



**The Effectiveness of Using Read, Encode, Annotate, and Ponder  
(REAP) Technique to Improve Students' Reading Comprehension  
Skill**

( An Experimental Study of the Seventh Graders of SMP Islam  
SudirmanAmbarawa in the academic 2010 / 2011 )

a final project  
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## ABSTRACT

Jati, Puspa. 2011. *The Effectiveness of Using Read, Encode, Annotate, and Ponder (REAP) Technique to Improve Students' Reading Comprehension Skill ( An Experimental Study of the Seventh Graders of SMP Islam Sudirman Ambarawa in the academic 2010 / 2011 )*. Final Project. English Department, Language and Arts Faculty, Semarang State University. First Advisor : Seful Bahri, S.Pd., M.Pd Second Advisor : Frimadhona Syafri, S.S, M.Hum.

**Key words** : REAP, Teaching Reading, Reading Comprehension Skill.

This research focussed on how to improve reading comprehension skill of grade VII students of SMP Islam Sudirman Ambarawa. The research was aimed at finding out whether the Read, Encode, Annotate, and Ponder (REAP) technique was effective to improve students' reading comprehension skill at seventh grade of Junior High School. There was a problem in this research, namely : How far is the Read, Encode, Annotate, and Ponder (REAP) technique effective to improve the students' reading comprehension skill at seventh grade of Junior High School in SMP Islam Sudirman Ambarawa ?

To solve the research problem, I conducted a pre – test post – test experimental design with grade VII students of SMP Islam Sudirman Ambarawa as the subjects, the numbers of the participants were forty students of class VIIC as a control group and forty students of class VIID as a experimental group. In the experimental group, there was a treatment, REAP technique but in the control group there was a traditional technique. The data were obtained by the result of the comparison in pre – test and post – test in both.

The results of the research showed that, REAP technique can improve students' reading comprehension skill. Those activities were Read, Encode, Annotate, and Ponder. There were also some media such as picture used to support those activities. Those activities could motivate the students to read and understand in English text during the teaching learning process.

From the result of the research, I suggested that REAP should be implemented by teacher in reading class. A teacher should also modify the activities to avoid the students bored, afraid and less motivated to take part of teaching learning process in the class. It is also suggested that the teachers used REAP as an alternative way for English teaching learning process, especially in reading comprehension skills.