

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents three topics related research finding that are the description of data, hypothesis testing and discussion.

#### **A. The Description of Data**

In this research the researcher wants to know the effectiveness of using Read, Encode, Annotate, and Ponder (REAP) strategy to increase students' reading comprehension ability of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri. The effectiveness can be seen from the significant different score of students reading comprehension ability before and after being taught using Read, Encode, Annotate, and Ponder (REAP). The presentation of the data were answer based on the formulated of research problem. The presentation of data are follows:

##### **1. Students' reading score before taught by using REAP strategy**

The pretest was given by asking students to answer the question about narrative text. The number of question was given consist of 20 questions in the form of multiple choice. This test is to know the students' reading achievement before students got the treatment. The students' reading score before taught by using REAP strategy can be seen at appendix 1.

The students' score above there were computed by using SPSS 18.0. The result was shown below.

**Table 4.1 Table of Criteria Students' Score**

No.	Grade	Qualification	Range Score
1.	A	Excellent	100 – 85
2.	B	Good	84 – 70
3.	C	Average	69 – 55
4.	D	Poor	54 – 50
5.	E	Very Poor	49 – 0

**Table 4.2 Descriptive Statistic of Pre Test**

Statistics		
PreTest		
N	Valid	18
	Missing	0
Mean		75.28
Median		75.00
Mode		75

Based on the table 4.2 above, we can be seen there are 18 students as the subjects. The mean of the students' score in pretest is 75.28. based on the criteria of students' score in the table above, the students mean was in the category of good score. The median score was 75.00, it means that the middle score of pretest was 75.00 in 18 students. The mode of pretest score was 75, it means that the most frequent score is 75 indicated that many students got good score.

The frequency of the students' score was presented in the following table below.

**Table 4.3 Frequency of Pre Test**

		PreTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	5.6	5.6	5.6
	50	1	5.6	5.6	11.1
	65	2	11.1	11.1	22.2
	75	8	44.4	44.4	66.7
	85	1	5.6	5.6	72.2
	90	2	11.1	11.1	83.3
	95	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Based on the table 4.3 it showed the minimum score until the maximum score of pretest. It can found that 1 student who got score 25 showed that score of reading comprehension is very poor. It means that he got E grade based on the criteria students' score. There is 1 student who got score 50 it means that his score was categorized as poor and got the D grade. Then 2 students who got score 65 showed that their score of reading were categorized as average and their grade of students score is C. There are 8 students who got score 75 indicated that their score of reading were categorized as good. It means that they got B grade. Finally, 6 students who got score 85, 90, and 95 showed that were categorized as excellent and their criteria of students' score is A grade.

From the result of data pretest above, it can be conclude that qualification of students is good. It can be seen from the mode is 75 of 18 students in pretest. The mode represented the characteristic of students before taught by using REAP strategy.

## 2. Students reading score after taught by using REAP strategy.

The post test was given by asked the students to answer the questions about narrative text. The questions consist of 20 in the form of multiple choice. It was done after being treatment by using Read, Encode, Annotate, and Ponder (REAP) strategy. This test was intended to know the the students reading achievement after being taught using REAP strategy. The data of students' score of post test can be seen in the appendix.

The students' score above then were computed by using SPSS. The result was shown below.

**Table 4.4 Descriptive Statistic of Post Test**

Statistics		
PostTest		
N	Valid	18
	Missing	0
Mean		85.28
Median		87.50
Mode		100

Based on the table 4.4 above, the mean score of 18 students was 85.28. Based on the criteria of students' score it was in category of good score. Meanwhile the median score was 87.50. it means the middle score of post test was 85.50 in 18 students. Then the mode of post test was on 100, it means that the most frequent score is 100 indicated that many students' score in category of excellent score .

The frequency of the students' score was presented in the following table below.

**Table 4.5 Frequency of Post Test**

		PostTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.6	5.6	5.6
	55	1	5.6	5.6	11.1
	75	1	5.6	5.6	16.7
	80	2	11.1	11.1	27.8
	85	4	22.2	22.2	50.0
	90	3	16.7	16.7	66.7
	95	1	5.6	5.6	72.2
	100	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Based on the table 4.5 can found that there is 1 student who got score 40 showed that score of reading comprehension is very poor. It means he got the E grade based on the criteria of students' score. Then 1 student who got score 55 it means that his score was categorized as average and he got the C grade based on criteria of students' score. There are 3 students who got score 75 and 80 showed that their score of reading comprehension were categorized as good. It means they got the B grade based on the criteria of students' score. Finally, 13 students who got score 85, 90, 95, and 100 showed that were categorized as excellent and they got the A grade based on the students' category.

So, there are differences score between before being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy and after being treatment by using Read, Encode, Annotate, and Ponder (REAP) strategy. The data presents that the score after being taught by using Read,

Encode, Annotate, and Ponder (REAP) strategy better and bigger than before using Read, Encode, Annotate, and Ponder (REAP) strategy.

## **B. Hypothesis Testing**

The hypothesis of this research are follow :

1. If the significant value  $<$  significant level, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means that there is significant different score of the students' reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy at the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri.
2. If the significant value  $>$  significant level, the null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant different score of the students' reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy at the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri.

There are differences data presentation before and after taught by using Read, Encode, Annotate, and Ponder (REAP) strategy. The data present that the score after taught by using Read, Encode, Annotate, and Ponder (REAP) strategy better than higher before taught using Read, Encode, Annotate, and Ponder (REAP) strategy. The researcher uses statistical test using paired sample t-test stated by SPSS.18 to ensure the effectiveness of using Read, Encode, Annotate,

and Ponder (REAP) strategy on students' reading comprehension ability. The result is follow:

**Table 4.6 Paired Sample Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	75.28	18	17.276	4.072
	PostTest	85.28	18	16.040	3.781

As table 4.6 shows the pairs sample statistics, the standard deviation from pre test is 17.276 and the standard error mean of pre test is 4.072. While, the standard deviation of post test is 16.040 and the standard error mean of post test is 3.781. The mean of post test scores is 85.28 it is larger than the mean of pre test scores 75.28. It indicates the use of Read, Encode, Annotate, and Ponder (REAP) strategy has caused the increase score of students' achievements and improved is better that without using Read, Encode, Annotate, and Ponder (REAP) strategy.

**Table 4.7 Paired Sample Test**

Paired Samples Test									
		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTest – PostTest	-10.000	13.173	3.105	-16.551	-3.449	-3.221	17	.005

After t-test done by the researcher, the result of paired sample atatistic shows that the mean of pre-test and post-test is 10.000, the negative which appeared in

two mean shows that the mean before treatment was lower than after gave treatment. Then, the mean above shows there is the difference mean between the two score was 10.000 and the standard deviation is 13.173, it show the variation or dispersion of the data. The mean of standard error is 3.105 it describes the accuracy as an estimate of the population mean. The lower difference is 16.551, while upper difference is 3.449. the result of t-test is 3.221 with df 17 and significant is 0.005.

The significant value of this research is 0.005 and the significant level is 0.05. in this research, the alternative hypothesis ( $H_a$ ) can be accepted when the significant level (0.05) bigger than significant value (0.005) and the null hypothesis ( $H_o$ ) is rejected. While the null hypothesis ( $H_o$ ) is accepted when significant level (0.05) smaller than significant value (0.005) and the alternative hypothesis ( $H_a$ ) is rejected. From the data above, the significant level (0.05) is bigger than significant value (0.005), it can be describing that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected in this research.

Because the significant level (0.05) is bigger than significant value (0.005) the alternative hypothesis ( $H_a$ ) saying that there is significant different score of the students reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) startegy of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri was accepted. The null hypothesis ( $H_o$ ) saying that there is no significant different score of the students reading comprehension ability before and after being taught by using Read, Encode,



Annotate, and Ponder (REAP) strategy of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri was rejected. It means that there was significant different score before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy on reading comprehension ability at the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri. It could be conclude that using Read, Encode, Annotate, and Ponder (REAP) strategy was effective used in teaching reading comprehension ability on narrative text.

### **C. Discussion**

From the result of the research finding above, the researcher knows that the pretest mean score is 75.28 and the posttest mean score is 85.28 it show the difference between the two means. The standard deviation from pre test is 17.276 and the standard error mean of pre test is 4.072. While, the standard deviation of post test is 16.040 and the standard error mean of post test is 3.781. The result shows that the posttest score is better than the pretest. Based on the data analysis that the significant level (0.05) is bigger than significant value (0.005). it means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) is rejected.

From the result above, showed that Read, Encode, Annotate, and Ponder (REAP) strategy is effective used in teaching narrative text, because there is significant different score before and after taught by using Read, Encode, Annotate, and Ponder (REAP) strategy at the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri.

Based on the research conducted at eighth grade students of MTs Sunan Ampel Ringinrejo Kediri it can be inferred that teaching students by using Read, Encode, Annotate, and Ponder (REAP) strategy is better to increase the students' reading comprehension ability. As stated by Eanet and Manzo cited in Mehmed (2010: 1) states that REAP is a strategy which is aimed to help readers synthesize the author's thought in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur. According to Allen (2004:34) states that REAP is a strategy for helping readers read and understand a text. Each stage asks students to analyze the text at a higher level to increase and deepen comprehension.

Based on the research method, the teaching learning process was divided into three steps. First step is giving pre test for the students to know the students' achievement before being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy.

The second step is giving treatment for the students. The treatment is applying Read, Encode, Annotate, and Ponder (REAP) strategy in teaching reading narrative text to finding the main idea. The class is divided into several groups consist of 4-5 students. The students gave a text and understand the text by several process, they are: *read*, the teacher asked students to read aloud and understand the text; *encode*, the students pick up the gist from the text they have read by using their own words or write down the difficult vocabularies; *annotate*, the students should write down their main idea about the content of narrative text; *ponder*, the students should ponder or make the consideration about the ideas by

thinking, talking, and discussing with the other members of group then make one perfect summarize about the narrative text.

The last steps is giving post test for the students to know the students' reading achievement after they gave a treatment by using REAP strategy.

Based on the result of test from teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) strategy, Store (1993: 568 – 569) states the advantages of REAP strategy there are it's make the students could understand the text. They feel enjoy and more active. The students can revisit the text several times as they work through the REAP process. The students are more interested when the researcher applied this strategy. They felt enthusiast and independent to find main idea of text in their own words. The students also can make a personal connection between the texts with their understanding.

In fact, REAP strategy can improve students' mastery in reading comprehension. When the teacher gives text and ask them to read they are able to understand the content of the text. This strategy is also useful for study groups, focusing efforts and allowing members to test each other.

Regarding on the result of data analysis above, it's also strongly with previous study as Read, Encode, Annotate, and Ponder (REAP) strategy is consideres as an effective for the students' reading comprehension achievement in reading text. The first, Fitrah Mutia; Anshari Syafar and Anjar Kusuma Dewi (2016) were conducted a study. In these study the researcher conducted the research in tenth grade students of MA Al- Khairaat Pusat Palu. In their research they use quantitative approach, and they use intact group research design. Their

findings revealed that applying REAP technique develop the students' reading comprehension of the tenth grade students at MA Al- Khairaat Pusat Palu.

The second research was conducted by Vera Maria Santi (2015). The researcher conducted her research in seventh grade students of SMPN 14 Bengkulu. In this research she used quantitative and qualitative approach and also used classroom action research. The result of her research shows that using REAP strategy successfully improved students' reading comprehension. There were 83, 7 % students reached the very good category or got the score  $>75$ .

Third, Dessy Nuke Wulandari; Diemroh Ihsan; and Rita Hayati (2014) conducted the research. They conducted the research by using quantitative approach and using quasy experimental design. On their result findings there was significant different in reading comprehension achievement between the students who were taught through REAP strategy and those who were not. It could be proven by analyzing the students' pre-test and post-test scores of the esperimental group and control group using independent sample t-test.

Based on the expanation above, the implication of this strategy can help students to be confident. This strategy can be implemented in teaching learning process in order to support students more understand and easy in reading. In general, the implication of REAP strategy in teaching and learning process can support both teachers and students in many aspects. This strategy can support the students to think creative and systematic. They automatically inspire interest, thus making them more receptive and cooperative in the classroom.