THE USE OF *REAP* TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMK NEGERI 2 WATAMPONE

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Abstract

The objective of this research was to find out the effectiveness of using REAP technique to improve students' reading comprehension. The subject of this study consisted of 36 students using purposive sampling which is one class taken from the population of the eleventh grade of SMKN 2 Watampone in academic year 2016/2017.

The method used in this study was pre-experimental class and took one group pre-test and post-test design. The data were collected through questionnaire consisting of ten positive statements and ten negative statements. This study was focused on using REAP technique as a treatment in the experimental class.

The result of the students' pre-test was 34.58 and the mean score of the students' post-test was 66.05. It means that the mean score of the post-test was higher than the mean score of pre-test. Data analysis indicated that the average score of eleventh grade students' reading test was 65.44 which supports to choose REAP technique to improve students' reading comprehension.

Keywords: reading, reading comprehension, REAP (read, encode, annotate, ponder)

Abstrak

Tujuan penelitian, yaitu untuk mengetahui keefektifan penggunaan REAP teknik untuk meningkatkan pemahaman membaca siswa. Subjek penelitian terdiri dari 36 orang siswa dengan menggunakan sampel purposive yang mana satu kelas populasi ini dari kelas sebelas SMK Negeri 2 Watampone tahun pelajaran 2016/2017.

Metode penelitian menggunakan pre-eksperimen dan diberikan desain pre-tes dan post-tes. Data dikumpulkan melalui angket. Angket ini terdiri dari sepuluh pernyataan positif dan sepuluh pernyataan negatif. Penelitian ini dititikberatkan pada penggunaan tehnik REAP sebagai sebuah perlakuan dalam eksperimen.

Hasil penelitian dari nilai rata-rata siswa pada tes awal 32,58 dan nilai rata-rata siswa pada tes akhir 66,05. Ini menunjukkan bahwa nilai rata-rata tes akhir siswa lebih tinggi dari nilai rata-rata tes awal siswa. Analisis data menandakan bahwa siswa kelas sebelas SMK Negeri 2 Watampone tahun pelajaran 2016/2017 dilihat dari nilai rata-ratanya sebesar 65,44 sangat setuju untuk memilih teknik REAP untuk meningkatkan pemahaman siswa dalam membaca.

***Kata Kunci:** membaca, membaca pemahaman, REAP (read – membaca, encode – menyandikan, annotate – membubuhi keterangan, ponder – mempertimbangkan)*

1. INTRODUCTION

1.1 Background

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling.

Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters. English is one of international languages. This language is use all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia.

English cannot be separate with the four language skills namely: reading, writing, speaking, and listening. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schemata theory.

Many assumptions said that reading is easy. However when the further review, reading is very complicated because a person's success in reading in view of how to pronounce the reading vocabulary, fluency, pauses in reading, careful attention to the writing in the reading because if not careful, it will cause incorrect pronunciation so the meaning of the words also will be change. The most important thing in our success in reading is to understand what we read. In the reading process, we try to understand the message from the author is stated in the literature. This understanding is a prerequisite for the continuity of an act of reading. Reading cannot be success if there is no understanding of the reader.

To understand the reading material needs good skill reading comprehension. Reading comprehension is the ability to read text and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.(Wikipedia) Purpose of reading is comprehension rather than speed (Tarigan, 1986).Reading comprehension is defined as well as one kind of reading that aims to understand the reading (Sujanto in Nurhadi, 1987). The ability to read is very complex and not only technical skills but also the ability to read the contents of reading comprehension

Based on the reality in educational world today especially for senior high schools, there is still lack interest of students in reading such as the students in SMK Negeri 2 Watampone. Some of them thought that the reading is a boring job. If we review is more in reading is actually an interesting thing because in the reading process we use three senses of the eyes to see these words, oral vocabulary to say and ears to hear us recite the contents of the reading. Thus, reading helps us to improve pronunciation, vocabulary and listening skills mastery.

The REAP (Reading-Encoding-Annotating-Pondering) technique start from the premise that readers comprehend best when asked to communicate the ideas gleaned from a passage they have read. REAP is conceived as an alternative to the directed reading activity and the Guided reading procedure, described earlier in this text.

Based on the description above, the writer was inspired to conduct a research with the title: "The use of REAP technique (Read, Encode, Annotate, Ponder) to improve students' reading comprehension at the eleventh grade of SMK Negeri 2 Watampone".

1.2 Problem Statements

Based on the description above, the researcher formulated the problem statements:

a. To what extent is the effectiveness of Reading-Encoding-Annotating-Pondering (REAP) Technique in improving the students' reading comprehension at SMK Negeri 2 Watampone?

b. What is the student attitude toward the use of Reading-Encoding-Annotating-Pondering (REAP) technique in improving the reading comprehension at the eleventh grade of SMK Negeri 2 Watampone?

1.3 Objectives of the research

Based on the problem statements above, the objectives of the research were:

a. To find out the effectiveness of the Reading-Encoding-Annotating-Pondering (REAP) technique in improving students' reading comprehension at the eleventh grade of SMK Negeri 2 Watampone.

b. To know the students attitude toward the use of Reading-Encoding-Annotating-Pondering (REAP) technique in improving the reading comprehension at the eleventh grade of SMK Negeri 2 Watampone.

1.3 Significance of the research

This research was expected to help teacher and researcher to find out the alternative way in improving the students reading comprehension. Specifically, the REAP technique actively involves students in processing the ideas an author has set down in print. The purpose was for students to communicate in their own word an understanding of the text and discuss those ideas with others. In this way the students internalize a text-based understanding. It was perceived that this internalization enhances the meaningful processing of those ideas, thus crystallizing the students own thinking concerning author's message.

Literature Review

Reading is a language skill related to the other language skills. Reading is an active process that aims and requires strategy.

The following are the various definitions about reading:

a. Wixson (1987) stated that reading is the process of constructing meaning through the dynamic interaction among:
   a) The reader's existing knowledge.
   b) The information suggested by the text being read.
   c) The context of the reading situation.

b. Anderson (2012) stated that reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information.

   Based on the various definitions above, the writer can conclude that reading is one of the language skill, develop our knowledge, of the active, purposeful, and require specific strategies and goals in accordance of the reading process.

Comprehension is a process, act, how to comprehend or understand" (KBBI, 1993). Comprehension can be interpreted as a learning process that was followed in accordance with the learning outcomes of the learning objectives.

a.   Comprehension includes the ability to capture the meaning and significance of the materials studied (WS Winkel, 1996).

b.   According to Poesprodjo (1987) comprehension is not only the thinking, but the transfer of knowledge in the other situation.

c.   Suharsimi (2009) stated that, comprehension is how a defend, distinguish, suspect(estimates),explain, expand, conclude, generalize, give examples, write back, and estimates. Through comprehension, students are asked to prove that he understands the simple relationships between facts or concepts.

So, the writer can conclude that comprehension is when the reader constructs meaning by combining the ideas from the text with his own background knowledge. The reader must hold the meanings of the words he has recognized in his brain, in the space known as working memory until he can think about and understand their collective meaning.

Sudjana (1992) states that, there are three categories of comprehension, namely:

The lowest level of the comprehension is translation, ranging from translating in a real sense, interpret and apply the principles

The second of the comprehension is the interpretation of the connecting parts next lowest with known or connecting several parts of the scene graph, distinguishing the principal with an invalid principal.

The third level is the level of meaning extrapolation. Having an understanding of the level of extrapolation means one is able to see beyond the writing, can make estimates, predictions based on understanding and conditions described in the ideas or symbols, as well as associated ability conclude with implications and consequences.

Reading comprehension is the understanding of the meaning or purpose in a passage through writing. This definition places great emphasis on two main things in the reading, the language itself and the graphic symbol of the text presents the information in the form of readings (Lado in Nurhadi, 1987). So, someone who is doing the reading comprehension or writing to master the language used in the literature they read and are able to capture the information or the contents of the text.

Smith and Robinson (1980) stated that, reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind

of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print. Based on some of the definition above, the writer make the conclusion that reading comprehension is reading to understand the reading, either express or implied from the reading material.

In the reading comprehension, the reader is not only required simply to understand and comprehend the content of the reading, but also must be able to analyze or evaluate and relate the experiences and prior knowledge he already has.

When we do activities, we certainly have specific purpose that we wish to achieve. Similarly, in the reading comprehension also have specific objectives to be achieved. Purpose of reading comprehension is to be successful in obtaining a full understanding of the logical arguments, sequences or patterns of text, symbolic patterns, and additional notes are also emotional and linguistic means used to achieve goals (Tarigan, 1986).

Based on the opinion above, it can be seen that the purpose of reading comprehension covers a few things. Obviously reading comprehension is necessary if we want to study and understand the problems we read up on things that are very detailed.

1.4 *Reading-Encoding-Annotating-Pondering (REAP) Technique*

Reading-Encoding-Annotating-Pondering (REAP) technique is a teaching technique developed by M.G. Eanet & A.V. Manzo at University of Missoury- Kansas City. It is a technique developed for students to use to improve thinking and reading. It is intended to teach students a variety of ways to respond to any text. The responses are brief and poignant ways to critique or annotate what they have read. There are different types of annotations which range from simple summary (reconstructive) to highly challenging critical-creative responses (constructive). REAP is a technique for helping readers read and understand a text. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term memory. Eanet and Manzo (1976) state that REAP technique is designed to improve the comprehension abilities of readers by helping them synthesize an author's ideas into their own words. In a social studies classroom, REAP can be used to analyze, question and review the reading connected to the content. In this content of text, such as books and articles on specific period in times, specific events that relate to textbooks chapters can be used. REAP allows for students to reflect on main ideas including quotes and significant words the author used as well as ponder connections with the idea of author.

According to Manzo (1975), Reading-Encoding-Annotating-Pondering (REAP) technique is designed to improve thinking, the underlined musculature for active reading. The purpose for readers is to communicated their own words an understanding of the text and discuss those ideas with others. Thus REAP technique, requiring active involvement with print, can encourage students' maturity and independence in reading.

The REAP technique consists of four stages:

R – *Reading* to discover the author's ideas.

E – *Encoding* the author's ideas into one's own language.

A – *Annotating* those ideas in writing for oneself or for sharing with others.

P – *Pondering* the significance of the annotation.

In the *reading* stage, the students read to figure out the writer message while taking note of the title and author.

As students move into *Encoding*, the students must take what they have read and places it into their own words. This allows the students to internalize the content of the reading while thinking about representing the main ideas, message in the author's and their own words.

Once in the *Annotating* stage, students look at the main ideas and the author's message by writing a statement that summarize the important points. Annotations brief summaries of a text that explain and critique the text. Annotates can be done by writing the message in notes or in a journal form. In this stage, the student should look at important words and quotes of text.

Once students move to the *Pondering* stage of this activity, they must connect with the text at higher level through analysis and synthesis of the reading.

Annotating enrich reflective thinking and reading. The students, during reading analyzed the author's purpose and explore their own feelings about the written material. Students that write about what they have learned gain from the reading process in the classroom. Also, in the classroom, annotation is an integral part in improving the students' reading, thinking, and comprehension skills. REAP can be used in a large group setting to offer students the chance to contribute to discussion and then by doing so build a larger knowledge base. However, teacher with students on variety of reading levels can make a difference when using large groups. It is harder to reach those with

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high and low reading levels. It is important to note that for use in the classroom and visualizing while reading can improve reading comprehension. Steps to use in the classroom:

First, introduce to the class what they do. Discuss with them what the acronym REAP means what they looking for. It is best to model this technique first. Next, have each student choose a partner. If there is an odd number create a group of three. But before teaching this technique the teacher should have all the materials. The teacher need to have enough copies of the materials for each of the students. After that, the teacher gives to each student the copies of reading material. Then, release the students to do the activity.

2. RESEARCH METHOD

This section presented about the research method, population and sample, procedure of collecting data, and technique of data analysis.

2.1 Research Design

The research applied a pre-experimental design with experimental class and took one group pre-test and post-test design. It aims to find out the effectiveness of Reading-Encoding-Annotating-Pondering (REAP) technique in improving the students reading comprehension. The treatment conducted after pre – test. The research design was presented as follows:

$$O_1 \longrightarrow X \longrightarrow O_2$$
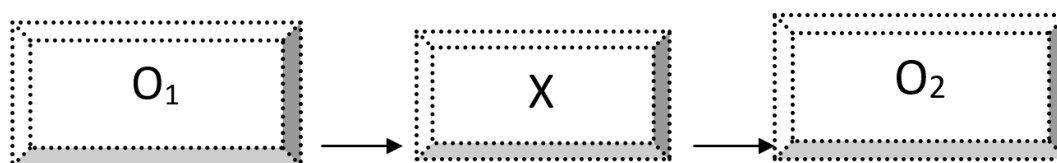
Where:

O_1 : Pre - test

X : Treatment

O_2 : Post-test

(Gay, 1981)

2.2 Population and Sample

2.2.1 Population

According to (Arikunto 2002: 108), population is all of the subject who are connect to the research. The population of this research was the students of the Eleventh Grade of SMK Negeri 2 Watampone in the academic 2016/2017. The total populations were:

Table 2.1 .Population of SMK Negeri 2 Watampone

No	Class	Gender		Total of number students
		Male	Female	
1	XI TKJ 1	18	18	36
2	XI TKJ 2	17	16	33
3	XI TM	10	29	39
4	XI TL	39	1	40
5	XI TSM	35	-	35
6	XI AKUNTANSI	6	23	29
7	XI TGB	12	3	15

Total of number students		137	90	227

(Source: *SMK Negeri 2 Watampone in Academic 2016/2017 Bone Regency*)

2.2 Sample

According to (Arikunto, 2002: 109), sample is a number of individuals for a study in such as a way that the individuals represent the large group from which they are select. Because the population was too large, so the researcher took a sample. This research used purposive sampling technique. Which one class taken. The sample was XI TKJ 1 class consists 36 students and divide into 18 male and 18 female.

2.3 Procedures of Collecting Data

To collect the data, the researcher held some procedures as follows:

a. Pre-test

Before doing treatment, the teacher gave pre-test to know the students' reading comprehension. It is intend to see the students' prior knowledge on reading comprehension. The researcher distributed the material test that consists of 30 items.

b. Treatment

After giving the pre-test, the students implementation the REAP technique. Some steps the treatment were:

a) The researcher entered the class and then introduce about Reading and the characteristic of Reading Comprehension

b) The researcher introduced the students about REAP technique and then describe its activity for the students to have good understanding.

c) And the next is the researcher asked the students to practice the descriptive text by applying REAP technique with various topic.

d) At the last meeting the researcher concluded the all materials that have given since the first meeting, and then students asked to practice making a reading material by using REAP techniques

c. Post-test

After the treatment, the post-test was conducted to find out the students' achievement and their progress and to find out the value of the treatment whether the result of the post-test was better than the result of the pretest or not. The test was the same with the pretest. And the last was the researcher gave the questionnaire to the students to know the technique used in reading comprehension.

2.4 Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

Scoring students' correct answer of pre-test and post-test:

$$scores = \frac{Students' correct\ answers}{Total\ Number\ of\ items}\ X\ 10$$

Sudjana (1982)

Classifying the students' scores using the following scales

NO	Classification	Score
1	Excellent	90 – 100
2	Very good	79 – 85
3	Good	50 – 69
4	Fair	30 – 49
5	Poor	10 – 29
6	Very poor	< 10

(PusatKurikulum:2006)

Calculating the collecting data from the students in answer the test, the researcher used formula to get mean score of the students as follow:

$$X = \frac{\sum X}{N}$$

Where: X = Mean score
 $\sum X$ = The sum of all scores
 N = The total numbers of sample
(Gay in Kasman2014:26)

The criteria used to analyze the questionnaire are as follows:

Table 2.2 The point values for positive and Negative Statement

Positive statement		Negative statement
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

(Gay in Norma 2014:22)

Because this questionnaire has 5 categories, the interval used in deciding the interview category was formulate as follows:

$$\text{Interval} = \frac{the\ highest\ score - the\ lowest\ score}{amount\ of\ categories}$$

(Nurkancana in Norma 2014:23)

The questionnaire consisted of 10 positive statements and 10 negative statements. If interview strongly agrees with all the positive statement and strongly disagrees with all the negative statement, she or he got 100. And if the interview strongly disagrees, with all the positive statement and strongly agrees with all the negative statements, she or he got 20. So, the interval was formulated as follow:

$$\text{Interval } = \frac{the\ highest\ score - the\ lowest\ score}{amount\ of\ categories}$$

$$= \frac{100-20}{5}$$

$$= 16$$

Calculating the percentage of the students' score and questionnaire:

P =   %

Where:

P   = Percentage

F   = Frequency

N   = Amount of Sample

(Sugiyono, 2008: 135)

3. FINDINGS AND DISCUSSION

This section presents the research findings and discussion. The findings present the description of the data collected through test. The further explanations and interpretation are given in the discussion section.

Findings

The finding of the research deal with the rate percentage of the students' score obtained test, mean score, and the rate percentage of the students' questionnaire.

The Classification of Students' Pre-test Scores

Table 1 The rate percentage of students' score in pre-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	-	-
2	Very good	79-85	-	-
3	Good	50-69	4	10%
4	Fair	30-49	20	55%
5	Poor	10-29	12	35%
6	Very poor	<10	-	-
Total			36	100%

Table 1 shows that, the rate percentage of score in pre-test from 36 students. There were 4 (10%) students acquired Good score, 20 (55%) students acquired Fair score, 12 (35%) students acquired Poor score, and none of the students acquired Excellent, Very Good and Very Poor score.

Table 2 The rate percentage of score in post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	-	-
2	Very good	79-85	8	20%
3	Good	50-69	28	80%
4	Fair	30-49	-	
5	Poor	10-29	-	

6	Very poor	<10	-	
Total			36	100%

While, the rate percentage of score in post-test from 36 students as table 2 above shows that, there were 8 (20%) students acquired Very Good score, 28 (80%) students acquired Good scores and none of students acquired Excellent, Fair, Poor and Very Poor score.

Based on the table 1 and 2, it could be concluded that, the rate percentage in post-test was greater than the rate percentage in pre-test.

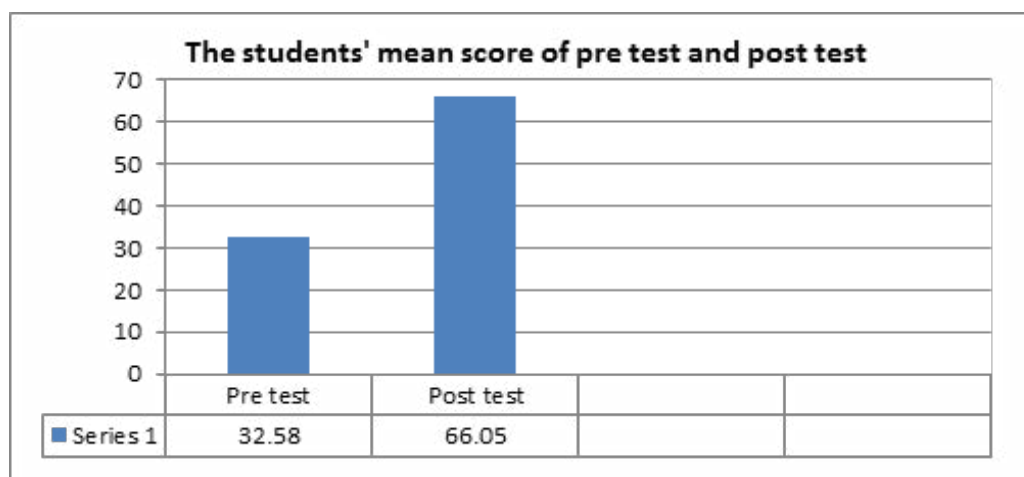Figure 1 The mean score of pre test and post test

Figure 1 The figure shows that the statistical summary of the students' mean score in pre-test and post-test. The mean score of the result of the students' pre-test was 32,58 and the mean score of the students' post-test was 66,05.It means that the mean score of the post-test was higher than the mean score of pre-test. Thus, it can be concluded that the use of Reading-Encoding-Annotating-Pondering (REAP) technique can improve students' reading comprehension.

The result of questionnaire showed that the students' average score 65,44 was strongly positive to choose Reap technique to improve students' reading comprehension.

Table 3 Teaching reading with REAP Technique greatly help to improve reading ability

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	20	55,6%
2	69-84	Agree	16	44,4%
3	53-68	Undecided		
4	37-52	Disagree		
5	20-36	Strongly Disagree		
Total			36	100

Table 3 above indicates that 20 (55,6%) of the 36 students chose strongly agree category teaching reading with REAP Technique greatly help to improve reading ability. 16 (44,4%) of them chose in agree category.

Table 4 Teaching reading with REAP technique does not provide an opportunity to express their ideas

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	5	13,9%
4	37-52	Disagree	20	55,6%
5	20-36	Strongly Disagree	11	30,6%
		Total	36	100

Table 4 above indicates that 11 (30,6%) of the 36 students' chose strongly disagree category teaching reading with REAP technique does not provide an opportunity to express their ideas. 20 (55,6%) of them chose in disagree category. 5 (13,9%) of them chose in undecided category.

Table 5 If learning reading with REAP technique used approaches in teaching reading the lesson will be very enjoyable reading

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	15	41,7%
2	69-84	Agree	15	41,7%
3	53-68	Undecided	6	16,7%%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
		Total	36	100

Table 5 above indicates that 15 (41,7%) of the 36 studentsstrongly agree with the idea that the use of REAP techniquemakes reading very enjoyable. 15 (41,7%) of them chose agree category. 6 (16,7%) of them chose undecided category.

Table 6 Teaching reading with REAP technique gives an opportunity to say ideas in reading.

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	25	69,4%
2	69-84	Agree	7	19,4%
3	53-68	Undecided	4	4%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
		Total	36	100

Table 6 above indicates that 25 (69,4%) of the 36 students strongly agree with the idea that the use of REAP technique gives an opportunity to express ideas in reading. 7 (19,4%) of them chose agree category. 4 (11,1%) of them chose undecided category.

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Table 7 Teaching reading with REAP technique does not help to improve reading ability

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree	1	2,8%
3	53-68	Undecided	4	11,1%
4	37-52	Disagree	27	55,6%
5	20-36	Strongly Disagree	4	11,1%
Total			36	100

Table 7 above indicates that 4 (11,1%) of the 36 students strongly disagree with the idea that the use of REAP technique does not help to improve reading ability. 27 (55,6%) of them chose disagree category. 4 (11,1%) of them chose undecided category. 1 (2,8%) of them chose agree category.

Table 8 If the use of reading with REAP technique used in the approach to teaching reading it will not be pleasant reading lesson

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	5	13,9%%
4	37-52	Disagree	20	55,6%
5	20-36	Strongly Disagree	11	30,6%
Total			36	100

Table 8 above indicates that 11 (30,6%) of the 36 students strongly disagree with the idea that the use of reading with REAP technique will not make pleasant reading lesson. 20 (55,6%) of them chose disagree category. 5 (13,9%) of them chose undecided category.

Table 9 Teaching reading with REAP technique adds to the spirit of learning

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	20	55,6 %
2	69-84	Agree	16	44,4%
3	53-68	Undecided		
4	37-52	Disagree		
5	20-36	Strongly Disagree		
Total			36	100

Table 9 above indicates that 20 (55,6%) of the 36 students strongly agree with the idea that teaching reading with REAP technique adds to the spirit of learning. 16 (44,4%) of them chose agree category.

Table 10 Teaching reading with REAP technique create a relaxed learning environment

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	30	83,3%

2	69-84	Agree	4	11,1%
3	53-68	Undecided	2	5,6%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
	Total		36	100

Table 10 above indicates that 30 (83,3%) of the 36 students' chose strongly agree with the idea that REAP technique create a relaxed learning environment. 4 (11,1%) of them chose agree category. 2 (5,6%) of them chose undecided category.

Table 11 Teaching reading with REAP technique to increase the interest of learning in reading

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	20	55,6%
2	69-84	Agree	10	27,8%
3	53-68	Undecided	6	16,7%%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
	Total		36	100

Table 11 above indicates that 20 (55,6%) of the students' chose strongly agree with the idea that REAP technique increase the interest of learning in reading. 10 (27,8%) of them chose agree category. 6 (16,7%) of them chose undecided category.

Table 12 Teaching reading with REAP technique does not increase confidence in reading

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	6	16,7%
4	37-52	Disagree	15	41,7%
5	20-36	Strongly Disagree	15	41,7%
	Total		36	100

Table 12 above indicates that 15 (41,7%) of the students strongly disagree with the idea that REAP technique does not increase confidence in reading. 15 (41,7%) of them chose disagree category. 6 (16,7%) of them chose undecided category.

Table 13 Teaching Reading with REAP technique increases confidence in reading

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	20	55,6%
2	69-84	Positive	4	11,1%
3	53-68	Undecided	12	33,3%
4	37-52	Negative		

5	20-36	Strongly Negative		
	Total		36	100

Table 13 above indicates that 20 (55,6%) of the students' chose strongly agree with the idea that REAP technique increases confidence in reading. 4 (11,1%) of them chose agree category. 12 (33,3%) of them chose undecided category.

Table 14 Teaching reading with REAP technique makes learning atmosphere tense/relaxed not

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	10	27,8%
2	69-84	Agree	20	55,6%
3	53-68	Undecided	6	16,7%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
	Total		36	100

Table 14 above indicates that 10 (27,8%) of the 36 students strongly agree with the idea that REAP technique makes learning atmosphere tense/relaxed not. 20 (55,6%) of them chose agree category. 6 (16,7%) of them chose undecided category.

Table 15 Teaching reading with REAPtechnique does not add to the spirit of learning

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided		
4	37-52	Disagree	27	75%
5	20-36	Strongly Disagree	9	25%
	Total		36	100

Table 15 above indicates that 9 (25%) of the 36 students strongly disagree with the idea that teaching reading with REAP technique does not add to the spirit of learning. 27 (75%) of them chose disagree category.

Table 16 Teaching reading with REAP technique does not improve learning interest in reading

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided		
4	37-52	Disagree	16	44,4%
5	20-36	Strongly Disagree	20	55,6%
	Total		36	100

Table 16 above indicates that 20 (55,6%) of the 36 students strongly disagree with the idea that teaching reading with REAP technique does not improve learning interest in reading. 16 (44,4%) of them chose disagree category.

Table 17 Teaching reading with REAP technique can improve the vocabulary of the English language

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	20	55,6%
2	69-84	Agree	14	38,9%
3	53-68	Undecided	2	5,6%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
Total			36	100

Table 17 above indicates that 20 (55,6%) of the 36 students strongly agree with the idea that teaching reading with REAP technique can improve the vocabulary of the English language. 14 (38,9%) of them chose agree category. 2 (5,6%) of them chose undecided category.

Table 18 Teaching reading with REAP technique can not improve English grammar

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	15	41,7%
4	37-52	Disagree	15	41,7%
5	20-36	Strongly Disagree	6	16,7%
Total			36	100

Table 18 above indicates that 6 (16,7%) of the 36 students strongly disagree with the idea that teaching reading with REAP technique can not improve English grammar. 15 (41,7%) of them chose disagree category. 15 (41,7%) of them chose undecided category.

Table 19 Teaching reading with REAP technique can improve the ability of English grammar

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	25	69,4%
2	69-84	Agree	5	13,9%
3	53-68	Undecided	6	16,7%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
Total			36	100

Table 19 above indicates that 25 (69, 4%) of the 36 students strongly agree with the idea that teaching reading with REAP technique can improve the ability of English grammar. 5 (13, 9%) of them chose agree category. 6 (16, 7%) of them chose undecided category.

Table 20 Teaching reading with REAP technique can not improve the pronunciation of English words

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	4	11,1%
4	37-52	Disagree	10	27,8%
5	20-36	Strongly Disagree	22	61,1%
Total			36	100

Table 20 above indicates that 22 (61, 1%) of the 36 students strongly disagree with the idea that teaching reading with REAP technique can not improve the pronunciation of English words. 10 (27, 8%) of them chose disagree category. 4 (11, 1%) of them chose undecided category.

Table 21 Teaching reading with REAP technique can improve the pronunciation of English words

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree	28	77,8%
2	69-84	Agree	4	11,1%
3	53-68	Undecided	4	11,1%
4	37-52	Disagree		
5	20-36	Strongly Disagree		
Total			36	100

Table 21 above indicates that 28 (77, 8%) of the 36 students strongly agree with the idea that teaching reading with REAP technique can improve the pronunciation of English words. 4 (11, 1%) of them chose agree category. 4 (11, 1%) of them chose undecided category.

Table 22 Teaching reading with REAP technique can not improve English vocabulary

No.	Score	Criteria	Frequency	Percentage
1	85-100	Strongly Agree		
2	69-84	Agree		
3	53-68	Undecided	8	22,2%
4	37-52	Disagree	10	27,8%
5	20-36	Strongly Disagree	18	50%
Total			36	100

Table 22 above indicates that 18 (50%) of the 36 students strongly disagree with the idea that teaching reading with REAP technique can not improve English vocabulary. 10 (27, 8%) of them chose agree category. 8 (22, 2%) of them chose undecided category.

3.4 Discussion

The statistical analysis from the result of the students' in reading comprehension at SMKN 2 Watampone of this research shows that the students' comprehension before teaching by using

Reading-Encoding-Annotating-Pondering (REAP) technique was still low. It was approved by the result of the pre-test before the treatment that were 4 (10%) students acquired Good score, 20 (55%) students acquired Fair score, 12 (35%) students acquired Poor score, and none of the students acquired Excellent, Very Good and Very Poor score. On the contrary of the result of the pre-test, there was a significance improvement in the post-test where 8 (20%) students acquired Very Good score, 28 (80%) students acquired Good scores and none of students acquired Excellent, Fair, Poor and Very Poor score.

The description of the data collected through Reading-Encoding-Annotating-Pondering (REAP) technique described in the previous section showed that the students' reading comprehension has improved. It was supported by the frequency and the rate percentage of the result of the student's score of pre-test and post-test. The student's score after presenting in teaching reading through Reading-Encoding-Annotating-Pondering (REAP) technique was better than before then the treatment was given to the students.

The students were also very interested in learning reading through Reading-Encoding-Annotating-Pondering (REAP) technique as shown on the table. Based on the result of t-test, the researcher found that there was a significant difference between the result of pre-test and post-test. It means that there was a significant difference result of the pre-test before and after teaching and learning process by using Read-Encode-Annotate-Ponder (REAP) technique. This was because learned by using an interesting technique that could enlarge their new experience and knowledge. Besides that, to be familiar with the new vocabulary through Reading-Encoding-Annotating-Pondering (REAP) technique.

Relating to the data collected through the pre-test and post-test, it was shown the students' reading comprehension of SMKN 2 Watampone was good. The mean score of the result of the students' pre-test was 32,58 and the mean score of the students' post-test was 66,05.It means that the mean score of the post-test was higher than the mean score of pre-test.

The writer assumsed that teaching reading through Reading-Encoding-Annotating-Pondering (REAP) technique is really helpful to improve students' reading comprehension because it was supported by the frequency and the rate percentage of the result of the students score of pre-test and post-test. The students' score after presenting teaching reading through REAP technique was better than before the treatment was given to the students.

The result of the data attitude of the students that the eleventh grade of SMKN 2 Watampone in academic year 2014/2015 are students' average score 65,44 was strongly agree to chose Reap technique to improve students' reading comprehension. It can be show in Appendix 5 that 20 (55,6%) of the 36 students chose strongly agree category teaching reading with REAP technique greatly help to improve reading ability. 30 (83,3%) of the 36 students chose strongly agree category teaching reading with REAP technique create a relaxed learning environment. And 28 (77,8%) of the students chose strongly agree category teaching reading with REAP technique can improve the pronounciation of English words.

Based on the discussion above, the researcher concluded that, REAP technique in teaching reading could improve the students' reading comprehension.

4. CONCLUSION

This section consists of two sections. The first section deals with the conclusions and the second one deals with suggestions.

4.1 Conclusion

Based on the finding on the discussion, the researcher concludes that Using Reading-Encoding-Annotating-Pondering (REAP) technique is effective to improve the students' reading comprehension at the eleventh grade of SMKN 2 Watampone. Based on the evidences, before

applying the REAP technique, students' reading comprehension at the eleventh grade of SMKN 2 Watampone was still low. It was proved by the mean score of the students' pre-test which was 32, 58. After giving the treatment, their scores increased with the mean score of the students' post-test was 66, 05.

The result of the data analysis indicated that the eleventh grade of SMKN 2 Watampone in academic year 2016/2017 are students' average score 65, 44 was strongly positive to choose Reap technique to improve students' reading comprehension.

4.2 Suggestions

Based on the data analysis and conclusion, the researcher proposes some suggestions as follows:
The teachers should use REAP technique as one of many alternatives technique in teaching reading to improve the students' reading comprehension.
The English teacher should be more creative to choose technique/method/strategy in teaching reading, so that the students will be more interested and motivated to study English.
The English teacher should know the students' difficulties in reading and help them to solve and get out from their difficulties.

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