writing down the result of their encoding using their own word (Step 3).
- b. The students do annotating activity by writing down the result of their encoding using their own word (Step 3).

Associating

- a. The teacher asks the students to do pondering activity by reviewing the result of their annotating (Step 4).
- b. The students do pondering activity by reviewing the result of their annotating.
- c. The teacher asks the students to do the reading exercise.
- d. The students do the reading exercise.

Communicating

- a. The teacher and the students discuss the students' exercise.

Closing

- a. The teacher leads the students to conclude the material that the students have learned.
- b. The students draw a conclusion about the material they have learned.
- c. The teacher part with the students.
- d. The teacher ends the class.

I. The Assessment/Evaluation

- A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicator							Active	Passive
		1	2	3	4	5	6	7		
1										
2										
3										
4										
5										

The indicators of students' active participation are as follows:

1. The students ask question to teacher during the teaching learning process of reading comprehension.
2. The students answer the question from the teacher during the teaching learning process of reading comprehension.
3. The students read the text.
4. The students encode the text.
5. The students do annotating activity.
6. The students do pondering activity.
7. The students do the reading exercise.

Note:

1. The students are categorized active students if they can fulfill at least five indicators.
2. The students are categorized passive students if they only fulfill three or four indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, Mei 2018

The English Teacher

The Researcher

Agus Budi, S.Pd. M.Pd.

Vareza Juniardi

Enclosure

A. Leading question for set induction

1. What picture is it?
2. What animal is it in this picture?
3. Do you know a story about animal?
4. What do you call a story that tells about animal?

B. Picture



C. Material

Narrative text: is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Purpose: to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation : Tell where and when the story happened and introduces the participants of the story, who and what is involved in the story.

2. Complication : Tell the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution : Tell the problem is resolved, either in a happy ending or in a sad ending.

Language features of narrative text

a. Using time conjunction (then, suddenly, when, after that)

b. Using past tense

c. Using adverb of time (once upon time, one day, once, a long time ago)

D. Student Activity Using REAP Strategy

1. Read

Please read the text carefully!

The Lion and the Mouse

Once, there was a lion sleeping in his den. Then, there was a little mouse ran up the lion's tail and jumped on the lion's head, so that the lion woke up.

The lion was angry and grabbed the mouse, holding the mouse in his large claws. The lion roared in anger "How dare you wake me up! Don't you know that I am King of the Beasts?". "Anyone who disturbs my rest has to die! I shall kill you and eat you!"

The mouse scared and begged the lion to let him go, "Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake". "I was only playing, Please let me go and I promise I will be your friend forever". "Who knows one day I could save your life?"

The lion looked at the tiny mouse and said, "You save my life?" The lion laughed and he said to the mouse "You have made me laugh, and put me into a good mood again, so I shall let you go". And the lion opened his claws and let the mouse go. "Oh thank you, your majesty", said the mouse and he ran away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't escape from the rope and became even more entangled in the net of rope. He let out a roar of anger and the tiny mouse heard the lion's roar.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope so that the lion can escape from the trap. The lion was very grateful, and they became friends best forever.

(Adapted from
<http://www.masyadi.com/2015/02/contoh.narrative.text.tentang.fabel.lengkap.htm>

1)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

E. Exercise

1. Read

Please read the text carefully!

I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

The Ant and the Dove

One day, an ant was seeking for water. After walking around for a moment, she came to a river. To reach the river, she had to climb up a long leaf.

While climbing up the leave, the ant slipped and fell into the water. She would sink if a dove above a nearby tree had not seen her. Seeing the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the river near the ant.

Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

The ant saw the hunter and quickly bit him, the hunter dropped his net and the dove flew away quickly from his net. Finally the ant and the dove become a best friend forever.

(Adapted from <https://wotemplate.blogspot.com/2016/09/10-contoh-short-narrative-teks.html>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

1. After walking around for a moment, she came to a river. (Line 1 paragraph 1)
What does the underlined word above refer to?
 - a. The dove
 - b. The hunter
 - c. The ant
 - d. The grasshopper
2. Who are the characters of the text?
 - a. The ant and the dove
 - b. The dove and the hunter
 - c. The ant and the hunter

- d. The ant and the grasshopper
3. the dove quickly put off a leaf from a tree and dropped it (Line 3 paragraph 2)
What is the closest meaning of the underlined word above?
- a. Take c. bring
b. Put d. Fall
4. Which paragraph tells that the dove helped the ant?
- a. Paragraph 1 c. Paragraph 3
b. Paragraph 2 d. Paragraph 4
5. What is the main idea of paragraph 2?
- a. The ant slipped into the river while climbing up the leaf
b. The ant would sink if a dove did not see her
c. The dove put off the leave and dropped it into river
d. The ant moved and climbed the leaf
6. How many characters are there in the text?
- a. One c. Three
b. Two d. Four
7. What did the ant do when she saw the hunter trapped the dove?
- a. The ant bit the hunter
b. The ant tried to release the dove
c. The ant called her friend to help her
d. The ant dropped the leaf into the dove
8. Which statement is **TRUE** according to the text?
- a. The dove did not see the ant while the ant fell into the river
b. The ant could not find the river while walking around
c. While climbing up the leaf the ant saw the dove
d. The ant had to climb up the leaf to reach the river

9. Which statement is **FALSE** according to the text?
- a. While climbing up the leave, the ant slipped and fell into the water
 - b. Seeing the ant was in trouble, the dove quickly put off a leaf from a tree
 - c. The ant would sink if a dove did not helped her
 - d. The dove dropped the leaf far from the ant
10. dropped it immediately into the river near the ant. (Line paragraph 2)
What does the underlined word above refer to?
- a. The leaf
 - b. The branch
 - c. The grass
 - d. The fruit

II. Please answer the following questions based on the text you have read!

11. What did the ant do when the dove dropped the leaf near her?

12. Which paragraph tells that the ant helped the dove?

13. What did the dove do when he saw the ant fell into the river?

14. What happened with the hunter when the ant bit him?

15. What is the main idea of paragraph 3?

Answer Key

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. A |
| 3. D | 8. D |
| 4. B | 9. D |
| 5. A | 10. A |

Key Answer

11. She climbed up to the leaf
12. Paragraph 4
13. He put off a leaf from a tree and dropped it into the river near the ant
14. The hunter dropped his net and the dove flew away quickly from his net
15. The ant moved towards the leaf and climbed up there

The Distribution of the Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	3,10
2	Sentence Comprehension	1,7,11,13,14
3	Paragraph Comprehension	4,5,12
4	Text Comprehension	2,6,8,9
Total		15 numbers

Appendix 6

LESSON PLAN 2**(Cycle 1)**

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Theme	: Fable
Time	: 2 x 40 minutes

A. Standard Competence

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.6 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

4.10 Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

C. Indicators

- 1.1.1 Showing seriousness in the teaching learning process.
- 2.1.1 Communicating and behaving well with the teacher and other students.
- 3.6.1 Identifying the social function of a narrative text.
- 3.6.2 Identifying the generic structure of a narrative text.
- 3.6.3 Identifying the language features of a narrative text.
- 4.10.1 Getting the information from a narrative text.
- 4.10.2 Doing REAP (Read, Encode, Annotate, Ponder) Strategy.
- 4.10.3 Doing the reading exercise.

D. Learning Objective

- 1. The students are able to identify the social function of a narrative text.
- 2. The students are able to identify the generic structure of a narrative text.
- 3. The students are able to identify the language features of a narrative text.
- 4. The students are able to get the information from a narrative text.
- 5. The students are able to do REAP (Read, Encode, Annotate, Ponder) Strategy.
- 6. The students are able to do the reading exercise.

E. Learning Material

Enclosed

F. Learning Method

Scientific approach: observing, questioning, experimenting, associating, and communicating.

G. Learning Media

- 1. Media and instrument:
 - a. Pictures
 - b. white board
 - c. board marker
- 2. Learning Source:

- a. Internet

H. Steps of Learning Activity

1. Set Induction

- a. The teacher greets the students and asks the students' condition.
- b. The teacher asks the students to pray.
- c. The teacher asks some leading questions to the students dealing with the topic today.
- d. The teacher stating the objectives of the lesson.

2. Main Activity

Observing

- a. The teacher shows a narrative text about the tiger and the mousedeer.
- b. The teacher explains the definition, social function, generic structure and language features of narrative text.
- c. The students reading the narrative text about the tiger and the mousedeer individually (Step 1).

Questioning

- a. The teacher asks the students to do encoding activity by reading the text the tiger and the mousedeer again to explore the information from the text (Step 2).
- b. The students do encode activity encoding activity by reading the text about the tiger and the mousedeer again to explore the information from the text (Step 2).
- c. The teacher leads the students to ask questions about the text.
- d. The students ask questions to the teacher.

Experimenting

- a. The teacher asks the students to do annotating activity by writing down the result of their encoding using their own word (Step 3).
- b. The students do annotating activity by writing down the result of their encoding using their own word (Step 3).

Associating

- a. The teacher asks the students to do pondering activity by reviewing the result of their annotating (Step 4).

- b. The students do pondering activity by reviewing the result of their annotating.
- c. The teacher asks the students to do the reading exercise.
- d. The students do the reading exercise.

Communicating

- a. The teacher and the students discuss the students' exercise.

Closing

- a. The teacher leads the students to conclude the material that the students have learned.
- b. The students draw a conclusion about the material they have learned.
- c. The teacher part with the students.
- d. The teacher ends the class.

I. The Assessment/Evaluation

- A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicator							Active	Passive
		1	2	3	4	5	6	7		
1										
2										
3										
4										
5										

The indicators of students' active participation are as follows:

1. The students ask question to teacher during the teaching learning process of reading comprehension.
2. The students answer the question from the teacher during the teaching learning process of reading comprehension.
3. The students read the text.
4. The students encode the text.
5. The students do annotating activity.
6. The students do pondering activity.
7. The students do the reading exercise.

Note:

1. The students are categorized active students if they can fulfill at least five indicators.

2. The students are categorized passive students if they only fulfill three or four indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

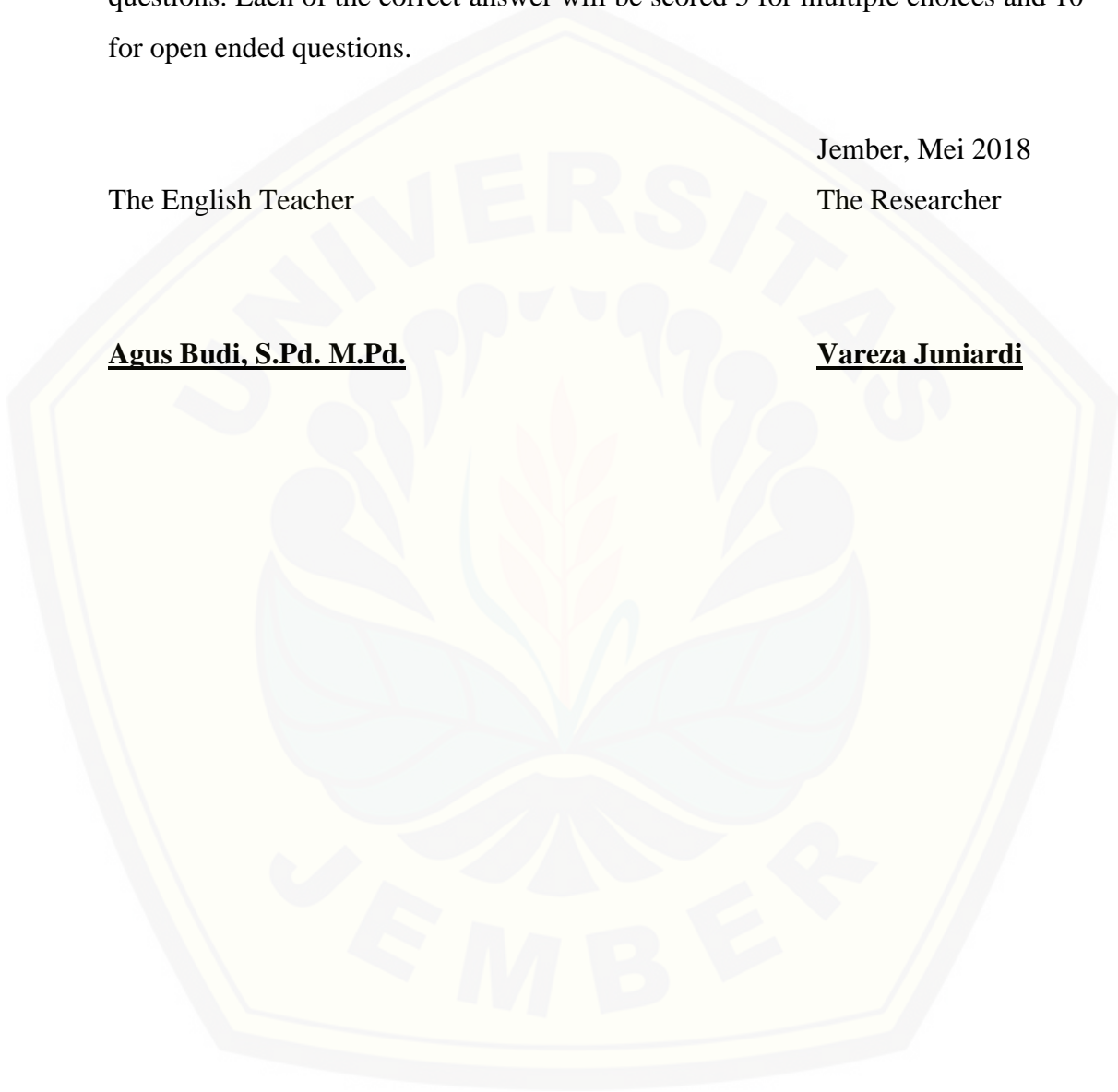
The English Teacher

Agus Budi, S.Pd. M.Pd.

Jember, Mei 2018

The Researcher

Vareza Juniardi



Enclosure

A. Leading question for set induction

1. Do you still remember what we have learned in the previous meeting?
2. What picture is it?
3. What animal is it in this picture?
4. What do you call a story that tells about animal?

B. Picture



C. Material

Narrative text: is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Purpose: to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation : Tell where and when the story happened and introduces the participants of the story, who and what is involved in the story.
2. Complication : Tell the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution : Tell the problem is resolved, either in a happy ending or in a sad ending.

Language features of narrative text

- a. Using time conjunction (then, suddenly, when, after that)
- b. Using past tense
- c. Using adverb of time (once upon time, one day, once, a long time ago)

D. Student Activity Using REAP Strategy

1. Read

Please read the text carefully!

The Tiger and the Mousedeer

One day, a mousedeer was so thirsty and wanted to drink in the river. Near the river, he saw a big tiger tried to eat a small mouse. The mousedeer felt pity about the mouse and wanted to help the mouse. He thought hardly and he had an idea.

He walked closer to the tiger and said, “Hi guys, you all looked so happy. The tiger said “Who are you? Oh, lucky me, I can also eat you”. The mousedeer answered, “I’m the king in the jungle. The tiger said, “You are a king? I don’t believe you. How come a small animal like you become a king?” “Of course you do not know me. I am a king and all animal in this jungle respects me because I am a strong animal that has no afraid of anything. The tiger said: “Can you prove that you are the king?” The mousedeer said, “I ate a tiger and I threw the head in the well near the river yesterday. Follow me to see your friend’s head in the well.”

The tiger began to scare and he followed the mousedeer to go to the well near the river. The mousedeer said, “Here we go. I let you see the tiger head. The tiger began trembling. He looked inside the well but did not see anything in the well except the shadow of his head. The tiger thought that his shadow was the tiger head.

After seeing that well, the tiger run as fast as he could because he was afraid that the mousedeer would eat him. The mousedeer and the mouse were

laughing. There was nothing inside the well except clear water so if anyone saw that well they would see their own shadow.

(Adapted from <https://gudangpelajaran.com/contoh-narrative-text/>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

E. Exercise

1. Read

Please read the text carefully!

The Ants and the Grasshopper

Once upon a time, there lived a swarm of ants and the grasshopper. They lived together and became a good friend. The ants were so diligent. They worked hard together to find some foods and store the food in their nest. Meanwhile the grasshopper was so lazy, he spent most of his time playing and singing a song. The grasshopper did not think about his future.

One day, the grasshopper met the ants in the forest. He greeted the ants “Hi ant, I have not seen you around for the last two weeks, why did not you come to my house for playing? “Don’t you know the long dry season is coming up? And it is predicted that there will be long dryness” Answered the ants, but the grasshoppers ignored the ants and flew away while singing a song.

Several weeks later, the dry season came up. It was the longest dry season ever. Day by day the leaves decreased, and there were no fruits at all. The grasshoppers could not sing a song. He felt so weak and very hungry. He flew back and forth, but he could not find any green leaves. All plants were dead.

The grasshopper almost gave up. Luckily one of his best friends, the ant found him. “Hey, what’s wrong with you? You look so terrible?” asked the ant. The grasshopper answered weakly “I am starving”. The ant invited the grasshopper to the nest “Come along with me!” said the ant. Arriving at the ants’ nest, the grasshopper was very surprised because there were so many foods there. He was served with many kinds of fresh fruits and leaves.

(Adapted from <https://www.sederet.com/tutorial/contoh-narrative-text-dongeng-binatang-fable/>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

1. They worked hard together to find some foods.... (Line 2 paragraph 1)

What does the underlined word above refer to?

- | | |
|--------------------|---------------------------------|
| a. The ants | c. The ants and the grasshopper |
| b. The grasshopper | d. The bees |

2. Who are the characters of the text?
 - a. The bees and the grasshopper
 - b. The ants and the grasshopper
 - c. The ants and the bees
 - d. The bees and the butterfly

3. Which paragraph tells that the ants helped the grasshopper?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

4. The ants were so diligent (Line 2 paragraph 1)
What is the antonym of the underlined word above?
 - a. Smart
 - b. Clever
 - c. Lazy
 - d. Zealous

5. How many characters are there in the text?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

6. What is the main idea of the paragraph 2?
 - a. The grasshopper greeted the ants
 - b. The grasshopper ignored the ants and flew away
 - c. The grasshopper did not about his future
 - d. The grasshopper met the ants in the forest

7. What happened when the grasshopper could not find any green leaves and almost gave up?
 - a. The ants helped the grasshopper and invited him to their nest
 - b. The ants leave the grasshopper
 - c. The grasshopper asked help to the ants
 - d. The grasshopper stole the food from the ants

8. he spent most of his time playing and singing a song. (Line 4 paragraph 1)

What does the underlined word above refer to?

- a. The ant
- b. The grasshopper
- c. The bee
- d. The butterfly

9. but the grasshoppers ignored the ants and.... (Line 4 paragraph 2)

What is the closest meaning of the underlined word above?

- a. Overlook
- b. Worry
- c. Met
- d. Care

10. Which statement is **FALSE** according to the text?

- a. The ants were so diligent
- b. The grasshopper was so lazy
- c. The ants did not help the grasshopper when he almost gave up
- d. The ants worked hard to find some foods

II. Please answer the following questions based on the text you have read!

11. What did the ants say to the grasshopper about the season?

12. What happened when the grasshopper arrived at the ants' nest?

13. What happened with the grasshopper when the dry season came?

14. Which paragraph tells that the dry season came up?

15. Why did the ants help the grasshopper?

Answer Key

- | | |
|------|-------|
| 1. A | 6. D |
| 2. B | 7. A |
| 3. D | 8. B |
| 4. C | 9. A |
| 5. B | 10. C |

Key Answer

11. They said that there would be a long dry season
12. He was very surprised because there were so many foods there
13. He could not find the green leaves
14. Paragraph 3
15. Because they were a good friend

The Distribution of the Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	4,9
2	Sentence Comprehension	1,7,8,11,12,13,15
3	Paragraph Comprehension	3,6,14
4	Text Comprehension	2,5,10
Total		15 numbers

Appendix 7

**POST TEST
(READING TEST CYCLE 1)**

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Time	: 70 minutes

Choose the correct answer by crossing (X) a, b, c or d in your answersheet!

Read the following text to answer questions number 1-10!

A fox and a little rabbit

Once upon a time in the jungle, there lived a fox. His name was Rox, no one did not know him. Everybody in the jungle was afraid of him because his face and his style looked very vicious.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat him. Rox jumped over the snake as soon as possible and scared the snake to go away.

The little rabbit then realized that Rox saved his life from the dangerous snake. After that, the rabbit told to the whole of the jungle that Rox was a kind fox. He just saved his life. There was no need to be afraid of him anymore.

(Adapted from <http://englishstory12.blogspot.co.id/2012/02/fox-and-little-rabbit.html>)

1. Everybody in the jungle was afraid of him.... (Line 2 paragraph 1

What is the antonym of the underlined word above?

- | | |
|----------|------------|
| a. Shy | c. Fearful |
| b. Scare | d. Brave |

2. he saw a little rabbit in danger. (Line 2 paragraph 2)
What does the underlined word refer to?
 - a. The rabbit
 - b. The fox
 - c. The snake
 - d. The crocodile
3. How many characters are there in the text above?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
4. Which paragraph tells that the snake was going to eat the rabbit?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
5. What is the main idea of paragraph 2?
 - a. When Rox was drinking at the river, he saw a rabbit in danger
 - b. A snake came sneaking behind the rabbit
 - c. The snake was going to eat the rabbit
 - d. Rox jumped over the snake and scared the snake
6. Why was everybody in the jungle afraid of Rox?
 - a. Because he wanted to kill all the animal
 - b. Because his face and his style looked very vicious
 - c. Because he was very kind
 - d. Because he wanted to eat all the animal
7. Which statement is **TRUE** according to the text?
 - a. Everybody in the jungle was not afraid of Rox
 - b. The snake wanted to eat Rox
 - c. Rox was a bad animal
 - d. Rox saved the rabbit's life from the snake

8. ... the snake was going to eat him. (Line 2 paragraph 2)
What does the underlined word refer to?
- a. The snake
 - b. The Rabbit
 - c. The fox
 - d. The crocodile
9. Which statement is **FALSE** according to the text?
- a. All the animal were afraid of Rox
 - b. Rox was a very kind animal
 - c. Rox saw the rabbit wanted to eat the snake
 - d. Rox saved the rabbit from the snake
10. What did the rabbit tell to the whole animal about Rox?
- a. Rox was a bad fox
 - b. Rox had vicious face
 - c. Rox had vicious style
 - d. Rox was a kind fox

Read the following text to answer questions number 11-20!

The Monkey and the Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile then he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry and wanted to eat the monkey. He stopped in the middle of the river and said to the monkey, "My father is very sick, he has to eat the heart of the monkey so he will be healthy again."

At that time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the

crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "Now I am free and I have my heart," said the monkey to the crocodile. Then the monkey went away into the jungle.

(Adapted from <https://mataulienglishclub.blogspot.co.id/2016/05/9-contoh-narrative-text-fable-lengkap.html>)

11. What did the monkey ask when he saw the crocodile?
 - a. He asked to take him across to the river
 - b. He asked to give him some food
 - c. He asked to live him alone
 - d. He asked to help him to bring some food

12. Why did the crocodile stop in the middle of the river?
 - a. Because he was happy
 - b. Because he was hungry
 - c. Because he was sick
 - d. Because he was thirsty

13. I left it under a tree, near some coconuts.... (Line 4 paragraph 4)
What is the synonym of the underlined word above?
 - a. Close
 - b. Away
 - c. Small
 - d. Far

14. Which paragraph tells that the crocodile wanted to eat the monkey?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

15. How many characters are there in the text above?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

16. Which statement is **TRUE** according to the text?
 - a. The monkey asked the crocodile to take him across the river
 - b. The crocodile did not want to eat the monkey

- c. The crocodile disagreed to take the monkey across the river
 - d. The crocodile's mother was sick
17. Which statement is **FALSE** according to the text?
- a. The monkey was a smart animal
 - b. The crocodile was a bad animal
 - c. The crocodile's father was sick
 - d. The crocodile was a good animal
18. Which paragraph tells that the monkey wanted to take his heart?
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
19. He stopped in the middle of the river.... (Line 2 paragraph 2)
What does the underlined word refer to?
- a. The crocodile
 - b. The monkey
 - c. The mouse deer
 - d. The tiger
20. What happened when the crocodile brought back the monkey to the bank river?
- a. The monkey gave some food to the crocodile
 - b. The monkey climbed up to the top of a tree
 - c. The crocodile ate the monkey
 - d. The monkey took his heart

Answer Key

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

The Distribution of the Test Item

No.	Type of Comprehension	Number
1	Word Comprehension	1,13
2	Sentence Comprehension	2,6,8,10,11,12,19,20
3	Paragraph Comprehension	4,5, 14,18
4	Text Comprehension	3,7,9,15,16,17
Total		20 numbers

Appendix 8

LESSON PLAN 1**(Cycle 2)**

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Theme	: Fable
Time	: 2 x 40 minutes

A. Standard Competence

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.6 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

4.10 Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

C. Indicators

- 1.1.1 Showing seriousness in the teaching learning process.
- 2.1.1 Communicating and behaving well with the teacher and other students.
- 3.6.1 Identifying the social function of a narrative text.
- 3.6.2 Identifying the generic structure of a narrative text.
- 3.6.3 Identifying the language features of a narrative text.
- 4.10.1 Getting the information from a narrative text.
- 4.10.2 Doing REAP (Read, Encode, Annotate, Ponder) Strategy.
- 4.10.3 Doing the reading exercise.

D. Learning Objective

- 1. The students are able to identify the social function of a narrative text.
- 2. The students are able to identify the generic structure of a narrative text.
- 3. The students are able to identify the language features of a narrative text.
- 4. The students are able to get the information from a narrative text.
- 5. The students are able to do REAP (Read, Encode, Annotate, Ponder) Strategy.
- 6. The students are able to do the reading exercise.

E. Learning Material

Enclosed

F. Learning Method

Scientific approach: observing, questioning, experimenting, associating, and communicating.

G. Learning Media

- 1. Media and instrument:
 - f. Pictures
 - g. white board
 - h. board marker
- 2. Learning Source:

- b. Internet

H. Steps of Learning Activity

1. Set Induction

- a. The teacher greets the students and asks the students' condition.
- b. The teacher asks the students to pray.
- c. The teacher asks some leading questions to the students dealing with the topic today.
- d. The teacher stating the objectives of the lesson.

2. Main Activity

Observing

- a. The teacher shows a narrative text about the mouse deer and the elephant.
- b. The teacher explains the definition, social function, generic structure and language features of narrative text.
- c. The students reading the narrative text about the lion and the mouse individually (Step 1).

Questioning

- a. The teacher asks the students to do encoding activity by reading the text about the mouse deer and the elephant again to explore the information from the text (Step 2).
- b. The students do encode activity encoding activity by reading the text about mouse deer and the elephant again to explore the information from the text (Step 2).
- c. The teacher leads the students to ask questions about the text.
- d. The students ask questions to the teacher.

Experimenting

- a. The teacher asks the students to do annotating activity by writing down the result of their encoding using their own word (Step 3).
- b. The students do annotating activity by writing down the result of their encoding using their own word (Step 3).

Associating

- a. The teacher asks the students to do pondering activity by reviewing the result of their annotating (Step 4).
- b. The students do pondering activity by reviewing the result of their annotating.
- c. The teacher asks the students to do the reading exercise.
- d. The students do the reading exercise.

Communicating

- a. The teacher and the students discuss the students' exercise.

Closing

- a. The teacher leads the students to conclude the material that the students have learned.
- b. The students draw a conclusion about the material they have learned.
- c. The teacher part with the students.
- d. The teacher ends the class.

I. The Assessment/Evaluation

- A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicator							Active	Passive
		1	2	3	4	5	6	7		
1										
2										
3										
4										
5										

The indicators of students' active participation are as follows:

1. The students ask question to teacher during the teaching learning process of reading comprehension.
2. The students answer the question from the teacher during the teaching learning process of reading comprehension.
3. The students read the text.
4. The students encode the text.
5. The students do annotating activity.
6. The students do pondering activity.
7. The students do the reading exercise.

Note:

1. The students are categorized active students if they can fulfill at least five indicators.
2. The students are categorized passive students if they only fulfill three or four indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, Mei 2018

The English Teacher

The Researcher

Agus Budi, S.Pd. M.Pd.

Vareza Juniardi

Enclosure

A. Leading question for set induction

1. What picture is it?
2. What animal is it in this picture?
3. Do you know a story about animal?
4. What do you call a story that tells about animal?

B. Picture



C. Material

Narrative text: is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Purpose: to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation : Tell where and when the story happened and introduces the participants of the story, who and what is involved in the story.

2. Complication : Tell the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution : Tell the problem is resolved, either in a happy ending or in a sad ending.

Language features of narrative text

a. Using time conjunction (then, suddenly, when, after that)

b. Using past tense

c. Using adverb of time (once upon time, one day, once, a long time ago)

D. Student Activity Using REAP Strategy

1. Read

Please read the text carefully!

The Mouse Deer and The Elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

In the end, the mouse deer got a bright idea. He said to the elephant, “Come down here! Come down to this hole so you can help me get out!” The elephant agreed and followed the mouse deer’s order. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the elephant’s body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

(Adapted from <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

E. Exercise**1. Read**

Please read the text carefully!

A Mousedeer, Snake and Tiger

One day, while a mousedeer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "please don't eat me now," said the mousedeer. "I have something important to do." "look," said the mousedeer. "that is the king's belt. He asked me to stay here and watch it while he was away in the forest."

The tiger looked at the snake and said, "that is a beautiful belt. I need a belt like that. Can I wear it?" asked the tiger. "Oh all right," said the mousedeer.

Then the tiger picked up the snake and winded it around him. The snake twisted itself tighter and tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him, but the mousedeer turned and ran away into the forest.

(Adapted from <http://englishstory12.blogspot.co.id/2012/02/mousedeer-snake-and-tiger.html>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

1. When he wanted to run away from the snake.... (Line 3 paragraph 1)
What does the underlined word refer to?
 - a. Mouse deer
 - b. Tiger
 - c. Snake
 - d. The king
2. When he saw the snake, the mousedeer was frightened.
What is the closest meaning of the underlined word above?
 - a. Crazy
 - b. Happy
 - c. Scare
 - d. Worry
3. What did the mouse deer see when he walked in the forest?
 - a. A big tree
 - b. A black snake
 - c. A tiger
 - d. A king's belt
4. He saw a big, black snake sleeping under the tree. (Line 1 paragraph 1)
What is the closest meaning of the underlined word above?
 - a. Light
 - b. Dark
 - c. Colorful
 - d. Yellow

5. What is the main idea of paragraph 3?
 - a. The tiger picked up the snake and winded it around him
 - b. The snake twisted itself tighter until the tiger couldn't breathe
 - c. The tiger asked the mousedeer to help him
 - d. The mousedeer turned and ran away into the forest

6. How many characters are there in the text?
 - a. Two
 - b. Three
 - c. Five
 - d. Six

7. Which paragraph tells that the tiger wanted to eat the mouse deer?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

8. Which statement is **TRUE** according to the text?
 - a. The mouse deer was frightened when he saw the snake
 - b. The tiger told the mousedeer that he was going to eat him for dinner
 - c. The mouse deer saw a big, black snake sleeping on the top of the tree
 - d. When the mouse deer wanted to run away from the snake, he fell on top of a snake

9. Which statement is **FALSE** according to the text?
 - a. The tiger took the snake and winded it around him
 - b. The tiger woke up and took hold of the mousedeer
 - c. The snake twisted itself tighter until the tiger couldn't breathe
 - d. The tiger asked the snake to help him

10. He told the mousedeer that he was going to.... (Line 2 paragraph 2)
What does the underlined word refer to?
 - a. Mouse deer
 - b. Tiger
 - c. Snake
 - d. The king

II. Please answer the following questions based on the text you have read!

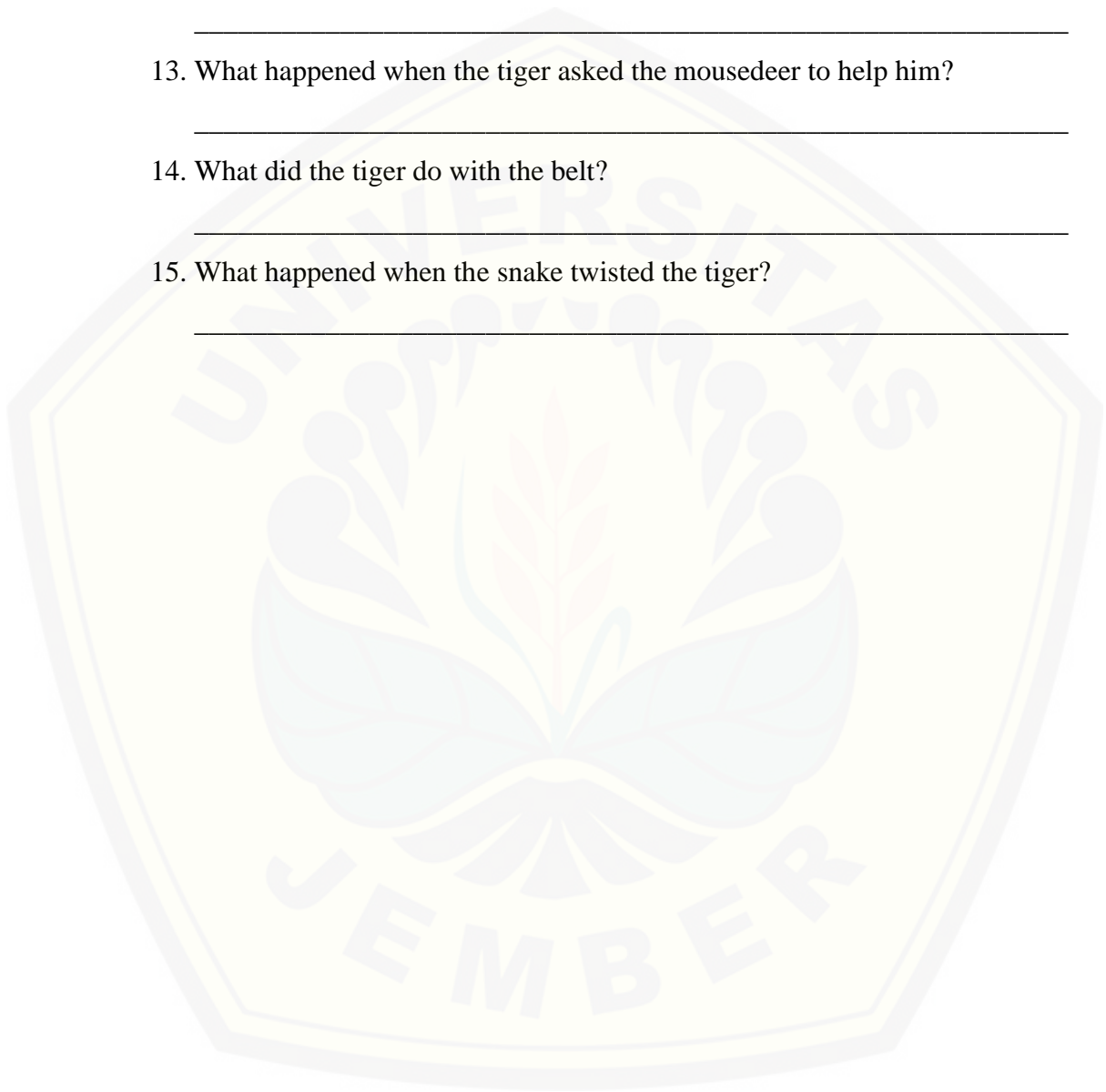
11. What is the main ide of the first paragraph?

12. What happened when the mouse deer wanted to run away from the snake?

13. What happened when the tiger asked the mousedeer to help him?

14. What did the tiger do with the belt?

15. What happened when the snake twisted the tiger?



Answer Key

I.

- | | |
|------|-------|
| 1. A | 6. B |
| 2. C | 7. B |
| 3. B | 8. A |
| 4. B | 9. D |
| 5. A | 10. B |

Key Answer

II.

11. A mousedeer was walking in the forest and he saw a big, black snake sleeping under the tree.
12. He suddenly fell on top of a tiger which was sleeping not far from the snake.
13. The mousedeer turned and ran away into the forest.
14. He picked up and winded it.
15. The tiger couldn't breathe.

The Distribution of the Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	2,4
2	Sentence Comprehension	1,3,10,12,13,14,15
3	Paragraph Comprehension	5,7,11
4	Text Comprehension	6,8,9
Total		15 numbers

Appendix 9

LESSON PLAN 2**(Cycle 2)**

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Theme	: Fable
Time	: 2 x 40 minutes

A. Standard Competence

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.6 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

4.10 Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

C. Indicators

- 1.1.1 Showing seriousness in the teaching learning process.
- 2.1.1 Communicating and behaving well with the teacher and other students.
- 3.6.1 Identifying the social function of a narrative text.
- 3.6.2 Identifying the generic structure of a narrative text.
- 3.6.3 Identifying the language features of a narrative text.
- 4.10.1 Getting the information from a narrative text.
- 4.10.2 Doing REAP (Read, Encode, Annotate, Ponder) Strategy.
- 4.10.3 Doing the reading exercise.

D. Learning Objective

- 1. The students are able to identify the social function of a narrative text.
- 2. The students are able to identify the generic structure of a narrative text.
- 3. The students are able to identify the language features of a narrative text.
- 4. The students are able to get the information from a narrative text.
- 5. The students are able to do REAP (Read, Encode, Annotate, Ponder) Strategy.
- 6. The students are able to do the reading exercise.

E. Learning Material

Enclosed

F. Learning Method

Scientific approach: observing, questioning, experimenting, associating, and communicating.

G. Learning Media

- 1. Media and instrument:
 - d. Pictures
 - e. white board
 - f. board marker
- 2. Learning Source:

- b. Internet

H. Steps of Learning Activity

1. Set Induction

- a. The teacher greets the students and asks the students' condition.
- b. The teacher asks the students to pray.
- c. The teacher asks some leading questions to the students dealing with the topic today.
- d. The teacher stating the objectives of the lesson.

2. Main Activity

Observing

- a. The teacher shows a narrative text about the fox and the cat.
- b. The teacher explains the definition, social function, generic structure and language features of narrative text.
- c. The students reading the narrative text about the tiger and the mousedeer individually (Step 1).

Questioning

- a. The teacher asks the students to do encoding activity by reading the text the fox and the cat again to explore the information from the text (Step 2).
- b. The students do encode activity encoding activity by reading the text about the fox and the cat again to explore the information from the text (Step 2).
- c. The teacher leads the students to ask questions about the text.
- d. The students ask questions to the teacher.

Experimenting

- a. The teacher asks the students to do annotating activity by writing down the result of their encoding using their own word (Step 3).
- b. The students do annotating activity by writing down the result of their encoding using their own word (Step 3).

Associating

- a. The teacher asks the students to do pondering activity by reviewing the result of their annotating (Step 4).

- b. The students do pondering activity by reviewing the result of their annotating.
- c. The teacher asks the students to do the reading exercise.
- d. The students do the reading exercise.

Communicating

- a. The teacher and the students discuss the students' exercise.

Closing

- a. The teacher leads the students to conclude the material that the students have learned.
- b. The students draw a conclusion about the material they have learned.
- c. The teacher part with the students.
- d. The teacher ends the class.

I. The Assessment/Evaluation

- A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicator							Active	Passive
		1	2	3	4	5	6	7		
1										
2										
3										
4										
5										

The indicators of students' active participation are as follows:

1. The students ask question to teacher during the teaching learning process of reading comprehension.
2. The students answer the question from the teacher during the teaching learning process of reading comprehension.
3. The students read the text.
4. The students encode the text.
5. The students do annotating activity.
6. The students do pondering activity.
7. The students do the reading exercise.

Note:

1. The students are categorized active students if they can fulfill at least five indicators.

2. The students are categorized passive students if they only fulfill three or four indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

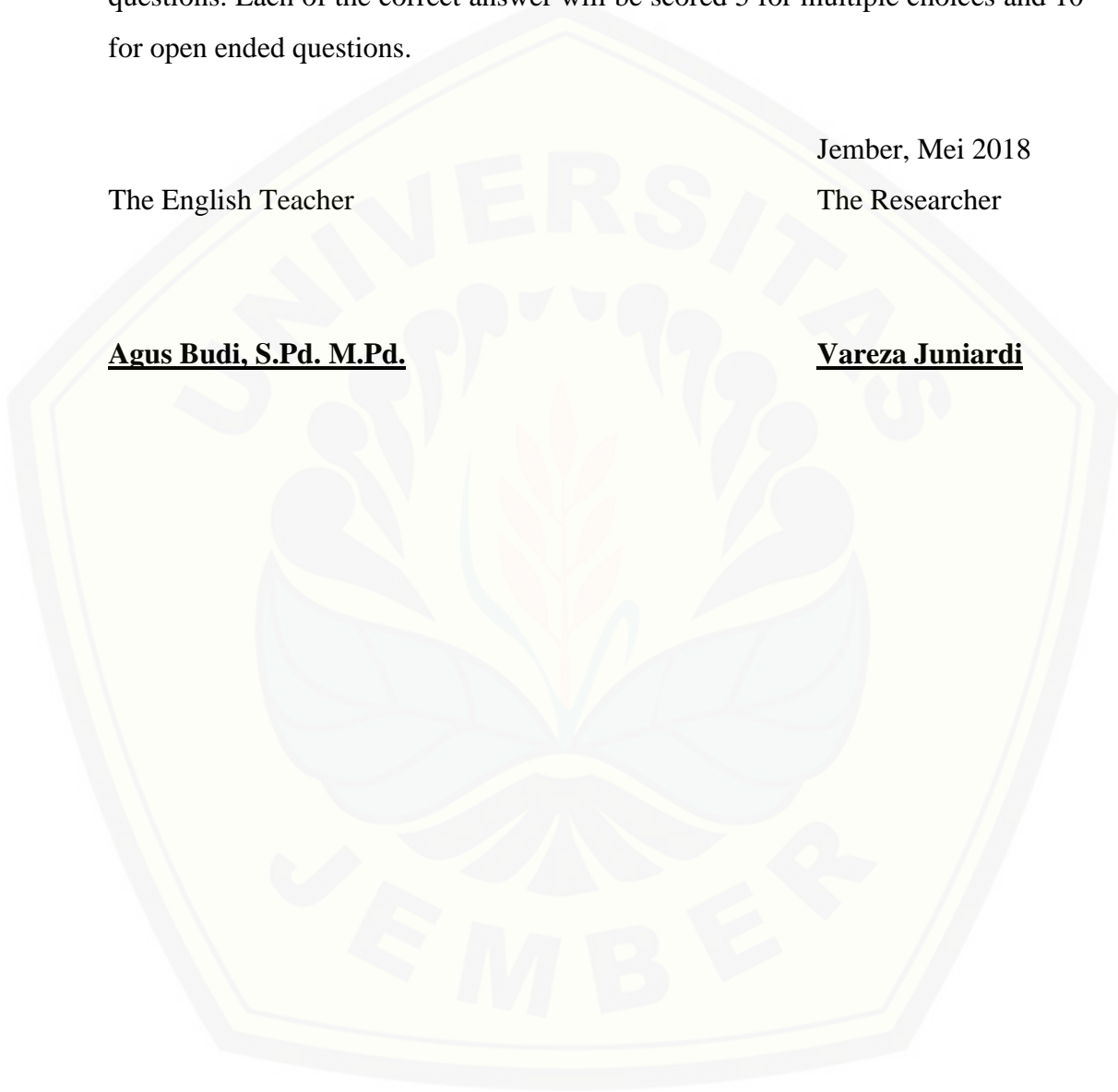
The English Teacher

Agus Budi, S.Pd. M.Pd.

Jember, Mei 2018

The Researcher

Vareza Juniardi



Enclosure

A. Leading question for set induction

1. Do you still remember what we have learned in the previous meeting?
2. What picture is it?
3. What animal is it in this picture?
4. What do you call a story that tells about animal?

B. Picture



C. Material

Narrative text: is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Purpose: to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation : Tell where and when the story happened and introduces the participants of the story, who and what is involved in the story.
2. Complication : Tell the beginning of the problems which leads to the crisis (climax) of the main participants.
3. Resolution : Tell the problem is resolved, either in a happy ending or in a sad ending.

Language features of narrative text

- a. Using time conjunction (then, suddenly, when, after that)
- b. Using past tense
- c. Using adverb of time (once upon time, one day, once, a long time ago)

D. Student Activity Using REAP Strategy

1. Read

Please read the text carefully!

The Fox and the Cat

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said. “I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!” “Well, maybe someday, when I have the time, I may teach you a few of the simple ones,” replied the fox airily.

Just then, they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know,” she called down to the fox. “Which one of your hundred tricks are you going to use?”

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived and caught the fox.

(Adapted from <http://goresanhati-ku.blogspot.com/2012/08/5-contoh-narrative-text-fabel-cerita.html>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

E. Exercise**1. Read**

Please read the text carefully!

E. Exercise**1. Read**

Please read the text carefully!

Duck and Turtle

Once upon a time, there lived two ducks in a big lake. One year later, there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for another lake." "Yes, answered the second duck, "But first let's say good bye to our friend, the turtle."

After that, the two ducks told the turtle they were going to leave. Then, the turtle said, "I'll die here without any water and without any friends. Take me with you." The ducks answered, "We can't. We are going to fly, and you have no wings." "The turtle thought for a minute and said, "please wait here." Then he went away and found a strong, straight stick.

He brought it back to his friends, put the middle of it in his mouth and said, “Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you.” “That is dangerous,” said the ducks, “if you try to talk while we’re carrying you through the air, you won’t be able to hold the stick, so you’ll fall down along way and break your shell.” “All right,” answered the turtle, “I promise not to talk while we’re in the air. So the ducks took the stick and flew away, with the turtle between them. All went well until they were flying over a town.

Then, some people saw them and shouted, “Look, those ducks are carrying a cat!” The turtle got very angry, “A cat? I’m not ...” he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

(Adapted from <https://freeenglishcourse.info/contoh-narrative-text-duck-and-turtle/>)

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

4. Ponder

Review the result of your annotating!

I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

- Who was the friend of two ducks?
 - Cat
 - Turtle
 - Swan
 - People

2. One year later there was a very little rain and.... (Line 1 paragraph 1)
What is the closest meaning of the underlined word above?
 - a. Small
 - b. Big
 - c. Thin
 - d. Heavy

3. ...he went away and found a strong, straight stick. (Line 4 paragraph 2)
What is the antonym of the underlined word above?
 - a. Powerful
 - b. Big
 - c. Weak
 - d. Heavy

4. He brought it back to his friends.... (Line 1 paragraph 3)
What does the underlined word refer to?
 - a. Duck
 - b. Cat
 - c. People
 - d. Turtle

5.you can lift me up and carry me with you. (Line 2 paragraph 3)
What is the closest meaning of the underlined word above?
 - a. Bring
 - b. Throw
 - c. Lift
 - d. Leave

6. How many characters are there in the text?
 - a. Two
 - b. Four
 - c. Five
 - d. Three

7. What is the main idea of paragraph 1?
 - a. Two ducks lived in a big lake had a friend who was a turtle
 - b. One year there was a very little rain
 - c. There'll be no water in this lake
 - d. The lake began to dry up

8. Which paragraph tells that the ducks brought the turtle flew?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

9. Which statement is **TRUE** according to the text?
- a. The turtle went away and found a weak and straight stick
 - b. The ducks took the stick and flew away with the turtle
 - c. Two year there was a very little rain
 - d. The turtle put the stick in the middle of his nose
10. Which statement is **FALSE** according to the text?
- a. Two ducks lived in a little lake
 - b. The lake began to dry up after very little rain
 - c. Some people saw the ducks and the turtle flying over the town
 - d. The turtle fell to the ground after the stick came out of his mouth

II. Please answer the following questions based on the text!

11. What did the turtle say when the two ducks were going to leave?

12. What happened when the turtle opened his mouth?

13. What did the turtle find when he went away from the ducks?

14. What was the turtle's promise to the ducks?

15. What is the moral value of the text?

Answer Key

I.

- | | |
|------|-------|
| 1. B | 6. D |
| 2. A | 7. A |
| 3. C | 8. C |
| 4. D | 9. B |
| 5. A | 10. A |

Key Answer

II.

11. He said to take him with the ducks
12. The stick came out of his mouth and the turtle fell to the ground
13. He found a strong, straight stick
14. He promise he would not talk while in the air
15. We must keep our promise whatever happen

The Distribution of the Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	2,3,5
2	Sentence Comprehension	1,4,11,12,13.14
3	Paragraph Comprehension	7,8
4	Text Comprehension	6,9,10,15
Total		15 numbers

Appendix 10

POST TEST
(READING TEST CYCLE 2)

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Text type	: Narrative text
Time	: 70 minutes

Choose the correct answer by crossing (X) a, b, c or d in your worksheet!

Read the following text to answer questions number 1-10!

The Fox and the Goat

Once upon a time, there was a fox that was roaming around in the dark. Unfortunately, he fell into a well because of the darkness. He tried his best to come out but he failed. So he had no other alternative and waiting there till the next morning.

The next day, a goat came there, peeped into the well and saw the fox inside. "What are you doing there, Mr. Fox?" the goat asked. "I come here to drink water. It is the best I have ever tasted. Come and see," the sly fox replied. Without thinking even for a while, the goat jumped into the well because he was thirsty.

Not long after that, he realized his condition and looked for a way to get out. But just like the fox, the goat also found him helpless to come out from the well. Then the fox said, "I have an idea. You stand on your legs and I'll climb on your head to get out. Then I will help you come out too."

The goat was too innocent to understand the trick played by the fox and did what the fox said. While walking his way out, the fox said, "If you had been intelligent enough, you would never have got in without seeing how to get out."

(Adapted from <http://www.englishiana.com/2016/05/contoh-narrative-text-fable-singkat.html>)

1. He tried his best to come out..... (Line 2 paragraph 1)
What does the underlined word above refer to?
 - a. The Tiger
 - b. The Goat
 - c. The Fox
 - d. The Crocodile

2. How many characters are in the text?
 - a. 2
 - b. 3
 - c. 4
 - d. 5

3. Unfortunately, he fell into a well (Line 2 paragraph 1)
What is the closest meaning of the underlined word above?
 - a. Out
 - b. Come
 - c. Back
 - d. Drop

4. Which paragraph tells that the goat jumped into the well?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

5. Why did the fox fall into a well?
 - a. Because he run away from the goat
 - b. Because of the darkness
 - c. Because the goat wanted to catch him
 - d. Because he wanted to drink water

6. What is the main idea of paragraph 2?
 - a. The goat fell into the well because of the darkness
 - b. The goat jumped into the well because he was thirsty
 - c. The goat came into the well, peeped into the well and saw the fox inside
 - d. The goat found him helpless to come out from the well

7. Which paragraph tells that the fox fell into the well?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

8. Which statement is **TRUE** according to the text?
- The fox fell into the well because he wanted to catch the goat
 - The goat saw the fox inside the well
 - The goat jumped into the well because he wanted to help the fox
 - The fox fell into the well because he wanted to drink water
9. Which statement is **FALSE** according to the text?
- The goat jumped into the well because he was thirsty
 - The fox fell into the well because he was thirsty
 - The goat found him helpless to come out from the well
 - The fox tried his best to come out from the well but he failed
10. Why did the goat jump into the well?
- Because he was thirsty
 - Because he wanted to help the fox
 - Because he wanted to look inside the well
 - Because he run away from the fox

Read the following text to answer questions number 11-20!

The Rabbit and the Turtle

Once there was a rabbit that could run so fast in the forest. "I have never been beaten so far when I put my full speed," he said. "I challenge anyone here to race with me," he said again arrogantly.

Then, the turtle heard it and said, "I accept your challenge rabbit." "Are you joking?" asked the rabbit. "I can dance round you all the way during the race." He said again. "Keep your words until you have won, Shall we race now?" answered the Turtle.

After that, the rabbit and the turtle were ready to start the race. The rabbit run so fast after the race was started, but soon he stopped and had a nap because he did not see the turtle behind him. The turtle run slowly until he passed the rabbit.

Suddenly the rabbit woke up from his nap and realized that the turtle was in front of him. He saw the Turtle just near the finish line and he could not run up in time to win the race. Finally the turtle won the race.

(Adapted from <http://www.englishiana.com/2016/05/contoh-narrative-text-fable-singkat.html>)

11. Who are the characters of the text?
 - a. The turtle and the rabbit
 - b. The rabbit and the monkey
 - c. The buffalo and the turtle
 - d. The turtle and the mouse deer

12. Why did the rabbit cannot win the race?
 - a. Because the turtle was so fast
 - b. Because he could not see the turtle behind him
 - c. Because he was arrogant
 - d. Because he stopped and had a nap

13. but soon he stopped and had a nap because (Line 2 paragraph 3)
What does the underlined word refer to?
 - a. The turtle
 - b. The rabbit
 - c. The mouse deer
 - d. The monkey

14. Which paragraph tells that the turtle accepted the challenge from the rabbit?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

15. What is the main idea of paragraph 3?
 - a. The rabbit and the turtle were ready to start the race
 - b. The rabbit run so fast after the race was started

- c. The rabbit stopped and had a nap
 - d. The rabbit could not see the turtle behind him
16. that could run so fast in the forest (Line 1 paragraph 1)
What is the antonym of the underlined word above?
- a. Quick
 - b. Slow
 - c. High
 - d. Rapid
17. run slowly until he passed.... (Line 3 paragraph 3)
What does the underlined word refer to?
- a. The rabbit
 - b. The turtle
 - c. The tiger
 - d. The monkey
18. Which statement is **TRUE** according to the text?
- a. The rabbit could run so fast
 - b. The turtle could run so fast
 - c. The rabbit won in the race
 - d. The turtle lost in the race
19. Which statement is **FALSE** according to the text?
- a. The turtle accepted the challenge from the rabbit
 - b. The turtle won in the race
 - c. The rabbit could run so fast
 - d. The rabbit won in the race
20. Why did the rabbit stop in the race?
- a. Because he was sleepy
 - b. Because he waited the turtle
 - c. Because he did not see the turtle behind him
 - d. Because he thought he could not win the race

Answer Key

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

The Distribution of the Test Item

No.	Type of Comprehension	Number
1	Word Comprehension	3,16,17
2	Sentence Comprehension	15,10,12,13,20
3	Paragraph Comprehension	4,6,7,14,15
4	Text Comprehension	2,8,9,11,18,19
Total		20 numbers

Appendix 11

THE RESULT OF THE STUDENTS' PARTICIPATION**The Result of Observation in Cycle 1**

No.	Name of the student	Meeting 1									
		Indicators							Total	Category	
		1	2	3	4	5	6	7		Active	Passive
1	AN	✓		✓	✓	✓	✓	✓	6	Active	
2	ATA		✓	✓	✓	✓	✓	✓	6	Active	
3	ASN		✓	✓		✓		✓	4		Passive
4	AWP	✓	✓	✓	✓	✓	✓	✓	7	Active	
5	ASANB		✓	✓	✓	✓	✓	✓	6	Active	
6	APN			✓	✓	✓	✓	✓	5	Active	
7	ALNK		✓	✓		✓	✓	✓	5	Active	
8	ADS			✓	✓	✓	✓	✓	5	Active	
9	AH		✓	✓	✓	✓		✓	5	Active	
10	AWS	✓	✓	✓	✓	✓	✓	✓	7	Active	
11	AYF			✓	✓	✓	✓	✓	5	Active	
12	DLS			✓	✓	✓	✓	✓	5	Active	
13	DDA	✓		✓	✓	✓	✓	✓	6	Active	
14	DAH	✓	✓	✓	✓	✓	✓	✓	7	Active	
15	DFK		✓	✓	✓	✓	✓	✓	6	Active	
16	EAZZ	✓	✓	✓	✓	✓	✓	✓	7	Active	
17	FIH			✓	✓	✓		✓	4		Passive
18	FIN		✓	✓	✓	✓		✓	5	Active	
19	IRAN			✓		✓		✓	3		Passive
20	LDS		✓	✓	✓	✓		✓	5	Active	
21	MSZ		✓	✓	✓	✓	✓	✓	6	Active	
22	MAP			✓	✓	✓	✓	✓	5	Active	
23	NWF		✓	✓	✓	✓	✓	✓	6	Active	
24	NJWB	✓	✓	✓	✓	✓	✓	✓	7	Active	
25	NLP			✓	✓	✓		✓	4		Passive
26	NSA	✓		✓	✓	✓	✓	✓	6	Active	
27	NCAM	✓	✓	✓	✓	✓	✓	✓	7	Active	
28	NI			✓		✓		✓	3		Passive
29	NIM			✓	✓	✓		✓	4		Passive
30	ODPR	✓	✓	✓	✓	✓	✓	✓	7	Active	
31	PS	✓		✓	✓	✓	✓	✓	6	Active	
32	PN	✓		✓	✓	✓		✓	5	Active	
33	RW	✓	✓	✓	✓	✓	✓	✓	7	Active	
34	SH			✓		✓		✓	3		Passive
35	SA			✓	✓	✓	✓	✓	5	Active	
36	SAS		✓	✓		✓		✓	4		Passive
37	SIG			✓	✓	✓	✓	✓	5	Active	

38	SK			✓	✓	✓		✓	4		Passive
39	VA	✓	✓	✓		✓	✓	✓	6	Active	
Total										30	9

No.	Name of the student	Meeting 2									
		Indicators							Total	Category	
		1	2	3	4	5	6	7		Active	Passive
1	AN	✓		✓	✓	✓	✓	✓	6	Active	
2	ATA		✓	✓	✓	✓		✓	5	Active	
3	ASN		✓	✓		✓	✓	✓	5	Active	
4	AWP	✓	✓	✓	✓	✓	✓	✓	7	Active	
5	ASANB		✓	✓	✓	✓	✓	✓	6	Active	
6	APN		✓	✓	✓	✓	✓	✓	6	Active	
7	ALNK		✓	✓		✓	✓	✓	5	Active	
8	ADS			✓	✓	✓	✓	✓	5	Active	
9	AH		✓	✓	✓	✓	✓	✓	6	Active	
10	AWS	✓	✓	✓	✓	✓	✓	✓	7	Active	
11	AYF		✓	✓	✓	✓	✓	✓	6	Active	
12	DLS			✓	✓	✓	✓	✓	5	Active	
13	DDA	✓		✓	✓	✓	✓	✓	5	Active	
14	DAH	✓	✓	✓	✓	✓	✓	✓	7	Active	
15	DFK	✓	✓	✓	✓	✓	✓	✓	7	Active	
16	EAZZ		✓	✓	✓	✓	✓	✓	6	Active	
17	FIH		✓	✓	✓	✓		✓	5	Active	
18	FIN			✓	✓	✓		✓	4		Passive
19	IRAN			✓		✓		✓	4		Passive
20	LDS		✓	✓	✓	✓		✓	5	Active	
21	MSZ		✓	✓	✓	✓	✓	✓	6	Active	
22	MAP			✓	✓	✓	✓	✓	5	Active	
23	NWF		✓	✓	✓	✓	✓	✓	6	Active	
24	NJWB	✓	✓	✓	✓	✓	✓	✓	7	Active	
25	NLP			✓	✓	✓		✓	4		Passive
26	NSA	✓		✓	✓	✓	✓	✓	6	Active	
27	NCAM	✓	✓	✓	✓	✓	✓	✓	7	Active	
28	NI			✓		✓	✓	✓	4		Passive
29	NIM			✓	✓	✓		✓	4		Passive
30	ODPR	✓	✓	✓	✓	✓	✓	✓	7	Active	
31	PS	✓		✓	✓	✓	✓	✓	6	Active	
32	PN	✓		✓		✓		✓	4		Passive
33	RW	✓	✓	✓	✓	✓	✓	✓	7	Active	
34	SH			✓		✓		✓	3		Passive
35	SA			✓	✓	✓	✓	✓	5	Active	
36	SAS		✓	✓		✓	✓	✓	5	Active	
37	SIG			✓	✓	✓	✓	✓	5	Active	

38	SK			✓	✓	✓		✓	4		Passive
39	VA		✓	✓		✓	✓	✓	5	Active	
Total										31	8

The Result of Observation in Cycle 2

No.	Name of the student	Meeting 1									
		Indicators							Total	Category	
		1	2	3	4	5	6	7		Active	Passive
1	AN	✓		✓	✓	✓	✓	✓	6	Active	
2	ATA		✓	✓	✓	✓	✓	✓	6	Active	
3	ASN		✓	✓		✓	✓	✓	5	Active	
4	AWP	✓	✓	✓	✓	✓	✓	✓	7	Active	
5	ASANB		✓	✓	✓	✓	✓	✓	6	Active	
6	APN			✓	✓	✓	✓	✓	5	Active	
7	ALNK		✓	✓		✓	✓	✓	5	Active	
8	ADS			✓	✓	✓	✓	✓	5	Active	
9	AH		✓	✓	✓	✓		✓	5	Active	
10	AWS	✓	✓	✓	✓	✓	✓	✓	7	Active	
11	AYF			✓	✓	✓	✓	✓	5	Active	
12	DLS			✓	✓	✓	✓	✓	5	Active	
13	DDA	✓		✓	✓	✓	✓	✓	6	Active	
14	DAH	✓	✓	✓	✓	✓	✓	✓	7	Active	
15	DFK		✓	✓	✓	✓	✓	✓	6	Active	
16	EAZZ	✓	✓	✓	✓	✓	✓	✓	7	Active	
17	FIH			✓	✓	✓		✓	4		Passive
18	FIN		✓	✓	✓	✓		✓	5	Active	
19	IRAN			✓		✓		✓	3		Passive
20	LDS		✓	✓	✓	✓		✓	5	Active	
21	MSZ		✓	✓	✓	✓	✓	✓	6	Active	
22	MAP			✓	✓	✓	✓	✓	5	Active	
23	NWF		✓	✓	✓	✓	✓	✓	6	Active	
24	NJWB	✓	✓	✓	✓	✓	✓	✓	7	Active	
25	NLP			✓	✓	✓		✓	4		Passive
26	NSA	✓		✓	✓	✓	✓	✓	6	Active	
27	NCAM	✓	✓	✓	✓	✓	✓	✓	7	Active	
28	NI			✓		✓		✓	3		Passive
29	NIM			✓	✓	✓		✓	4		Passive
30	ODPR	✓	✓	✓	✓	✓	✓	✓	7	Active	
31	PS	✓		✓	✓	✓	✓	✓	6	Active	
32	PN	✓		✓	✓	✓		✓	5	Active	
33	RW	✓	✓	✓	✓	✓	✓	✓	7	Active	
34	SH			✓		✓		✓	3		Passive
35	SA			✓	✓	✓	✓	✓	5	Active	
36	SAS		✓	✓		✓		✓	4		Passive

37	SIG			✓	✓	✓	✓	✓	5	Active	
38	SK			✓	✓	✓		✓	4		Passive
39	VA	✓	✓	✓		✓	✓	✓	6	Active	
Total										31	8

No.	Name of the student	Meeting 2									
		Indicators							Total	Category	
		1	2	3	4	5	6	7		Active	Passive
1	AN	✓		✓	✓	✓	✓	✓	6	Active	
2	ATA		✓	✓	✓	✓		✓	5	Active	
3	ASN		✓	✓		✓	✓	✓	5	Active	
4	AWP	✓	✓	✓	✓	✓	✓	✓	7	Active	
5	ASANB		✓	✓	✓	✓	✓	✓	6	Active	
6	APN		✓	✓	✓	✓	✓	✓	6	Active	
7	ALNK		✓	✓		✓	✓	✓	5	Active	
8	ADS			✓	✓	✓	✓	✓	5	Active	
9	AH		✓	✓	✓	✓	✓	✓	6	Active	
10	AWS	✓	✓	✓	✓	✓	✓	✓	7	Active	
11	AYF		✓	✓	✓	✓	✓	✓	6	Active	
12	DLS			✓	✓	✓	✓	✓	5	Active	
13	DDA	✓		✓	✓	✓	✓	✓	5	Active	
14	DAH	✓	✓	✓	✓	✓	✓	✓	7	Active	
15	DFK	✓	✓	✓	✓	✓	✓	✓	7	Active	
16	EAZZ		✓	✓	✓	✓	✓	✓	6	Active	
17	FIH		✓	✓	✓	✓		✓	5	Active	
18	FIN			✓	✓	✓		✓	4		Passive
19	IRAN			✓		✓	✓	✓	5	Active	
20	LDS		✓	✓	✓	✓		✓	5	Active	
21	MSZ		✓	✓	✓	✓	✓	✓	6	Active	
22	MAP			✓	✓	✓		✓	4		Passive
23	NWF		✓	✓	✓	✓	✓	✓	6	Active	
24	NJWB	✓	✓	✓	✓	✓	✓	✓	7	Active	
25	NLP			✓	✓	✓		✓	4		Passive
26	NSA	✓		✓	✓	✓	✓	✓	6	Active	
27	NCAM	✓	✓	✓	✓	✓	✓	✓	7	Active	
28	NI			✓		✓	✓	✓	4		Passive
29	NIM			✓	✓	✓		✓	4		Passive
30	ODPR	✓	✓	✓	✓	✓	✓	✓	7	Active	
31	PS	✓		✓	✓	✓	✓	✓	6	Active	
32	PN	✓		✓		✓		✓	4		Passive
33	RW	✓	✓	✓	✓	✓	✓	✓	7	Active	
34	SH			✓		✓		✓	3		Passive
35	SA			✓	✓	✓	✓	✓	5	Active	
36	SAS		✓	✓		✓	✓	✓	5	Active	

37	SIG			✓	✓	✓	✓	✓	5	Active	
38	SK			✓	✓	✓	✓	✓	5	Active	
39	VA		✓	✓		✓	✓	✓	5	Active	
		Total								32	7



Appendix 12

THE RESULT OF READING COMPREHENSION TEST**Cycle 1**

No.	Students' Name	KKM	Score	Achieved	Not Achieved
1	AN	75	85	✓	
2	ATA	75	80	✓	
3	ASN	75	75	✓	
4	AWP	75	90	✓	
5	ASANB	75	85	✓	
6	APN	75	80	✓	
7	ALNK	75	80	✓	
8	ADS	75	75	✓	
9	AH	75	80	✓	
10	AWS	75	90	✓	
11	AYF	75	75	✓	
12	DLS	75	80	✓	
13	DDA	75	85	✓	
14	DAH	75	90	✓	
15	DFK	75	85	✓	
16	EAZZ	75	90	✓	
17	FIH	75	70		✓
18	FIN	75	85	✓	
19	IRAN	75	65		✓
20	LDS	75	75	✓	
21	MSZ	75	85	✓	
22	MAP	75	75	✓	
23	NWF	75	85	✓	
24	NJBW	75	90	✓	
25	NLP	75	70		✓
26	NSA	75	85	✓	
27	NCAM	75	90	✓	
28	NI	75	65		✓
29	NIM	75	70		✓
30	ODPR	75	90	✓	
31	PS	75	85	✓	
32	PN	75	75	✓	
33	RW	75	90	✓	
34	SH	75	60		✓
35	SA	75	70		✓

36	SAS	75	70		✓
37	SA	75	80	✓	
38	SK	75	70		✓
39	VA	75	85	✓	
Mean Score		$M = \frac{\sum x}{N}$	79.74		
Total				30	9
Percentage		$E = \frac{n}{N} \times 100\%$		76.92%	23.08%

Cycle 2

No.	Students' Name	KKM	Score	Achieved	Not Achieved
1	AN	75	80	✓	
2	ATA	75	85	✓	
3	ASN	75	80	✓	
4	AWP	75	85	✓	
5	ASANB	75	90	✓	
6	APN	75	85	✓	
7	ALNK	75	85	✓	
8	ADS	75	80	✓	
9	AH	75	85	✓	
10	AWS	75	90	✓	
11	AYF	75	80	✓	
12	DLS	75	85	✓	
13	DDA	75	90	✓	
14	DAH	75	95	✓	
15	DFK	75	90	✓	
16	EAZZ	75	85	✓	
17	FIH	75	75	✓	
18	FIN	75	90	✓	
19	IRAN	75	70		✓
20	LDS	75	70		✓
21	MSZ	75	95	✓	
22	MAP	75	80	✓	
23	NWF	75	80	✓	
24	NJBW	75	90	✓	
25	NLP	75	75	✓	
26	NSA	75	90	✓	
27	NCAM	75	85	✓	
28	NI	75	70		✓

29	NIM	75	65		✓
30	ODPR	75	90	✓	
31	PS	75	80	✓	
32	PN	75	80	✓	
33	RW	75	85	✓	
34	SH	75	70		✓
35	SA	75	70		✓
36	SAS	75	65		✓
37	SA	75	85	✓	
38	SK	75	75	✓	
39	VA	75	80	✓	
Mean Score		$M = \frac{\sum x}{N}$	81.67		
Total				32	7
Percentage		$E = \frac{n}{N} \times 100\%$		82.05%	17.95%

Appendix 13

THE SAMPLES OF THE STUDENTS' WORKSHEET IN CYCLE 1

Student Worksheet

Name : Nindya Stealaisyah Adyumnita
 Student Number : 26

1. Read

Please read the text carefully!

The Lion and the Mouse

Once, there was a lion sleeping in his den. Then, there was a little mouse ran up the lion's tail and jumped on the lion's head, so that the lion woke up.

The lion was angry and grabbed the mouse, holding the mouse in his large claws. The lion roared in anger "How dare you wake me up! Don't you know that I am King of the Beasts?". "Anyone who disturbs my rest has to die! I shall kill you and eat you!"

The mouse scared and begged the lion to let him go, "Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake". "I was only playing, Please let me go and I promise I will be your friend forever". "Who knows one day I could save your life?"

The lion looked at the tiny mouse and said, "You save my life?" The lion laughed and he said to the mouse "You have made me laugh, and put me into a good mood again, so I shall let you go". And the lion opened his claws and let the mouse go. "Oh thank you, your majesty", said the mouse and he ran away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't escape from the rope and became even more entangled in the net of rope. He let out a roar of anger and the tiny mouse heard the lion's roar.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope so that the lion can escape from the trap. The lion was very grateful, and they became friends best forever.

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

There was a lion sleeping in his den. Then, there was a little mouse ran up the lion's tail and jumped on the lion's head, so that the lion woke up. The lion was angry and grabbed the mouse, and want to kill and eat the mouse. But, the mouse didn't mean to wake it, it was a mistake. Then, the mouse promise will be friendship for lion, and save the lion. A few days later, the lion was caught in a hunter's snare. The mouse then bit the rope, so that the lion can escape from the snare. The lion was very grateful, and they became friends best forever. The end!

4. Ponder

Review the result of your annotating!

Appendix 14

THE SAMPLES OF THE STUDENTS' WORKSHEET IN CYCLE 2

Exercise

Name : SAIFUL ROHMAN
Student Number : 34

1. Read

Please read the text carefully!

A Mousedeer, Snake and Tiger

One day, while a mousedeer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "please don't eat me now," said the mousedeer. "I have something important to do." "look," said the mousedeer. "that is the king's belt. He asked me to stay here and watch it while he was away in the forest."

The tiger looked at the snake and said, "that is a beautiful belt. I need a belt like that. Can I wear it?" asked the tiger. "Oh all right," said the mousedeer.

Then the tiger picked up the snake and wined it around him. The snake twisted itself tighter and tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him, but the mousedeer turned and ran away into the forest.

2. Encode

Encode the text above by exploring the information from the text!

(Underline the characters in the text and memorize the plot of the story of the text)

3. Annotate

Write down your result of reading and encoding using your own word!

The mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. The tiger woke up and took hold of the mousedeer. "Please don't eat me now," said the mousedeer. He asked me to stay here and watch it while he was away in the forest. The tiger looked at the snake and said, "that is a beautiful belt. Oh, all right," said the mousedeer. Then the tiger picked up the snake and wined it around him. The snake twisted itself tighter and tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him.

4. Ponder but the mousedeer turned and ran away into the forest.

Review the result of your annotating!

Appendix 15

THE LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : **3496** / UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

26 APR 2018

Yth. Kepala SMPN 2 Puger
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Vazeza Juniardi
NIM : 140210401062
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing Students' Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



an. Dekan
Dekan I,

Prof. Dr. Suratno, M.Si.

NIP/1967062519992031003

Appendix 16

**THE STATEMENT LETTER OF ACCOMPLISHING THE RESEARCH
FROM SMPN 2 PUGER****PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA
SMP NEGERI 2 PUGER**

Jl. Kencong No.63 ☎ (0336) 721744 Kasiyan Timur – Puger Kode Pos 68164

SURAT KETERANGAN

NOMOR: 422/637/413.23.2053861/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Puger :

N a m a : Drs. H.SUDIYONO
N I P. : 19580525 198703 1 005
Pangkat / Gol : PEMBINA TK.I, IV/b
Jabatan : KEPALA SEKOLAH

Menerangkan bahwa :

N a m a : VAREZA JUNIARDI
Tempat / Tgl Lahir : Jember, 08 Juni 1996
NIM. : 140210401062
Jurusan : Pendidikan Bahasa Dan Seni
Fakultas : FKIP Universitas Jember
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan benar – benar melaksanakan penelitian di SMP Negeri 2 Puger mulai tanggal 03 Mei 2018 s/d 30 Mei 2018

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Puger, 31 Mei 2018
Kepala Sekolah**Drs. H. SUDIYONO**
NIP. 19580525 198703 1 005