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Teaching Reading of Descriptive Text Through Reap Technique at the First GradeStudentsof MAN 2 Mataram

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Abstract
Reading is one of the language skills that should be mastered by the students of Senior High School in learning English. However, the students of the eleventh graders of MAN 2 Mataram still find difficulties in understanding reading English text, especially in descriptive text. the objective of the research was to know the effectiveness REAP technique in teaching reading of descriptive text at the first grade students of MAN 2 Mataram. This research used A quasi-experimental method by two group pre-test post test design. The population was the ten grade students of MAN 2 Mataram in academic year 2024/2025. The sample ofthis research was 50 students of the class X IPA 1 and X IPA 3. The technique of samplig was simple random sampling, and the data was analyzed by used descriptive statistics and inferential statistics analysis. The result calculation of mean score pre-test students in experiment class total was 1728, with an average score of 69.12. Moreover, the lowest score for the pre-test was 60, while the highest score was 76. The data also revealed the score of twenty five students of the X IPA 1 MAN 2 Mataram experimental class after getting REAP (Read, Encode, Annotate, Ponder) technique. After four times, the researcher applied the REAP technique in the experimental class, the post-test The post-test score total was 2180, with an average score of 87.2. This group's lowest score was 80, and the highest post-test score was 92. Meanwhile, the analysis of the controlled class score is shown in Table 4.2, which has the total of the pre-test score was 1544, with an average score of 61,76. In this group, the students' highest score was 68, while the lowest score was 56. The post-test score total was 1912, with an average score of 76,48. Within this group, the lowest score was 68, and the highest score was 92. Moreover, the data analysis revealed that the value of t-test was higher than t-table (4,271 > 1,711). with the degree of significance 5% (α = 0.05).

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1. INTRODUCTION

Reading as one of the skills in English plays a critical role in schooling and learning. Students will expand and extend their awareness and knowledge through reading. Reading is the most important of the four-second language competencies, particularly in English as a second language (Carrel, as cited in Azizifar, 2015:189). English is one of the foreign languages that students in Indonesia have to learn; they are reading to gain information, explore knowledge, and also help them learn the other language skills they have. Dian (2014:1) stated that reading is a key language skill that has a significant place

in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading is important skill which has an important contribution to the success of learning language. Alberti (2014:1) stated that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs to understand the context and get the new information of the texts.

Reading is a fundamental skill that plays an important role in language learning and academic success. Among the various types of texts, descriptive texts are important. However, many students, especially those in high school or learning English as a second language, often face challenges when reading descriptive texts. These difficulties include limited vocabulary, lack of background knowledge, inadequate reading strategies, and low motivation. As a result, students may struggle.

The students still have problems in learning Reading. Students cannot respond to the question, even when the answer is given in the passage. Many of them do not understand the meaning of the text on the course, or they do not know how to answer the questions. This method has the advantage of making students more engaged in the learning process. They attempt to gather information on their own. When students have difficulty understanding a term in a text, they use a dictionary or another medium to search for the word's meaning. The students can improve their vocabularies through this activity during the reading teaching learning process.

In senior high school, students are expected to be able to know the definitions, characteristics, and language features of various types of texts such as narrative, recount, descriptive, procedure, and report. In fact, there are still many students in Indonesia who have difficulty understanding texts, especially English reading texts. The same thing happened to the nine-grade students of MAN 2 Mataram.

Based on interviews and observation with English teacher in class X, the researcher found that the core difficulties experienced by students in reading were: 1. They have difficulty understanding unfamiliar words in the text because of the low vocabulary of the students, and 2. Students' lack of interest in reading, while reading activities are closely related to reading interest itself, without interest students will not be interested in reading. To solve the problems above, the researcher offers REAP technique in teaching reading descriptive text.

In teaching reading use REAP technique to help students read and understand the content of a passage. REAP stands for read, encode, annotate, and ponder. The explanation of the REAP technique is as follows: 1) Read, in this first stage students are focused on reading the reading text carefully. 2) Encode, determine the main idea or keywords of reading using their language which aims to make it easier for students to get information from the text. 3) Annotate, at this stage students are asked to respond to what has been read by writing back through small notes using their language
4) Ponder, in this final stage students have the opportunity to discuss the results of the annotations they made with their group friends to check whether their annotations are following the contents of the reading text.

Based on the background above the researcher want intended to research about "Teaching Reading of Descriptive Text Through Read, Ecode, Annotate, Ponder (REAP) Technique at the First Grade Students of MAN 2 Mataram in Academic Year 2024/2025"

2. RESEARCH METHODS

This research was aim to know the effectiveness by using the REAP (Read, Encode,

Annotate, Ponder) technique on students‘ reading descriptive text at the eleventh-grade students of MAN 2 Mataram. This research used A quasi-experimental method by two group pre-test post test design. The approach that can use by the researcher was quantitative approach. Quantitative approach is the presentation of data in form of numeric and to analysis the data is using statistic. Miller (2005: 4) in formal terms an experiment is a means of collecting evidence to show the effect of one variable upon another. This design was use quasi experimental to compare two groups.

The reseacher collect the data from pre-test and post-test of the students` score Elaborate which class is the experimental group and which one is the control group. In this process the researcher give the students some text to describing it aims to know the students' ability in reading descriptive text skill. It wasl intend to measure the ability of students in reading descriptive text before the treatment. The post-test is the last step of collecting data. This step able to conduct after giving the treatment to the both groups. The kinds of test which given to both groups are the same. This test apply to find out the result of the stusdent speaking skill after treated them by using different treatment.

The population of this research is the first grade students of MAN 2 Mataram, the number of population is a 152. The sample of this study consists of two classes there X IPA 1 and X IPA 3. The sampling technique used in this study was simple random sampling technique by using lottery. Technique that can use to analyze the data in this research is quantitative. Quantitative method involves descriptive statistics like mean, mode, median, standard deviation and inferential statistics like testing hypothesis. Technique of data analysis is the way of the writer in collecting the data. To analysis the data, the writer apply the descriptive statistics and inferential statistics analysis

3. RESULTS AND DISCUSSION

The students of MAN 2 Mataram were the sample given the test to get the data. For each experimental class X IPA 1 and controlled class X IPA 3, there were twenty five students participated. They were tested to obtain the empirical evidence as to whether or not REAP (Read, Encode, Annotate, Ponder) technique was successful in reading descriptive text.

Tabel 1. Distribusi Frekuensi Experimental Class Data

No	Interval	Frekuensi	Nilai Tengah	Frekuensi Kumulatif
1	70 - 74	0	73	0
2	75 – 79	0	77	0
3	80 – 84	9	82	9
4	85 -89	8	87	17
5	90 - 94	8	92	25
Jumlah		**25**		
Mean		**Pre test = 69,12**	**Post test = 87,2**	**Gain Score = 452**

Based on the data, we can conclude that the students‘ descriptive in X IPA 1 MAN 2 Mataram were improved since their mean score of the post-test was more significant than their pre-test mean score. Also, there was an increase in the lowest and highest scores achieved by students.

Tabel 2. Distribusi Frekuensi Controll Class Data

No	Interval	Frekuensi	Nilai Tengah	Frekuensi Kumulatif
1	65 - 69	2	67	2
2	70 - 74	7	73	9
3	75 – 79	8	77	17

4	80 – 84	7	82	24
5	85 -89	0	87	24
6	90 - 94	1	92	25
Jumlah		**25**		
Mean		**Pre test = 61,76**	**Post test = 76,48**	**Gain Score = 368**

Based on the results, we can infer that the comprehension of the students in class X IPA 1 had also improved as their mean post-test score has been higher than their mean pre-test score. The increase in the students‘ understanding also can be proven by the enhancement of the lowest and highest scores students achieved.

In summary, both of the data indicated the distinction between students‘ score in the experimental also the controlled class. The experimental class‘s score that was taught by using REAP technique on students' reading descriptive text ability was higher than the controlled class‘s score that studied reading ability with traditional technique. The mean of gained score obtained by students in the experimental class was higher compared to the controlled class.

Tabel 3. Deviation Experimental and Controll Class

No	X	X^2	Y	Y^2	D	D^2
1	92	8464	72	5184	20	400
2	92	8464	68	4624	24	576
3	92	8464	68	4624	24	576
4	92	8464	72	5184	20	400
5	92	8464	72	5184	20	400
6	88	7744	72	5184	16	256
7	84	7056	76	5776	8	64
8	88	7744	76	5776	12	144
9	80	6400	68	4624	12	144
10	84	7056	76	5776	8	64
11	92	8464	84	7056	8	64
12	80	6400	76	5776	4	16
13	92	8464	92	8464	0	0
14	80	6400	72	5184	8	64
15	84	7056	80	6400	4	16
16	84	7056	76	5776	8	64
17	88	7744	76	5776	12	144
18	80	6400	76	5776	4	16
19	84	7056	76	5776	8	64
20	88	7744	84	7056	4	16
21	88	7744	80	6400	8	64
22	88	7744	80	6400	8	64
23	92	8464	80	6400	12	144
24	88	7744	84	7056	4	16
25	88	7744	76	5776	12	144
Score Total	**2180**		**1912**			
	87,2	**190544**	**76,48**	**147008**	**268**	**3920**

Analisys of the Data

a. Mean

1. Mean Experimental Class

Mean Post-Test

$$\bar{X} = \frac{\sum x_1}{n_1}$$

$$\bar{X} = \frac{2180}{25} = 87{,}2$$

Mean Pre-Test

$$\bar{X} = \frac{\sum x_2}{n_2}$$

$$\bar{X} = \frac{1728}{25} \; 69{,}12$$

2. Mean Controll Class

Mean Post-Test

$$\bar{X} = \frac{\sum x_1}{n_1}$$

$$\bar{X} = \frac{1912}{22} = 76{,}48$$

Mean Pre-Test

$$\bar{X} = \frac{\sum x_2}{n_2}$$

$$\bar{X} = \frac{1544}{25} = 61{,}7$$

b. Median

Median Experimental Class

$$M_e = L + i \frac{(n/2)-Cfb}{fw}$$

$$= 79,5 + 5 \frac{(25/2)-0}{9}$$

$$= 79,5 + 5 \frac{12,5-0}{9}$$

$$= 83,88$$

Median Controll Class

$$M_e = L + i \frac{(n/2)-Cfb}{fw}$$

$$= 79,5 + 5 \frac{(25/2)-19}{8}$$

$$= 79,5 + 5 \frac{12,5-19}{8}$$

$$= 77,68$$

c. Mode

Mode Experimental Class

$$M_o = 79,5 + 5 \frac{9-0}{(9-0)+(9-8)}$$

$$= 79,5 + 5 \frac{9}{9+1}$$

$$= 84$$

Mode Controll Class

$$M_o = 79,5 + 5 \frac{8-7}{8-7+8-7}$$

$$= 79,5 + 5 \frac{fi}{fi+f2}$$

$$= 88$$

d. Standar Deviasi

$$SD_D = \sqrt{\frac{\sum D_2}{N} - \frac{\sum(D)^2}{N}}$$

$$= \sqrt{\frac{3920}{25} - \frac{268^2}{25}}$$

$$= \sqrt{\frac{3920}{25} - \frac{268^2}{25}}$$

$$= \sqrt{\frac{3920}{25} - \frac{268^2}{25}}$$

$$= \sqrt{\frac{3920}{25} - \frac{71824}{25}}$$

$$= \sqrt{156{,}8} - 2872{,}96$$

$$= 1{,}648$$

e. Testing Hypothesis

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{87{,}2 - 76{,}48}{\sqrt{\left(\frac{190544\ x\ 147008}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$= \frac{10{,}72}{\sqrt{(583572757{,}33)\ (0{,}08)}} = 4{,}271$$

This research aims to know the effectiveness by using the REAP (Read, Encode, Annotate, Ponder) technique on students‘ reading descriptive text at the eleventh-grade students of MAN 2 Mataram. In this study, it appeared that the reading of students in both experimental and controlled class was improved based on the equality test of two average post-tests. Nevertheless, the students‘ reading descriptive text in the experimental class after treatment with the use of REAP technique were more significant than the students‘ reading descriptive in the controlled class that did not receive the treatment of using REAP technique.

Table 1 presents data from experimental-class students. The pre-test mean score of 69.12, the post-test The post-test mean score of 87.2. Meanwhile, the analysis of the controlled class score is shown in Table 2, which has the total of the pre-test score was mean score of 61,76. The post-test mean score of 76,48.

Even though both classes had an improvement in their mean score, the experimental class nevertheless got a higher score than the controlled class. Finally, the findings of this study emphasize and support the idea that students‘ reading descriptive text have been enhanced by using the REAP technique in reading. That can be proven from statistical data indicating that alternative hypotheses are accepted by showing t-test was higher than the t-table (4,271 > 1,711). The Read, Encode, Annotate, Ponder (REAP) technique can indeed be believed to have a significant impact on the teaching reading of the students in the descriptive text. Enhanced reading test scores of students taught using the REAP technique were higher than those without treatment. The experiment carried out by the researcher during the class treatment reflects the above statistical findings. The researcher found that while learning English text, the students were excited and cooperative. Besides, this study supports the prior research of REAP technique as an effective way to teach reading skills.

4. CONCLUSION

The data calculation above showed that applying REAP (Read, Encode, Annotate, Ponder) technique produced significant results in enhancing students‘ reading ability of descriptive text rather than twenty five same-level students who did not receive the treatment in MAN 2 Mataram. This research uttered that students who gained the treatment three times had an enhancement in reading test scores by 87,2 points, while the students who did not receive the treatment gained 76,48 points of difference from the mean score of pre-test and post-test. In other words, the total mean score of post-test in the experimental class was more significant than the controlled class. Also, the result from the calculation of effect size indicated that it had a medium effect.

Moreover, the data analysis revealed that the value of t-test was higher than t-table (4,271 > 1,711). with the degree of significance 5% ($\alpha = 0.05$). Thus, the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. It is proved that REAP (Read, Encode, Annotate, Ponder) technique was effective towards students‘ reading in descriptive text at eleventh-grade students. In short, it can be concluded that REAP (Read, Encode, Annotate, Ponder) technique is an appropriate and effective way towards students‘ reading on descriptive text for eleventh-grade students of MAN 2 Mataram.

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