

**THE EFFECT OF USING READ, ENCODE, ANNOTATE AND
PONDER (REAP) STRATEGY TOWARD WRITING
ABILITY IN NARRATIVE TEXT OF THE FIRST
YEAR STUDENTS AT SMAN 2
BANGKINANG BARAT**



By

FAISAL

SIN. 10814001837

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2013 M**

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Thesis

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(S.Pd)



By

FAISAL

SIN. 10814001837

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2013 M**

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FAISAL
SIN: 10814001837

ABSTRACT

Faisal (2013): The Effect of Using REAP Strategy toward Writing Ability in Narrative text of the First Year Students of SMAN 2 Bangkinang Barat

Based on the school based curriculum (KTSP), writing is as one of English skills that must be taught and learned in senior high school. SMAN 2 Bangkinang Barat is one of schools that used it as a guide in teaching learning process. After doing preliminary observation there, some of students of the first year still had low ability in their writing. The researcher interpreted that they had low ability in writing were indicated that they had lack of ideas in expressing their writing, lack on using capital latter, less on vocabulary mastery, and incorrect spelling in writing. Thus, the researcher interested in conducting the research entitled “The Effect of Using REAP strategy toward writing ability in Narrative Text of the first years student at SMAN 2 Bangkinang Barat”.

The main focus of this research was to find out a significant Effect of Using REAP atrategy toward writing ability in Narrative Text of the first years student at SMAN 2 Bangkinang Barat. The type research was quasi-experimental research which the researcher could not create a new participant groups for this experiment. The subject of this research was the first year students of SMAN 2 Bangkinnag Barat. In this research, the researcher took two classes; experimental and control class from the first year class. There were 40 students as the sample from 60 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was writing test. In analyzing the data, the researcher used T-test formula operated by SPSS 16.

Finally, the research found that H_a was accepted and H_0 was rejected. Besides, it can be proved from the mean score of students' writing ability of post-test that at experimental was higher than at control class. Furthermore, the category of students' improvement in writing ability at the experimental class was middle, while in control class was low. In conclusion, there is a significance effect of using reap strategy toward writing ability in narrative text of the first years student at SMAN 2 bangkinang barat.

ABSTRAK

Faisal (2013): **Pengaruh Penggunaan Strategi REAP terhadap Kemampuan Siswa dalam Menulis Teks Narrative pada Siswa Kelas satu SMAN 2 Bangkinang Barat.**

Berdasarkan KTSP, menulis adalah salah satu kemampuan Bahasa Inggris yang harus di ajarkan dan dipelajari pada tingkat SMA. SMAN 2 Bangkinang Barat merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Setelah melakukan pengamatan pendahuluan di sekolah itu, sebagian siswa kelas satu memiliki kelemahan dalam menulis. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam menulis yang di tunjukkan dengan kurangnya kemampuan mengekspresikan ide-ide mereka dalam menulis, kelemahan dalam penggunaan huruf-huruf besar, kelemahan dalam penguasaan kosa kata, serta kesalahan pengejaan dalam menulis. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Strategi REAP terhadap Kemampuan Siswa dalam Menulis Teks Narrative pada Siswa Kelas Satu SMAN 2 Bangkinang Barat.

Fokus utama dalam penelitian ini adalah untuk mencari pengaruh yang signifikan pada penggunaan strategi REAP terhadap kemampuan siswa dalam menuliskan Narrative pada siswa kelas satu SMAN 2 Bangkinang Barat. Jenis penelitian ini adalah penelitian kuasi eksperimen yang mana peneliti tidak bisa membuat kelompok partisipan baru dalam pelaksanaan penelitiannya. Subjek dalam penelitian ini adalah siswa kelas satu SMAN 2 Bangkinang Barat. Pada penelitian ini, peneliti mengambil dua kelas; kelas eksperimen dan kelas control dari tiga kelas yang ada. Terdapat 40 siswa yang menjadi sampel dari jumlah populasi keseluruhannya adalah 60 siswa yang diambil dari dua kelas. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah testertulis. Dalam menganalisa data, peneliti menggunakan rumus T-test yang diolah oleh SPSS 16.

Akhirnya, peneliti menemukan bahwa H_a diterima dan H_0 di tolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata tes akhir kemampuan menulis siswa pada kelas eksperimen lebih tinggi dari pada kelas control. Lebih jauh lagi, kategori peningkatan kemampuan menulis siswa di kelas eksperimen adalah menengah, sedangkan di kelas control adalah rendah. Jadi dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada penggunaan strategi REAP terhadap kemampuan siswa dalam menulis Teks Narrative pada siswa kelas satu SMAN 2 Bangkinang Barat.

**فيصل (2013): تأثير استخدام استراتيجية ريف إلى قدرة الطلاب على كتابة النصوص القصية
ب الصف الأول بالمدرسة المتوسطة العالية الحكومية 2 بانكينانغ
سيبيرنغ بارات.**

بالأساس على منهج الدراسات للوحدة التربوية فإن الكتابة من إحدى المهارات الإنجليزية ما كانت تعلمها و دراستها واجبة في المدارس العالية. و كانت المدرسة المتوسطة العالية الحكومية 2 نكينانغ سيبيرنغ بارات تقوم باستخدام هذه المنهج مرجعا في عملية التعلم و التعليم. تمت الملاحظة في المدرسة يضعف طلاب الصف الثاني في الكتابة. ثم فسر الباحث أن ضعفهم على إلقاء أفكارهم في الكتابة، استخدام الأحرف الاستهلائية و في السيطرة على المفردات ثم خطأ في التلخيص. لذلك رغب الباحث في أداء الدراسة تحت العنوان تأثير استخدام استراتيجية ريف إلى قدرة الطلاب على كتابة النصوص القصية لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 2 بانكينانغ سيبيرنغ بارات.

تتركز الدراسة على معرفة تأثير استخدام استراتيجية ريف إلى قدرة الطلاب على كتابة النصوص القصية لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 2 بانكينانغ سيبيرنغ بارات. كانت الدراسة على نوع شبه التجربة ما كان الباحث لا يقدر على جعل فرقة جديدة للمشاركين في أداء هذه الدراسة. المواضيع في هذه الدراسة طلاب بالمدرسة المتوسطة العالية الحكومية 2 بانكينانغ سيبيرنغ بارات. أخذ الباحث فصلين اثنين هما العينات في هذه الدراسة 40 . 60 .

جمع البيانات استخدم الباحث الاختبار و الاستخبار المستخدم هو الاختبار التحريري. في تحليل البيانات استخدم الباحث صيغة الارتداد البرنامج الحاسوبي س ف س ف س..

الاستنباط أن الفرضية البديلة مقبولة و الفرضية البديلة مقبولة. ثم كانت متوسط النتيجة في الاختبار الأخير أن قدرة الطلاب على الكتابة في الفصل التجربة أكبر من الفصل الضبط مستوى ترقية قدرة الطلاب على الكتابة في الفصل التجربة متوسطا ثم في الفصل الضبط . استنبط الباحث أن هناك تأثير استخدام استراتيجية ريف إلى قدرة الطلاب على كتابة النصوص القصية لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 2 بانكينانغ سيبيرنغ ب .

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the basic skills that influences success in education. It has crucial rules in the students' life. Almost of all activities are related to writing skills, such as doing exercises, homework, papers, reports, and even final exams. To make students write well, they must be able to understand what components of writing are, such as content, organization, vocabulary, language use, and mechanics. Besides, they also need to understand the way how to use these components in their writing in order that they are able to deliver messages, to describe something, to persuade someone, to argue, to entertain, to share ideas or information, and to express attitudes appropriately.

Writing is also about expressing and impressing. Writers typically serve two masteries: themselves and their own desires to express an idea or feeling, and readers, also called audience, who need to have ideas expressed in certain ways.¹ Furthermore, Bell and Burnaby in David Nunan pointed out that writing is an extremely complex cognitive activity in which the writers are required to demonstrate a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation,

¹ David Nunan, *Practical English language teaching*, (Singapore : Mc Graw Hill, 2003), p. 88

spelling and letter formation. Beyond the sentence, the writers must be able to structure and integrate information into cohesive and coherent paragraph and text.²

In short, to be better in understanding the dynamic of the writing, it will be carried out by the writing process. Of course, to have a good ability in writing, writers not only need to study about it, but they also need practice seriously and continuously in order to develop their skill well. They must also know the steps in writing. For example, choosing topic of writing, gathering information, prewriting, writing the first draft, sharing the drafts, revising the writing, and proofreading the final draft.³ Besides, people who want to write an essay or story also need to know about the aspects of writing. There are many aspects that should be considered in writing, such as, content, organization, vocabulary, language use, and mechanics.⁴ By knowing the steps and the aspects of writing, writers will be able to write their message in form of essay or story into cohesive and coherent writing.

In order to support students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in senior high school. In this school, writing has been taught since the first year of English teaching period. It is taught twice in a week with

² David Nunan *Op.Cit.*, p. 36

³ Janet Lane and Ellen Lange, *Writing Clearly An Editing Guide*,(Boston :Heinle & Heinle Publisher, 1993), p. 42-43

⁴ M. Syafi'i S., et al., *The Effective Paragraph Developments : The Process Of Writing For Classroom Settings*, (Pekanbaru : LBSI, 2007), p. 97

time duration, 45 minutes for one meeting. SMAN 2 Bangkinang Barat is one of the schools that also uses school based curriculum (KTSP) as its guidance in teaching learning process. According to school based curriculum, in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era.⁵ It is relevant with the purpose of learning English written in syllabus of SMAN 2 Bangkinang Barat. According to syllabus of SMAN 2 Bangkinang Barat of period 2011 - 2012 at the first grade, the based competence of writing English refers to capability of students in expressing the meaning in monolog text or essay that uses written form accurately, fluently, and contextually in the form of text such as *report, narrative, spoof, analytical exposition* and *hortatory exposition*.⁶

Based on the writer's preliminary study at the first year students SMAN 2 Bangkinang Barat, generally teacher introduced to students what material they will study. Teacher presented the material: teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, teacher described the way how to write monologue texts or essay and teacher gave example. After that, teacher asked students to write monologue texts or essay based on genre given. Finally, some of the students use asked to read their writing in front of the

⁵ Departemen Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. (Solo: PT. Tiga Serangkai, 2006).

⁶ Team of curriculum SMA N 2 Bangkinang Barat. *Syllabus SMA N 2 Bangkinang Barat 2011-2012*. 2012. Unpublished. p 4.

class. The previous procedure was conducted by teacher of English of SMAN 2 Bangkinang Barat to teach writing. In fact, based on the teacher's experience in the first year students at SMAN 2 Bangkinang Barat, some of the students still had problem in developing their writing ability. It can be seen from the following phenomena:

1. Some of the students can not develop their ideas to write narrative text well.
2. Some of the students are still confused where they put the orientation, complication, and resolution; even though they have studied about narrative text.
3. Some of the students do many mistakes in using past tense and choosing vocabulary.
4. Some of the students do not know how to write a paragraph based on the text given by the teacher.

Based on the phenomena above, to improve the students' ability in writing narrative text needs an appropriate strategy and technique helping them as solution for their problems. There is actually a technique that can help students in writing narrative text, called REAP (Read, Encode, Annotate, and Ponder).

REAP includes ten varieties of annotations, each of them focuses on different aspects of a text, that help to improve students' writing skills, metacognitive awareness, and comprehension of main ideas.⁷ The steps are:

Introduce to the class what they will be doing. Discuss with them what the acronym REAP means and what they will be looking for.

Read : to get the writer's basic message.

Encode : to translate the message into your own words

Annotate : the message by writing a response in one of the several possible forms

Ponder : What you have read and written, by yourself and then by sharing and discussing it with others.⁸

The following treatment as a collection of procedures of the implementation of Read, Encode, Annotate and Ponder (REAP) strategy that can be seen as follows:

1. Read

- a. The teacher asks the students to read a text, especially news item text. The students can start using bottom-up technique or top down technique.

⁷ Learning Strategies Database. *General-Purpose Learning Strategies*. (Muskingum College Center for Advancement of Learning Reading Comprehension), p. 73 http://www.muskingum.edu/~cal/database/bibliography_subject.html. *Learning strategies database*. Retrieved on Februari 28, 2011.

⁸ Anthony V. Manzo and Ula Casale Manzo. *Teaching Children to be Literate: a Reflective Approach*. (Kansas: Harcourt Brace College, 1995), p. 357

- b. The teacher asks the students to comprehend the text by identifying the aspects involving in the text.
 - c. The teacher asks the students to catch the main idea of news item text.
2. Encode
- a. The teacher asks the students to translate the writer's word into the students' own words.
 - b. The teacher asks the students to put their comprehending about the information in their mind.
3. Annotate
- a. The teacher introduces the students several forms of annotations
 - b. The teacher asks the students to respond their comprehending by transferring it into written form. Kinds of the annotation can be chose based on the level of students. If desire, the students can work alone or in small group to make the annotation.
4. Ponder
- a. The teacher asks the students to ponder or reflect on the significance of the passage and their writing.
 - b. The teacher asks the students to share what they have read and written to whole class.
 - c. The teacher asks the students to discuss their work.
 - d. The teacher evaluates what the students have done.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled **“The Effect of Using REAP (Read, Encode,**

Annotate and Ponder) Strategy toward Writing Ability in Narrative Text of the First Year Students at SMAN 2 Bangkinag Barat.”

B. The Problem

1. Identification of the Problem

Based on the background above, it is known that many students are not able to write narrative text. There are many factors that obstruct students in writing narrative text. The problems found can be identified as follows :

- a. Why are most of the students unable to develop their ideas in writing narrative text well?
- b. Why are most of the students still confused where they put the orientation, complication and resolution; even though, they have studied about narrative text?
- c. Why do most of the students do many mistakes in using past tense and choosing vocabulary?
- d. What factors make many of the students not know how to write a paragraph based on the text given by the teacher?

2. Limitation of the Problem

Based on the identification of the problems stated above, it is clear to illustrate that there are many problems of this research. In order to avoid misunderstanding in this research, thus, the writer discusses only about using

REAP strategy toward writing ability in narrative of the first year students at SMAN 2 Bangkinang Barat.

3. Formulation of the Problem

Based on the limitation of the problems above, the writer formulates the problems as follows :

- a. How is students' writing ability taught by using REAP (Read, Encode, Annotate, and Ponder) strategy at the first year of SMA N 2 Bangkinang Barat?
- b. How is students' writing ability taught without using REAP (Read, Encode, Annotate, and Ponder) strategy at the first year of SMA N 2 Bangkinang Barat?
- c. Is there any significant difference between conditions of using REAP (Read, Encode, Annotate, and Ponder) strategy toward writing ability in narrative text at the first year students of SMA N 2 Bangkinang Barat?

C. Reason of Choosing the Title

The writer chooses this title in carrying out a research based on several considerations:

1. This topic needs to be discussed because the writer wants to know the effect of using REAP strategy in increasing students' ability in writing narrative text.

2. This research title is relevant to the writer's educational background as a student of English Education Department.
3. As far as writer is concerned, this title has not investigated by other researchers yet.

D. The Objective and Significance of the Research

1. The objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follows:

- a. To find out writing ability of the students who are taught by using REAP strategy.
- b. To find out writing ability of the students who are taught by using conventional strategy.
- c. To find out whether or not there is significant difference of writing ability between students who are taught by using REAP strategy and those who are taught by using conventional strategy at the first year of SMAN 2 Bangkinang Barat.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. These research findings are also expected to give the positive contribution or information to the first year students of SMA N 2 Bangkinang Barat and the teacher of English as determiner of their learning and teaching success.
2. These research findings are also expected to justify these existing theories on teaching and learning English as second language – first language, and for those who are concerned with current issues on learning and teaching language.
3. The research findings are also expected to give positive contribution for teaching English as foreign language theoretically and practically.
4. Motivating students to improve their proficiency in writing ability, in order to give a chance for students to master English.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁹ In this research, effect is defined as the result of teaching writing treated by using REAP strategy at the first year students of SMAN 2 Bangkinang Barat.

2. REAP (Read, Encode, Annotate and Ponder)

⁹ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York, Pearson Education: 2002) pp. 175.

REAP is a reading and responding strategy that uses writing as means of promoting deeper thinking and reading. REAP is a way to teach the students a variety of possible ways to write in response to reading. The basic REAP procedure is summarized by its title:

- Read** : to get the writer's basic message.
- Encode** : to translate the message into your own words.
- Annotate** : the message by writing a response in one of several possible forms
- Ponder** : what you have read and written, by yourself and then by sharing and discussing it with others.¹⁰

By using REAP, the students comprehend text by using written and oral forms. Indirectly, the students not only comprehend text but also encourage the students to write and speak.

3. Writing

Writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.¹¹

Writing in this research means the students' ability in expressing their ideas into written form.

¹⁰ Manzo. *Op.cit*

¹¹ Hedda Tan. *What is Writing and Why is There a Need to Learn it?*. Retrived on February 20, 2011. <http://www.A Definition of Writing Teaching English Literacy in Asia.htm>

4. Ability

Ability is skill or powers. According to Hornby, ability means special nature power to do something well, it is called talent.¹²

In this research, ability refers to special nature or power of students in writing narrative text.

5. Narrative

Narrative is defined as spoken or written account of events; story.¹³

In this research, the writer only focuses on students' experiences.

¹²Hornby, *Op. Cit.*, p. 2

¹³Hornby, *Op. Cit.*, p. 881

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teaching Writing

Writing is one of the language skills that is important in mastering English. It is also an essential subject that should be taught in senior high school level. Besides, writing is one of the skills that can improve the students' language and stimulate their cognition which is useful for learning a language. In addition, Reid says that writing is a complex skill because there are some components that should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's component and pattern organization).¹

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.² Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.³ According to Nunan, the learners' purposes for writing, are producing text from teacher. However, the students' concerns and interests that are acknowledged can be

¹Joy M Reid. *Op. Cit.*, p. 28

²Admin. *Defenition of Writing Ability*. Retrived on February 16, 2011. <http://teachingenglishonline.net/definition-of-writing-ability/>

³SIL International. *What are Writing Skills?*. Retrived on February 16, 2011. www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

developed rapidly through writing skill in which it can be practiced by forming words to be a coherent sentence in a paragraph.⁴

Writing activity produces words to become a sentence and create sentences into a paragraph. According to Reid, a paragraph is a series of sentences that develop one idea. Idea is usually stated in general form in one sentence, called the topic sentence. The sentence tells your audience what is expressed in the paragraph. The rest of the sentences in the paragraph provides the reader with specific explanation or proof of the general topic sentence. The supporting sentences helps the reader understand more clearly what the writer means.⁵

According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.⁶ In addition, Paulston and Bruder say that writing is one way, providing variety in classroom procedures, and also makes possible individualized work in large classes. Writing tends to increase retention and makes available source for later reference.⁷

The ideas generated will determine the quality of writing itself. Normally, the readers will be interested in reading a writing because of ideas generated.

Therefore, generating ideas can be called as a prominent key to be successful in

⁴David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York: Prentice Hall International UK Ltd, 1991), p. 88

⁵Joy M Reid. *The Process of Composition*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1988), p. 8

⁶H. Douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1994), p. 328.

⁷Christina Bratt Paulston and Mary Newton Bruder. *Teaching English as a Second Language: techniques and Procedures*. (Cambridge: Winthrop Publishers inc, 1976), pp. 203.

writing. In other words, the better the idea is, the better the writing will be. No matter of kind of writing produced, generating ideas is required very much, including writing narrative text.

2. Micro Skills for Writing

According to H. Douglas brown, micro skills for writing production can be enumerated as follows:

1. Produce grapheme and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate order patterns.
4. Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Use the rhetorical forms and conventions of written discourse.

7. Appropriately accomplish the communicative functions of written text according to form and purposes.
8. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

9. Distinguish between literal and implied meanings when writing.
10. Correctly convey culturally specific references in the context of the written text.
11. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.⁸

3. Principle for Teaching Writing

The following principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. Within each strand of the principles are ranked with the most important principle first.

1. Meaning-focused Input

- Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done

⁸ H. Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Francisco, California : Longman. 2003), p. 220

through the choice of topic, or through previous work done on the topic either in the first or second language.

2. Meaning-focused Output

- Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice.
- Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing. In the following chapters we will look at ways of doing this.
- Writing should interest learners and draw on their interests.
- Learners should experience a feeling of success in most of their writing.
- Learners should use writing to increase their language knowledge.
- Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.

3. *Language-focused Learning*

- Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.
- Learners should have conscious strategies for dealing with parts of the writing process.
- Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.
- Teachers should provide and arrange for feedback that encourages and improves writing.
- Learners should be aware of the ethical issues involved in writing.

4. *Fluency Development*

- Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy.
- Helping Learners Write familiar material. The following section looks at how tasks can be designed.⁹

Based on the explanation above, the writer concludes that the learners or writers should know the principles of writing. It is caused by principles that can help them to start their writing. Principles will arrange the writers students to arrange their writing into good writing. When they apply

⁹ *I.S.P. Nations, Op. cit., p. 93-95*

the principles, it means that they do steps in writing and consider about the way of good writing. In short, they will write by guidance and do the writing process as well to produce good writing.

4. Ability in Writing Narrative Text

Baygell says that narrative tells fiction and non-fiction, it can be called as a story that is based on a chronological order in events, where the events were experienced by the subject (someone) that experienced a conflict.¹⁰ It means that narrative tells about past, where it always tells about story to be told in oral or written forms: Baygell also states that a narrative typically contains action, dialogue, and elaborates details and humor. The narrative is not typically becoming most paragraphs because it does not require the standard thesis sentences stating your main idea, nor it requires the traditional introduction, body, or conclusion. Generally, all narrative essays have certain elements.

a. Chronological Order

Events or experiences are listed in sequence of how they happened.

Set in time and place have to be created for the readers.

¹⁰ Ruth Baygell. Education Program Newsweek: *Essay Writing Step-By-Step*. (New York: Simon & Schuster, 2003), p.139.

b. Display Emotion

A good narrative connects readers to some sorts of emotion felt by the essay's subject. When you read the header display emotion above, anger, sadness, pain, or joy may have come to mind.

c. Center on events.¹¹

A narrative tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.¹²

Horn also states that narration tells what happened. He says that in narration, the sentences are usually organized according to time order. When someone is writing a narrative text, he or she should consider with the plot or the structure of the event. He or she should tell from the beginning until the end of the event.¹³

According to Siahaan et.al, narratives have a purpose, which may be to entertain, amuse, and to deal with actual or vicarious experience in different ways. It means narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. They also

¹¹ *Ibid.*, p. 140-146.

¹² Abisamra, Nada Salem. *Teaching Writing Approaches & Activities. [Electronic Version]*. Retrieved on January 9, 2011. <http://www.nadasisland.com/writing>

¹³ Vivian Horn, *Composition Steps*. (Massachusetts: Newbury House, 1977), p. 6.

point out that narrative text has a particular organizational structure that consists of five components, they are:

- a. Orientation: sets the scene and introduces the participants.
- b. Evaluation: a stepping back evaluates the plight.
- c. Complication: a crisis arises.
- d. Resolution: the crises is resolved, for better or for worse.
- e. Re-orientation; optional.¹⁴

According to Jaka Priyana et. Al, narrative is stories that consist of several parts. They are the beginning, the problem that occurred, how the problem is solved, and the ending of the story. The parts of story:¹⁵

- a. The beginning of the story has the function of introducing the characters of the story, where and when the stories occurred (Orientation).
- b. How the problem starts until its crisis point (climax) of the problem, in which the character (s) have to face (Complication).
- c. How the problem is solved or ended (Resolution).
- d. The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer (Re-orientation).

¹⁴ Sanggan Siahaan and Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008), pp. 73-74.

¹⁵ Joko Priyana et. Al. *Interlanguage: English for Senior High School Students XI*. (Jakarta: Pusat Perbukuan Departemen Pendidikan nasional, 2008), pp. 94.

In addition, Kalayo and Fauzan state the feature of narrative clearly sees below:¹⁶

Table 1I.1

Ability in Writing Narrative text

Social Purpose	Framework	Language Features
To entertain, create, stimulate emotions, motivate, guide, teach	<ol style="list-style-type: none"> 1. Orientation (introduce main characters in a setting of time and place) 2. Complications/problems (main characters find ways to solve the problem) 3. Resolution 	<ol style="list-style-type: none"> 1. Defined charactes 2. Descriptive language 3. Dialogue 4. Usually past tense

In conclusion, ability in writing narrative text means the ability of a person to express his or her ideas, feeling, experience, or something to others by using written language in narrative form.

5. The Factors Influencing Ability in Writing Narrative Text

There are some factors that influence writing ability; one of them is lack of practice. This is the dominant factor that can obstruct writing ability.

If the students are lack of practice on their writing, they will not be able to

¹⁶ Kalayo and Fauzan. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf riau Graha UNRI Press, 2007), pp. 130

write English well although they have good techniques and good teacher. Furthermore, lack of self-confidence can also obstruct writing ability.

The influential factors of students' writing ability may not be separated with the influential factors of learning. According to Purwanto, there are two big factors that influence students in learning process. They are as follows:¹⁷

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration).

Based on the explanation above, teacher has a role in influencing students' ability in writing narrative text. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used. Reid states that there are stages of writing to help generate ideas in written form called prewriting techniques. There are some steps to get starter through prewriting: brainstorming, free writing, outlining, cubing, clustering, and listing. All of them can help the students to generate ideas about a topic that has to be developed.¹⁸ All of the techniques can be used in teaching and learning process like writing narrative text.

¹⁷Ngalim Purwanto. *Psikologi Pendidikan*. (Bandung: Rosdakarya, 2004), p. 107.

¹⁸Joy M Reid, *Loc. Cit.*

B. REAP STRATEGY

1. Teaching Writing by Using REAP (Read, Encode, Annotation, Ponder)

Strategy

The teacher can use the following steps to guide teaching writing by using REAP strategy.

Step 1 Feeling. Students read or listen to a selection. They are encouraged to express their initial, “gut level” responses to the piece.

Step 2 Expressing. Students attempt to explain their feelings about the piece twenty-five words or less.

Step 3 Sighting the Objective. The teacher provides students with a well-written example of a critical response and ask them how is like, or about, what they have read.

Step 4 Selecting. Students read a second selection. This time the teacher show three or four critical responses to the selection : one of the sample responses should be a good critical response, and the others should each be faulty in some way-too emotional, too narrow, not directly related to the idea(s) in the selection, and/or lacking sufficient support.

Students discuss the sample responses and choose the best one. They are asked to defend their choice and explain why the others are unsatisfactory.

Step 5 Modeling Response Writing. Students read a third selection. This time the teacher “thinks aloud” to show students how to write a critical response to text. This involves showing students how to draft initial thoughts, and then reorganize and rewrite these as necessary to compose an honestly felt but balanced statement.

Step 6 Practicing. Students read a fourth selection and individually try writing their own critical response. A few of the students’ productions are duplicated or put on the chalkboard and then discussed and evaluated by the teacher and class.

Step 7 Sequencing. Once students have tried their hand at writing a few critical responses, the teacher introduces another form of response to the text.

Step 8 Reinforcing Dialogue. The teacher has students exchange their brief responses and try to write in response to one another’s work. At this point the teacher should introduce the idea of letters to the editor from newspaper and magazine as examples of dialogue centered on issue

and text, and as print models of effective writing from which students can learn incidentally each time they read a newspaper or magazine.¹⁹

It is supported by Roberta and Sharon's statements, they state that encoding or retelling helps students proceed what they read, annotation encourages students to construct deeper meaning of the text, thus promoting higher-level thinking skills. By definition, annotations are brief; they require more thinking than writing; however, it is active response that makes the ideas meaningful. An annotation can describe the basic ideas in the text or can go beyond the author's ideas to form personal applications and connections.²⁰

2. The Effect of Using REAP (Read, Encode, Annotation, Ponder) Strategy toward Writing Ability

REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both oral and written forms. REAP is an effective strategy for students in forth grade of high school. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it

¹⁹ Anthony V. Manzo and Ula C. Manzo. *Loc.it*, P 357-361

²⁰ Roberta L. Sejnost and Sharon M. Thiese. *Building Content Literacy Strategies for The Adolescent Learner*. (California: A Sage Company, 2010), p. 66-67

encompasses analysis and synthesis.²¹ In using REAP strategy, the reader not only improves reading comprehension but also improves writing skill.

Eanet and Manzo developed the REAP strategy for composing annotations of texts. The acronym stands for read, encode, annotate, and ponder. Intended for use by high school or college students, REAP includes ten varieties of annotations, each focuses on different aspects of a text, that help to improve students' writing skills, metacognitive awareness, and comprehension of main ideas. For instructors, the annotation types help to "illustrate the reading process and also encourage mature reading and study strategy used.

Annotating has several benefits. Besides making texts more meaningful, annotating improves students' attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turn, improves registration of information in memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in a student's own words. Students exposed annotation writing to be able to write succinct summaries of texts, which may improve performance on exams and standardize tests. Annotating focuses students' attention on those aspects of text often overlooked while reading. While the strategy may be used for nearly any subject, it is especially helpful in English courses in which summary and critique writing are common requirements.

²¹ Smith, C. C. and Bean, T. W. *A strategy for improving reading/writing/study skills. Journal of Reading*, 19, 647. 3.(1980).

Read : The first step of the strategy is to read the text. If desired, other reading strategies like SQ3R or PARTS may be used at this stage, as they relate to the type of annotation to be written.

Encode : After reading the text, the information is paraphrased by the student into his/her own words.

Annotate : Annotations are brief summaries of a text that explain and/or critique the text. Different aspects of the text are handled differently when writing annotations.

Ponder : The student evaluates the annotation for accuracy and completeness. Consider how the text relates to other readings, to course objectives, and to classroom activities.

In brief, the use Read, Encode, Annotate, and Ponder (REAP) strategy can influence writing ability. In REAP, there are some annotations that improve comprehension in writing. Students are asked to critical thinking and annotate what they have read before through annotation. There are some annotation types in the REAP strategy. The ten annotation types employed with the REAP strategy are described below:

1. Summary Annotation

The student's interpretation of the text is given in the summary annotation. Only the most important ideas are included in a clear,

succinct summary. Details such as examples, statistics, story plot, and descriptions are not included in the summary annotation

2. Thesis Annotation

The thesis annotation is similar to the summary annotation in that the purpose is to clearly state the main idea of the text, answering the question "What is the main point that the author is trying to get across to the reader?" Unlike the summary annotation, the thesis annotation need not be written in complete sentences.

3. Question Annotation

The student's interpretation of the main point of the text is given in this type of annotation. That interpretation may or may not coincide with the author's stated or implied thesis. To write the question annotation, answer the question "What question(s) is/are the author trying to answer in the text?" The annotation should be written in question form.

4. Critical Annotation

In the critical annotation, the reader states his/her position on the author's thesis. The reader may agree, disagree, or agree partly with the author's position. Three sentences comprise the critical annotation: the first sentence restates the author's main idea, the second sentence

gives the reader's response, and the third sentence explains or defends the reader's position.

5. Heuristic Annotation

This type of annotation mixes the author's and reader's words with respect to the main idea of the text. Written in an stimulating manner, the heuristic annotation restates the thesis in the author's and reader's words. The former are indicated by quotation marks (") and the latter are set off with brackets ([]) in the annotation.

6. Intention Annotation.

The author's purpose, goal or intention for writing the text is given in the intention annotation. Using knowledge about the author, the author's language and writing style, and your feelings about the text, indicate what you believe the author's reason for writing the text is.

7. Motivation Annotation

In the motivation annotation, the reader speculates on what motivated the author to write the text and to include the facts included in the text. Consider "What kind of person would write something like this?" Use clues in the text to write interpretations about the author.

8. Probe Annotation

Questions, practical points, and issues in the text that deserve further explanation are given in the probe annotation. The reader should ask "About what do I want to know more?" and "Why is this so?"

9. Personal View Annotation

The reader is given the opportunity to draw upon his/her personal experiences and background when writing the personal view annotation. Compare beliefs and opinions about the subject with those of the author. Consider similarities and differences in your and the author's opinions.

10. Inventive Annotation

Focusing on the conclusion of the text, draw upon your creativity to write a new and different ending the reading based on the authors' ideas.²²

The variations of annotation above are the parts of REAP strategy. It is an important aspect of REAP strategy to improve writing ability, because the students review what they read. In this strategy, the teacher can use one of the

²² Learning Strategies Database. *Loc.it*, p. 73

annotations based on the context. It means that, the using annotation should be fixed with the kinds of text, students' level, or the situation where it takes places.

C. RELEVANT RESEARCH

According to Syafi'I, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²³ Besides, we have to analyze what the point was focused on, inform the design, finding and concluding of the previous research, this of:

1. The Effects of The REAP Reading Comprehension Technique on Students' Success by Mehmet Tasdemir (2010)

According to his findings, students' learning success levels were significantly higher in the group in which REAP techniques were used, compared to the classical method group. Method research design was an experimental design based on pre tests, post tests, and the use of a control group was employed in the research of the groups chosen through random sampling,

²³ M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007). pp. 122.

one was nominated as the experimental group and the other was the control group. Two achievement tests were given to both groups, one prior to the experiment and the other following the experiment. Group equivalence was investigated in the pretest while the effectiveness of the methods applied was examined in the posttest.

2. The Influence of Picture Stories in Increasing Students Writing Ability at the Second Year of MTS YPUI Teratak (2008)

The research was conducted by Fauziah in 2008 entitled “The Influence of Picture Stories in increasing Student’s Writing Ability at the Second Year of MTS YPUI Teratak. She tried to find out whether there was a significant effect of picture stories toward students’ writing ability or not at the second year students of MTS YPUI Teratak. From the research, she found that there was a significant effect of picture stories toward students’ writing ability at the second year students of MTS YPUI Teratak.

D. OPERATIONAL CONCEPT

Operational concept is the concept that will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable that will be used in analyzing data. In this research, there are two variables; they are (1) the effect of using reap strategy as X variable and (2) students’ ability in

writing narrative text as Y variable. Because the type of this research is experimental research, the writer states to use two classes to be observed as: experimental class and control class. The data will be taken by using test. Furthermore, the writer is also as the teacher involved in teaching the students in both experimental and control classes during the research time. For experimental class, the students will be taught by reap strategy in teaching writing, and for control class, the students will be taught by using conventional technique, or the usual technique that is used by the teacher. The material that will be taught to both classes are same. The difference is only the use of technique. All of the techniques that will be applied are focused for students' ability in writing narrative text.

The following treatment as a collection of procedures of the implementation of Read, Encode, Annotate and Ponder (REAP) strategy can be seen in the following:

1. Experimental Class

- a. The Indicators of Using REAP (Read, Encode, Annotate, Ponder)

Strategy (Variable X):

1. Read

- a. The teacher asks the students to read a text, especially news item text. The students can start using bottom-up technique or top down technique.

- b. The teacher asks the students to comprehend the text by identifying the aspects involving in the text.
- c. The teacher asks the students to catch the main idea of news item text.

2. Encode

- a. The teacher asks the students to translate the writer's word into the students' own words.
- b. The teacher asks the students to put their comprehending about the information in their mind.

3. Annotate

- a. The teacher introduces the students several forms of annotations
- b. The teacher asks the students to respond their comprehending by transferring in written form. Kinds of the annotation can be chosen based on the level of students. If desire, the students can work alone or in small group to make the annotation.

4. Ponder

- a. The teacher asks the students to ponder or reflect on the significance of the passage and their writing.
- b. The teacher asks the students to share what they have read and written to whole class.
- c. The teacher asks the students to discuss their work.
- d. The teacher evaluates what the students have done.

- b. The Indicators of Students Writing Ability in Narrative Text (Variable Y):
1. The students are able to write character/s (introducing the participants) and setting the scene in orientation of narrative text.
 2. The students are able to write the problem which leads to the crisis (climax) of the main participants in complication of narrative text.
 3. The students are able to write ending story (resolving the crisis) in a resolution of narrative text.
 4. The students are able to use the correct tense (past tense) that includes vocabularies in their writing.

2. Control Class

- a. The Indicators of Using Conventional Strategy (Variable X):

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class is served by using the conventional technique, of course different from the experimental class. The materials and the purpose of the teaching were the same. The results obtained in both experimental class and control class will be a consideration for writer to look at the successful or unsuccessful technique applied to the students.

- b. The Indicators of Students' Writing Ability in Narrative Text (Variable Y):
1. The students are able to write character/s (introducing the participants) and setting the scene in orientation of narrative text.
 2. The students are able to write the problem which leads to the crisis (climax) of the main participants in complication of narrative text.
 3. The students are able to write ending story (resolving the crisis) in a resolution of narrative text.
 4. The students are able to use the correct tense (past tense) that includes vocabularies in their writing.

E. ASSUMPTION AND HYPOTHESIS

1. The Assumption

In this research, the researcher assumes that the better using REAP (Read, Encode, Annotate, Ponder) Strategy the better the improvement of students' ability in writing, especially writing narrative text will be

2. The Hypothesis

Ho : There is no significant effect of using REAP strategy toward ability in writing narrative text at the first year students of SMAN 2 Bangkinang Barat.

Ha : There is significant effect of using REAP strategy toward ability in writing narrative text at the first year students of SMAN 2 Bangkinang Barat.

CHAPTER III

RESEARCH METHOD

1. The Research Design

The design of this research was quasi experimental design. Quasi experimental design involves random assignment of whole groups to treatment. It is a check of whether there are preexisting differences between the groups in abilities or other characteristics. If there are preexisting differences, then one would not be able to conclude that differences at the end of the study are due to the treatment.¹ The type of quasi experimental design of this research was nonequivalent control group design. There were two classes in this research; control and experimental classes. The treatment was only given to experimental class by using REAP (Read, Encode, Annotate and Ponder) strategy. There were a pretest and post-test for both classes. By the end of the pre-test, the condition of students was be identified. After that, the treatment was given to the experimental class only. Then, the two classes were given post-test. Cohen *et al.* say that to account the differences between pretest and posttest scores use reference to the effects of X (treatment).²

¹ Marguerite G. Lodico, *et al. Methods In Educational Research*, (San Fransisco: Jossey-Bass, 2006), p. 185.

² Cohen, Louis, *et al. Research Methods in Education*, (New York: Routledge,2007), p. 282.

According to Campbell and Stanley, the design of this research can be illustrated as follows:³

Table III.1
The research design

O_1	X	O_2
O_3		O_4

Where:

O_1 = pretest O_3 = pretest
 X = treatment O_4 = post test
 O_2 = post test

2. Location And Time of The Research

The research was conducted at the first year students of SMAN 2 Bangkinang Barat. The research was done in two months, starting from February until March 2013.

2. The subject and object of the research

The subject of this research was the first year students of SMAN 2 Bangkinang Barat. The object of this research is the effect of using REAP strategy toward ability in writing narrative text.

³ Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi- Experimental Designs for Research*, (USA: Houghton Mifflin Company, 1963), p. 40.

3. The Population and the Sample of the Research

The population of this research was the first year students of SMAN 2 Bangkinang Barat. The total population of this research was 60 students from the three classes. There were three classes for X1, X2 and X3. The specification of the population can be seen on the table below:⁴

Table III.2
The Population of the first year Students of SMAN 2
Bangkinang Barat

No	Classes	Total
1	X 1	20
2	X 2	20
3	X 3	20
	Total	60

According Arikunto, if the population is more than 100 respondents, we can take 25% or more than it. Therefore, the writer took 30% from the population to be the sample.⁵ Here, the writer took the X1 as a sample. The sample of this research was two classes. Both groups were selected without random assignment. They were class X 1 for experimental class and X 2 for control class.

⁴Data Source from SMAN 2 Bangkinang Barat, Kampar Regency.

⁵Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. (Jakarta: Rhineka Cipta, 2006), p. 134.

4. The technique of data collection

In this research, researcher used test as instrument to collect data. The test was used to collect the data of students' ability in writing narrative text. The type of the test was writing test. The writer used pre-test and post-test to experimental and control classes in order to know the effect of using REAP strategy towards ability in writing report text of the second year students at SMAN 2 Bangkinang Barat. Pre-test was given before the treatment, while post-test was given twice. The first post test was given in the middle of treatment and the second post-test was given in the last of treatment. In this research, the treatment was given for eight meetings.

TABLE III.3
Scoring Guide

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical features a. Action verbs b. Temporal Connectives c. Simple past tense				
5	Spelling & Punctuation				
	Total				

Maximum score : 100

Category:

1 = Incompetent

2 = Competent enough

3 = Competent

4 = Very Competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100^6$$

The students' mean score was interpreted by using Hughey's classification as follows:

TABLE III. 4

Classification of Students' Final Score

Score	Category
85-100	Very Good to Excellent
65-84	Average to Good
45-64	Poor to Fair
45	Very poor

5. The technique of data analysis

In analyzing the data, the writer used scores of post test of the experiment and control classes. The difference of mean was analyzed by

⁶Febriyanti. "The Effect of Using Dicto-Comp Technique toward Writing Ability in Narrative Paragraph at the First Year Students of State Senior High School 2 Bangkinang Barat of Kampar Regency"(Pekanbaru: Unpublished. 2013. P40

using T-tes formula. The writer will use the formula in Hartono as follows:⁷

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where :

t_o : The value of t-obtained

M_x : Mean score of experiment class

M_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N : Number of the students

6. The Reliability and Validity of the Test

The following table describes the correlation between score of rater 1 and score of rater 2 by using Pearson product moment correlation formula through SPSS 16.0 Version:

⁷ Hartono, *Statistik Untuk Penelitian*, (Yogyakarta : Pustaka Pelajar, 2009), p. 208

Table III.4**Descriptive Statistics Reliability Score of Rater 1 and Rater 2****Descriptive Statistics**

	Mean	Std. Deviation	N
rater_1	24.70	2.080	20
rater_2	23.00	2.714	20

Table III.5**Correlation Score of Rater 1 and Rater 2****Correlations**

		rater_1	rater_2
rater_1	Pearson Correlation	1	.541 [*]
	Sig. (2-tailed)		.014
	N	20	20
rater_2	Pearson Correlation	.541 [*]	1
	Sig. (2-tailed)	.014	
	N	20	20

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	.541*
	Sig. (2-tailed)		.014
	N	20	20
rater_2	Pearson Correlation	.541*	1
	Sig. (2-tailed)	.014	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

From the output above, it could be seen that r calculation was correlated to r table, $df=38$. The researcher took $df=40$ to be correlated either at level 5% or 1% because $df=48$ was not found from the r table. At level 5% r table was 0.304, while at level 1% r table was 0.393. Thus, the $r_{\text{calculated}} > r_{\text{table}}$ either at level 5% or 1%, so the researcher concluded that there was significant correlation between score of rater 1 and rater 2. In other words, the speaking test was reliable. The reliability of writing test was high.

To know the validity of the test, the researcher used content validity. The materials of the test had been taught at the first year students of SMA 2 Bangkinang Barat. It was familiar materials and near to the students' daily life. It

was appropriate to the students' knowledge, insight and experience. Moreover, the materials were provided in students' hand book and other related resources.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to know the significant effect of using REAP strategy toward students' ability in writing narrative text. The first data were N-Gain analysis. It was used to find out the improvement of students' ability in writing narrative text between both of the classes. The second was regression analysis. It was used to determine that there was the significant effect between the independent and dependent variable.

The data of this research were the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In the test, the students were asked to write narrative paragraph. Then, the test was evaluated by concerning the five components of writing in the text: content, organization (orientation, complication, resolution), vocabulary, grammatical features (action verbs, transitional words, past tense), and spelling and punctuation. Each component had score.

B. The Data Presentation

The data of this research were the students' score of writing test in both of pre – test and Post test in Experimental class and Control Class. The data were collected through the following procedures:

1. The writer, as the teacher, asked the students either experimental or control class to write a narrative text.
2. The writing was written on the blank sheet. Then, it was collected to evaluate the appropriate content, organization, vocabulary, language use (grammar), and spelling.
3. The students' writing results were evaluated by two raters.
4. The writer added the scores from the raters and divided it.

1. The Students' Writing ability in Narrative Text before being Taught by REAP Strategy

a. The Description of Students Pre-Test Score

TABLE IV.1
Pre Test of Experimental Class

No	S	Cont		T	S	vocab		T	S	gram		T	S	organ		T	S	puct		T	S	TS	
		Rater				Rater				Rater				Rater									
		1	2			1	2			1	2			1	2			1	2				
1	S1	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	3	2	100	50	44	
2	S2	3	3	120	60	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	48	
3	S3	3	3	120	60	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	48	
4	S4	3	3	120	60	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	48	
5	S5	3	3	120	60	2	3	100	50	2	2	80	40	2	3	10	0	50	2	2	80	40	48
6	S6	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
7	S7	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
8	S8	3	3	120	60	3	3	120	60	3	2	100	50	2	2	80	40	3	2	100	50	52	
9	S9	3	3	120	60	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	46	
10	S10	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
11	S11	3	3	120	60	3	3	120	60	3	2	100	50	3	2	10	0	50	2	2	80	40	52
12	S12	3	3	120	60	3	3	120	60	2	2	80	40	2	2	80	40	2	2	80	40	48	
13	S13	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
15	S15	3	3	120	60	2	3	100	50	2	2	80	40	2	3	10	0	50	2	2	80	40	48
16	S16	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
17	S17	3	3	120	60	2	3	100	50	2	2	80	40	2	2	80	40	3	2	100	50	48	
18	S18	3	3	120	60	3	3	120	60	3	2	100	50	2	2	80	40	2	2	80	40	50	
19	S19	3	3	120	60	3	2	100	50	3	2	100	50	2	2	80	40	3	2	100	50	50	
20	S20	3	3	120	60	3	3	120	60	3	3	120	60	2	3	10	0	50	2	3	100	50	56
MEAN					53				50				45				42				32	38	

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF EXPERIMENTAL CLASS

pre_test_experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	5	25.0	25.0	25.0
	44	2	10.0	10.0	35.0
	46	1	5.0	5.0	40.0
	48	7	35.0	35.0	75.0
	50	2	10.0	10.0	85.0
	52	2	10.0	10.0	95.0
	56	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Referring to the table above, it showed that there were 5 students who obtained score 40 (25.0%), 2 students who obtained 44 (10.0%), 1 student who obtained 46 (5.0%), 7 students who obtained 48 (35.0%), 2 students who obtained 50 (10.0%), 2 student obtained 52 (10.2%), 1 students obtained 56 (5.0)

Based on the table above, it could be seen that the total number of the students was 20 students. The highest score was 56, and the lowest score was 40. The mean of pre-test was 46.50 . While, the statistical result of these data can be seen in the following table:

Table IV.3
Statistics of Students' Pre-test Scores of
Experiment Class

Statistics

pre_test_experimental

N	Valid	20
	Missing	0
Mean		46.50
Std. Error of Mean		1.045
Median		48.00
Mode		48
Std. Deviation		4.674
Variance		21.842
Range		16
Minimum		40
Maximum		56
Sum		930

b. The Description of Students' Post-test Score

TABLE IV.4
Post Test of Experimental Class

No	S	Cont		T	S	vocab		T	S	gram		T	S	orga		T	S	Puct		T	S	TS		
		Rater				Rater				Rater				Rater				Rater						
		1	2			1	2			1	2			1	2			1	2				1	2
		1	2			1	2			1	2			1	2			1	2				1	2
1	S1	3	4	140	70	3	3	120	60	2	3	100	50	2	3	100	50	3	3	120	60	58		
2	S2	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	58		
3	S3	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	58		
4	S4	2	4	120	60	3	4	140	70	3	3	120	60	2	3	100	50	3	4	140	70	62		
5	S5	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60		
6	S6	3	3	120	60	3	3	120	60	3	3	120	60	2	2	80	40	2	2	80	40	52		
7	S7	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	56		
8	S8	3	4	140	70	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	62		
9	S9	3	4	140	70	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	60		
10	S10	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	2	2	80	40	54		
11	S11	3	4	140	70	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	62		
12	S12	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60		
13	S13	3	4	140	70	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	58		
14	S14	2	3	100	50	3	4	140	70	3	3	120	60	2	3	100	50	2	2	80	40	54		
15	S15	2	4	120	60	2	3	100	50	4	3	140	70	4	3	140	70	4	3	140	70	64		
16	S16	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50		
17	S17	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	58		
18	S18	3	4	140	70	3	4	140	70	3	3	120	60	3	3	120	60	3	3	120	60	64		
19	S19	3	4	140	70	3	3	120	60	3	4	140	70	2	4	120	60	3	3	120	60	64		
20	S20	4	4	160	80	3	4	140	70	3	4	140	70	4	4	160	80	3	3	120	60	72		
MEAN					63				60				60				58				32	48		

TABLE IV.5
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF EXPERIMENTAL CLASS

		post_experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	5.0	5.0	5.0
	52	1	5.0	5.0	10.0
	54	2	10.0	10.0	20.0
	56	1	5.0	5.0	25.0
	58	5	25.0	25.0	50.0
	60	3	15.0	15.0	65.0
	62	3	15.0	15.0	80.0
	64	3	15.0	15.0	95.0
	72	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 50 (5.0%), 1 students who obtained 52 (5.0%), 2 students who obtained 54 (10.0%) 1 student who obtained 56 (5.0%), 5 students who obtained 58 (25.0%), 3 students who obtained 60 (15.0%), 3 students who obtained 62 (15.0%), 3 students who obtained 64 (15.0%) and 1 student who obtained 72 (5.0%)

Based on the table above, it could be seen that the total number of students was 220 students. The highest score was 72, and the lowest score was 50. The mean of post-tes was 59.30, while the statistical of result of these data is in the following table:

Table IV.6
Statistics of Students' Post-test Scores of
Experiment Class

Statistics

post_experiment

N	Valid	20
	Missing	0
Mean		59.30
Std. Error of Mean		1.108
Median		59.00
Mode		58
Std. Deviation		4.953
Variance		24.537
Range		22
Minimum		50
Maximum		72
Sum		1186

2. The Students' Writing ability in Narrative Text after being Taught by REAP Strategy.

a. The Description of Students Pre-Test Score

TABLE IV.7
Pre-Test of Control Class

No	S	Cont		T	S	vocab		T	S	gram		T	S	Org.		T	S	puct		T	S	TS
		Rater				Rater				Rater				Rater								
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	42
2	S2	2	4	120	60	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	50
3	S3	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	2	3	100	50	56
4	S4	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	2	2	80	40	50
5	S5	2	3	100	50	3	3	120	60	2	2	80	40	2	2	80	40	2	2	80	40	46
6	S6	3	3	120	60	3	3	120	60	3	2	100	50	3	2	100	50	2	2	80	40	52
7	S7	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
8	S8	2	3	100	50	3	3	120	60	2	2	80	40	2	2	80	40	2	2	80	40	46
9	S9	3	3	120	60	3	3	120	60	2	2	80	40	3	2	100	50	2	2	80	40	50
10	S10	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
11	S11	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	46
12	S12	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	2	2	80	40	52
13	S13	2	3	100	50	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	46
14	S14	2	3	100	50	3	3	120	60	3	2	100	50	2	3	100	50	2	3	100	50	52
15	S15	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50
16	S16	2	3	100	50	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	46
17	S17	3	4	140	70	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	58
18	S18	2	3	100	50	2	3	100	50	3	2	100	50	2	2	80	40	2	2	80	40	46
19	S19	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
20	S20	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
MEAN					53				54				46				46				38	47.2

TABLE IV.8
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
PRE-TEST SCORES OF CONTROL CLASS

pre_test_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.0	5.0	5.0
	42	1	5.0	5.0	10.0
	44	3	15.0	15.0	25.0
	46	6	30.0	30.0	55.0
	50	4	20.0	20.0	75.0
	52	3	15.0	15.0	90.0
	56	1	5.0	5.0	95.0
	58	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 40 (5.0%), 1 student who obtained 42 (5.0%), 3 students who obtained 44 (15.0%), 6 students who obtained 46 (20.2%), 4 students who obtained 50 (20.0%), 3 students obtained 52 (15.0%), I student obtained 1 (5.0%), and 1 student obtained 1 (5.0%).

Based on the table above could be seen that the total number of students was 20 students. The highest score was 58, and the lowest score was 40. The mean of pre-test was 48.00. The statistical of result of these data was in the following table.

Table IV.9
Statistics of Students' Pre-test Scores of
Control Class

Statistics		
pre_test_control		
N	Valid	20
	Missing	0
Mean		48.00
Std. Error of Mean		1.026
Median		46.00
Mode		46
Std. Deviation		4.588
Variance		21.053
Range		18
Minimum		40
Maximum		58
Sum		960

b. The Description of Students Post-test Score of Control Class

TABLE 4.10
THE STUDENTS' SCORE OF POST-TEST OF CONTROL CLASS

No	S	Cont		T	S	vocab		T	S	gram		T	S	orga		T	S	puct		T	S	TS
		Rater				Rater				Rater				Rater								
		1	2			1	2			1	2			1	2			1	2			
1	S1	3	3	120	60	3	3	120	60	3	2	100	50	3	2	100	50	2	2	80	40	52
2	S2	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50
3	S3	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	2	2	80	40	46
4	S4	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
5	S5	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	2	2	80	40	46
6	S6	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
7	S7	3	3	120	60	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	52
8	S8	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
9	S9	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
10	S10	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
12	S12	2	4	120	60	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	52
13	S13	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50
14	S14	2	3	100	50	2	3	100	50	2	2	80	40	2	2	80	40	2	2	80	40	44
15	S15	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
16	S16	3	3	120	60	3	3	120	60	2	3	100	50	2	2	80	40	2	2	80	40	50
17	S17	3	3	120	60	3	2	100	50	2	2	80	40	2	2	80	40	2	2	80	40	46
18	S18	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	3	2	100	50	46
19	S19	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
20	S20	3	4	140	70	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	58
MEAN				52			51			45			45			44			44			47

TABLE IV.11
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF CONTROL CLASS

		post_control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	15.0	15.0	15.0
	44	5	25.0	25.0	40.0
	46	4	20.0	20.0	60.0
	50	3	15.0	15.0	75.0
	52	3	15.0	15.0	90.0
	56	1	5.0	5.0	95.0
	58	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it could be seen that there were 3 students who obtained 40 (15.0%), 5 students who obtained 44 (25.0%), and 4 students who obtained 46 (20.0%), 3 students who obtained 50 (10.0%), 3 students who obtained 52 (15.0), 1 student who obtained 56 (5.0%), and 1 student who obtained 58 (5.0%).

Based on the table above, it could be seen that the total number of students was 18 students. The highest score was 58 and the lowest score was 40. The mean of post-test of control class was 47.20. In brief the statistical result of these data is in the following table:

Table IV.12**Statistics of Students' Post-test Scores of
Control Clas****Statistics**

post_control

N	Valid	20
	Missing	0
Mean		47.20
Std. Error of Mean		1.146
Median		46.00
Mode		44
Std. Deviation		5.126
Variance		26.274
Range		18
Minimum		40
Maximum		58
Sum		944

Table IV.13**Gain of Experimental Class and Control Class**

Experimental class					Control Class				
No	students	pree	Post	Gain	No	Students	pree	post	gain
1	student 1	44	58	14	1	student 1	42	52	10
2	student 2	48	58	10	2	student 2	50	50	0
3	student 3	48	58	10	3	student 3	56	46	-10
4	student 4	48	62	14	4	student 4	50	44	-6
5	student 5	48	60	12	5	student 5	46	46	0
6	student 6	40	52	12	6	student 6	52	40	-12
7	student 7	44	56	12	7	student 7	44	52	8
8	student 8	52	62	10	8	student 8	46	44	-2
9	student 9	46	60	14	9	student 9	50	44	-6
10	student 10	40	54	14	10	student 10	44	44	0
11	student 11	52	62	10	11	student 11	46	40	-6
12	student 12	48	60	12	12	student 12	52	52	0
13	student 13	40	58	18	13	student 13	46	50	4
14	student 14	40	54	14	14	student 14	52	44	-8
15	student 15	48	64	16	15	student 15	50	40	-10
16	student 16	40	50	10	16	student 16	46	50	4
17	student 17	48	58	10	17	student 17	58	46	-12
18	student 18	50	64	14	18	student 18	46	46	0
19	student 19	50	64	14	19	student 19	44	56	12
20	student 20	56	72	16	20	student 20	40	58	18
MEAN		47	59.3	13	MEAN		48	47.2	-1

Normal-gain (N-Gain) was calculated by using Microsoft Excel program by dividing the difference of post-test score and pre-test score with the difference of ideal score and pre-test scores.

1. Analysis Data of the Improvement of Students' Writing Ability by Using Independent Sample T-test

Table IV.14
Statistic of Gain Experimental and Control Class

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
gain	1	20	12.80	2.375	.531
	2	20	-.80	8.320	1.860

Based on the table above, it can be seen the total students from each class, the experimental class consisted of 20 students and for the control class consisted of 20 students also. The mean of the Experimental class improvement was 12.80 and mean of the control class improvement was -20. Standard deviation from experimental class was 2.375, while standard deviation from control class was 8.320. Standard error mean from experimental class was 531 and control class was 1.860.

Table IV.15
Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
gain	Equal variances assumed	15.175	.000	7.029	38	.000	13.600	1.935	9.683	17.517
	Equal variances not assumed			7.029	22.077	.000	13.600	1.935	9.588	17.612

Based on the output above, it answered the hypothesis of the research that H_0 was rejected and H_a was accepted because $0.000 < 0.05$. The next standard for analysis based on *Equal variant assumed*. Based on the output SPSS above, Independent-Sample T-test shows Levene's Test to know the same variance.¹

H_0 = Variance population identic

H_a = Variance population not identic

If probabilities > 0.05 , H_0 is accepted.

If probabilities < 0.05 , H_0 is rejected.

Based on the output SPSS above, it answers the hypothesis of the research that H_a is accepted because $0.000 < 0.05$. It means that H_0 is rejected.

¹ Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), p.159

From the output above, it could be seen that score of t-test was 7.029 with df = 38. Because df = 48 was not found from the “t” table (t_t), so the researcher took df = 40. Mean difference was 13.600, and standard error difference was 1.935. Lower interval of the difference was 9.683, and upper confidence difference was 17.517. If t_o (t calculated) 7.029 compared with t_t (t table) with df = 40, the t_o was higher than t_t in significance 5% (2.01) and 1% (2.68) .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. The students' ability in writing narrative text taught by using REAP strategy at the first year of SMA 2 Bangkinang Barat is categorized into middle.
2. The students' ability in writing narrative text taught by using conventional strategy at the first year students of SMA 2 Bangkinang Barat is categorized low.
3. There is significant effect of using REAP strategy toward students' ability in writing narrative text at the first year of SMA 2 Bangkinang Barat.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestion, especially to the teacher, the students, and the school. From the conclusion of the research above, it is found that using REAP strategy can give significant effect toward students' ability in writing report paragraph. The suggestion is as follows:

1. It is hoped that the teacher at SMA 2 Bangkinang Barat can implement this strategy in teaching writing because this strategy can make the improvement of students' ability in writing.

2. Based on the explanation from the previous chapters, it is clear that REAP strategy can be one of the effective strategies used by teacher of English. Because of that, the writer suggests to reading this thesis as references for those who want to conduct REAP strategy in teaching English, especially in teaching writing.

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