

IMPROVING READING COMPREHENSION THROUGH *READING, ENCODING, ANNOTATING, and PONDERING* (REAP) STRATEGY at SMK YAYASAN PENDIDIKAN MULIA SOUTH JAKARTA

THESIS

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By

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ABSTRAK

Dyan Mawaddah Norma Adriani. 201: . Meningkatkan Pemahaman Membaca Melalui Strategi Membaca, Menyandi, Mencatat, dan Mempertimbangkan (REAP) Pada Siswa Sekolah Menengah Kejuruan Yayasan Pendidikan Mulia Jakarta Selatan. Tesis. Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. Dr. Hamka.

Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk membantu meningkatkan pemahaman membaca melalui strategi membaca, menyandi, mencatat, serta mempertimbangkan untuk siswa Sekolah Menengah Kejuruan Yayasan Pendidikan Mulia di Jakarta Selatan. Penelitian ini adalah penelitian kualitatif yang dilakukan di kelas 10 Akutansi dengan jumlah peserta sebanyak 18 orang. Penelitian ini dilakukan dari tanggal 18 Januari 2018 sampai dengan 22 Februari 2018. Dalam penelitian ini, peneliti menggunakan beberapa instrumen untuk mengumpulkan data seperti lembar kerja siswa, observasi, jurnal guru, dan wawancara. Hasil tes pemahaman membaca menunjukkan bahwa terdapat peningkatan yang signifikan untuk setiap siklus terhadap pemahaman membaca peserta. Hasilnya menyatakan bahwa pengaplikasian strategi REAP meningkatkan motivasi partisipan dan mendorong mereka untuk menjadi pembaca yang aktif. Terlebih penerapan strategi tersebut dapat membuat partisipan dipusatkan sebagai aktifitas belajar mengajar untuk mendukung mereka menjadi pembelajar mandiri.

Kata kunci: Pemahaman membaca, Strategi membaca, REAP strategi,

ABSTRACT

Dyan Mawaddah Norma Adriani. 2018. Improving Reading Comprehension Through Reading, Encoding, Annotating, and Pondering (REAP) Strategy at SMK Yayasan Pendidikan Mulia South Jakarta. Thesis. The English Education School of Graduate University of Muhammadiyah Prof. Dr. Hamka.

This classroom action research is aimed to help improve reading comprehension through *reading, encoding, annotating, and pondering* (REAP) strategy for students in Vocational High School Yayasan Pendidikan Mulia in South Jakarta. This was qualitative research that was conducted in 10th grade-Accounting involving 18 participants. The research was conducted on 18 January 2018 up to 22 February 2018. The researcher used several instruments to collect data such as student's worksheets, observation, teacher journal, and interview. The reading comprehension test score showed that there was significant improvement for each cycle towards the participants' reading comprehension. The result revealed that the application of REAP strategy increased participant's motivation and supported the participants to be active reader. Moreover, it could make the participants as the center of learning and teaching activities to support them being the independent learners.

Keywords: Reading comprehension, Reading strategy, REAP strategy

THESIS COMMITTEE APPROVAL

IMPROVING READING COMPREHENSION THROUGH *READING, ENCODING, ANNOTATING, and PONDERING (REAP)* STRATEGY at SMK YAYASAN PENDIDIKAN MULIA SOUTH JAKARTA

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the problems, the identification of the problems, the limitation of the problems, research questions, the objectives of the research, and the significance of the research.

A. Background of the Problems

The improvement and development of our knowledge affected by reading activity since it broadens our conception in every aspect. The cultivation of reading activity can not only improve reading skills but also have positive effect on improving writing and speaking ability. Particularly for students in Senior High School, they should develop their English comprehension in the higher level whereas they have to pass the National Examination on the 12th grade. From the amount of the English questions, almost 50% questions were focused in reading competence. But in reality, the English reading comprehension of young generation of Indonesia is very low. *Programme for International Student Assessment (PISA)* is under control *Organization Economic Cooperation and Development (OECD)* 2015 surveyed that Indonesia was in 62nd rank from 72 countries in the reading ability, math, and science. This survey involved 540 million students in 15-years-old from 72

world countries which was represented 29 million students population in the world.¹

For some people, reading is a complex process gaining a lot of information which involves the message transferring among the writer and reader who have different background knowledge. The more background knowledge connected with the text they have, the more they have a high sense with their reading.² Furthermore, in absorbing the messages, the readers have to combine the pieces of information within the text and their prior knowledge that enhances comprehension by enabling readers to comprehend text better, to make connections, to predict, and to develop inferences as they are reading.

The activating of mental process in constructing meaning and grasping the information during reading process built a comprehension which its a primary purpose of reading itself. The need of reading comprehension increases as the learners attend higher levels since they are expected to comprehend more complex materials. Success readers are someone who is able to recreate the author's meaning rightly and understanding meaning without becoming lost the grammar and vocabulary.

Indonesian students have been encountered some difficulties in English reading comprehension such as determining the main idea, finding specific information within the text, finding the reference, finding inferences and

¹ Programme For International Student Assessment (PISA) Results from PISA 2015. 2016. *Country Note*. (<http://www.oecd.org/pisa/PISA-15-Indonesia.pdf>)

² Laura S. Pardo. 2004. The Reading Teacher: What every teacher needs to know about comprehension. *International Reading Association*. Vol. 58, No. 3. pp. 273.

understanding vocabulary. But, those problems can be avoided by managing teaching and learning process more enjoyable which it can stimulate student's learning motivation. However, the English teacher still asks the students to get meaning of the English text by translates it into Indonesian. Furthermore, the English teacher writes the difficult words on the board then pronounce it together. Ideally, in comprehending text, it should be viewed as the interaction between reader's prior knowledge, the text, and comprehension strategies.

Based on 2013 curriculum for secondary school in Indonesia, students had been encouraged to have future competency, communication skills, ability to think clearly, and ability to consider the moral aspects of a problem. In accordance with the standard competence of it, learning objectives should include the development of the realm of attitudes, knowledge, and skills.³ This curriculum in Indonesia has been through the stage of trial implementation in contributory schools assigned by the government. However, teacher readiness to implement the curriculum refers to some aspects of their comprehension, attitudes, and motivation in implementing curriculum change. But in the fact, some problems had been occurring to the teachers who should be a facilitator for their students in their learning process.

Students of second grade in SMU Basyariyah Dagangan Madiun, academic year 2012/2013 encountered some problems in reading process that affected them in submitted their duty on time, such as difficulties in finding

³ Kemdikbud. 2013a. Implementasi Kurikulum 2013. Peraturan Menteri Pendidikan dan Kebudayaan. No. 81a. Jakarta: Kemdikbud.

the main idea, making the inference, and understanding vocabulary (both synonym and antonym).⁴ Other problems found in students of first grade in SMAN 11 Yogyakarta, academic year 2013/2014. Their Junior High School's background knowledge influenced them relatively in getting idea since it tends to be personal and limited. The problems related to their English teacher who came to the class with a bundle of copied texts and tasks, then they were asked to read it and answered the questions followed which it affected student's motivation in joining teaching and learning process when they looked the series of tasks.⁵

Vocational High School of Yayasan Pendidikan Mulia as a venue of this research is one of the private school in South Jakarta. The information derived from the interview of the English teacher is on the student's test result and their English learning motivation. The English teacher said that most of his students were getting low score for the English lesson final test result in the first-semester, which it means they English-score was under 75 as the Minimum Completeness Criteria (KKM). This failure was also influenced by their vocabulary limitation that makes them having low motivation too in learning English. The problems not only came from the students but also from the English teacher. The information from interview to one of the students in the 10th grade, most of students felt confused since their English teacher

⁴ Wariyanti. 2014. Using Direct Reading Thinking Activity (DRTA) Strategy to Improve Students' Reading Comprehension. A *Thesis*. Sebelas Maret University: Surakarta. p.18

⁵ Dewi Yuniarti. 2014. Improving Grade Ten Students' Reading Comprehension Through Graphic Organizers at SMA N 11 Yogyakarta In The Academic Year Of 2013/2014. A *Thesis*. Yogyakarta State University. p. 2-3

delivered the unorganized English material, then he rarely used learning media in his teaching process just asked them did their worksheet (LKS). The refurbishment of English lesson teaching strategy for this school is needed to facilitate the students to be an independent learner by applying learning strategy.

Teachers as facilitator should lead their students applied a learning strategy suited with their levels and materials given in order the learning objectives would be reached. Even though, no one strategy is better than others; so, the teachers should know their students' shortcomings and strength in order the learning strategy chosen works for them. For this research, the researcher was focused applied a learning strategy which it was expected to facilitate students in analysis narrative text.

Reading strategy as an important element is expected to give positive results in comprehension and enhances the reader's critical thinking. It is a cognitive action that students take when they are reading to help them construct and maintain meaning and is often categorized as those behavior designed to help students before, during, and after they read. Incompetent readers can become skilled readers and develop their reading skills if they are provided with appropriate instruction about effective strategies and taught to monitor and check their comprehension while reading.

Based on problems explained above which represents some student's difficulties in reading comprehension, the writer decided to conduct the study about the application a reading strategy in students' reading comprehension.

The reading strategy that applied for this study was REAP (*Reading, Encoding, Annotating, and Pondering*) strategy which involved cognitive process that teaches students to think more deeply about what they read, since it enables the students to predict, recall, summarize, then make inferences of the text. Therefore, the use of this strategy was expected to improve student's reading comprehension.

B. The Identification of The Problems

Some problems that identified related to student's reading comprehension based on the background of the action research above were:

1. Some problems in text comprehending were encountered by students affected the low of their reading outcomes.
2. The low success of students' reading comprehension to meet the objectives designed in Standard of Competence and Basic Competence of teaching and learning English for Vocational High Schools Curriculum was affected the conventional teaching and learning method adopted in the class.
3. In the learning process, students were dazed the unorganized materials given that affected their understanding it selves.
4. Teaching and learning process were centered to the teacher that encouraged the students being a passive learner.

C. The Limitation of The Problems

The researcher limited the use of REAP strategy in reading comprehension as a reading strategy in this action research. The 10th grade Vocational High School Yayasan Pendidikan Mulia was chosen as research sample which its application was expected help them in increasing their reading comprehension.

D. Research Questions

Based on the background of the problem identification, this study particularly is aimed to find the answer to the following questions:

1. How does the use of REAP strategy affect the reading comprehension of the 10th grade Vocational High School Yayasan Pendidikan Mulia?
2. What advantages can be achieved by the application of REAP strategy in reading comprehension of the 10th grade Vocational High School Yayasan Pendidikan Mulia?

E. Objectives of The Research

Related to the research questions, the main goal of this classroom action research was to find how the application of REAP strategy in improving reading comprehension the 10th grade Vocational High School Yayasan Pendidikan Mulia and it advantages in their reading activity. The followings are the objectives of this action research:

1. General Objective

The general objective is to analyze the application of REAP strategy in improving reading comprehension of the 10th grade Vocational High School Yayasan Pendidikan Mulia.

2. The Specific Objective

- a. To find how the application of REAP strategy can improve reading comprehension the 10th grade Vocational High School Yayasan Pendidikan Mulia.
- b. To find the advantages of the REAP strategy application of the 10th grade Vocational High School Yayasan Pendidikan Mulia.

F. Significance of The Study

The study of the use REAP strategy for the 10th grade Vocational High School Yayasan Pendidikan Mulia is a class action research which is expected to bring two benefits of the research: theoretical and practical.

1. Theoretical benefits: this action research can be used as reference and comparison for the next study on similar problems.
2. Practical benefits: this research explained how the use of REAP strategy for the 10th grade Vocational High School Yayasan Pendidikan Mulia in a form of narrative text analysis activity which affected their reading comprehension. The following are the practical benefits of this research:

a. For the English teacher

This action research contributes to the development of a REAP strategy that engages the learners as the center of learning in order to improve their reading comprehension.

b. For the participants

- 1) The participants as the centered of learning process.
- 2) The participants were motivated as the active reader.
- 3) The high-order thinking of participants was stimulated during reading process.
- 4) The writing skill of the participants improved as they were required to convey the writer's messages in complete sentences.

c. For School

These research findings are also expected to enrich the theory of teaching reading through REAP strategy and as the reference for those who want to conduct a research in improving English reading comprehension.

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