CHAPTER I

INTRODUCTION

A . Background of The Problem

Writing is one of the four skills in addition to listening, speaking,and reading that should be mastered by the students. It is a complex activity that involves the student's comprehrensive abilities such as matering grammar, vocabulary, spelling and punctuation. As stated by Brown that a good deal of writingbis display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation. [1]Therefore, the students cannot create a good writing if they are poor vocabulary, poor grammar, and so on.

Writing is not an easy task to do. It is regareded as the most difficult language skill to learn for students. Oshima and Hogue state that writing, particularly academic writing is not easy . it takes study and practice to develop this skill.[2] As same as with the other skills, writing requires more practice. Meanwhile, writing is not the only activities to combine words, but is a process of repetition, namely process of revising and rewriting. There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final

[1] H. Douglas Brown. 2001. *Language Assesment Principles and Classroom Practices* (New York : Longman) p.225

[2] Alice Oshima and Ann Hogue. 1999. *Writing Academic English Third Edition* (New York : Longman) p.3

copy to hand in.[3] Thus, the students need much practice and follow the process of writing in order to create a good writing.

Writing is one of among four languages that should be mastered by the students, writing can be used to share our thought and ideas with other and even to communicate with ourselves. Writing is one of the most powerful communication tools we will use today and for the rest of our life[4].

Writing skill helps the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write. not only they can read what they have written, but also other speakers of the language can read and understand it. Writing skills are specific abilities which help the writers put their toughts into words in a meaningful form and mentally interact with the message.

In teaching learning process, there are some text materials that should be learner by the students, which are : recount text, report text, procedure text, descriptive text, and narrative text. In this research the researcher focused on narrative text. Narrative text is one kind of the texts that should be studied by the students. Its studied from the first to the second grade of the students in junior high school. In other word, the students should be able to write the paragraphs in form of a narrative text.

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[3] Alice Oshima and Ann Hogue.....p3

[4] Ruby, Level, *writing and Grammar: Communication in Action*, (Boston: Practice hall, 2003),p.1

Based on the level of standard curriculum (2013), English is one of compulsory subjects that must be taught at school. It is expected that second grade of students junior high school are able to comprehend the meaning of kind of text based on syllabus and one of text that they learn is Narrative text on SK 5 "to understand the meaning of short functional text, narrative text, descriptive text and recount text". [5] Moreover, this standard competence also emphasizes that the students should achieve the minimum passing grade (KKM) of their school.

Narrative is a kind of the texts that recreates an experience through time. It can be based on the author's experience, either past or present, or it can be based on the experiences of the other people. The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of a story.[6] It is developed in some steps : orientation, complication, and resolution. Therefore, in writing narrative text, the students should write the story in the sequential of events.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.[7] Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The basic purpose of narrative is to entertain, to gain and hold a readers interest. Furthemore, to make the students comprehend the narrative text, the teachers have to be able to use

[5] Standard Curriculum (K 12, 2013) , English Syllabus on SK 5.

[6] Jordan. Narrative, (online) http://t4jordan.k12.ut.us/cbl/images/writing/narrative.pdf.retrieved on March,23 th2012

[7] Rachmad Wahidi, *Genre of the Text*. (online)(http://rachmatwahidi.wordpress.com) on April 26,2012

some methods which can increase the student's comprehension in learning narrative text.

In teaching writing, the teacher can apply several strategy to helps the students to understand reading text, one of them is REAP strategy. 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.

REAP the letter R-E-A-P are means R (read) E (encode) A (annotate) and P (ponder). The basic REAP procedure is summarized by it is tittle , *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.[8] Besides, REAP includes ten varieties of annotation, each of them focuses on different aspects of a text, that help to improve student's writing skills, metacognitive awarenes and comprehension main idea[9].

by using REAP, the students comprehend text by using written and oral forms. Inderictly, the students not only comprehend text but also encourage the students to write and speak. The purpose of Read, Encode, Annotate, Ponder (REAP) is to helps students develop a greater understanding of the author's role in writing and to improve reading

[8] Manzo.op.cit

[9] Learning Database, General-Purpose Learning Strategies. (Muskingum Collage Center for Advancement of Learning Reading Comprehension), p.73 *http://www. muskingum .edu/-cal/database/bibiliography_subject.html*. Leraning Strategies database , Retrieved on Februari 28,2011.

comprehension. And then, REAP can helps students build and bridge between the text and their own words to enable them to communicate their understanding of the text.[10]

This strategy facilitates the recall and summarization of information from narrative text. Besides, through this REAP strategy, the studenst can learn to paraphprase texts and then reflect on this information in order to analyze how the authors point of view and attitude affect his or her writing. [11]

Based on the researcher's preliminary research interview and observation with the English teacher and some students of MTsN Balingka, the researcher found some problems that are related to the students understanding in studying English. the teacher said that among 36 students in the class, there were only about 5 of them that got good mark. It means that about 86% of them were confused and has difficulties in writing ability.

The first problem was, in teaching writing the students have many difficulties. There are various aspects in the narrative paragraph that become the most difficult face for the students to be mastered. Based on observation in the classroom, the researcher found several problems that the students writing narrative text. There are several reasons why they have difficulties in writing narrative text. The teacher said, some students didn't know how to make writing narrative text correctly.

[10] Jessica Hathaway, *Writing strategies for fiction* (Shell Education)p.168
[11] Jessica Hathaway, ... p.168

The second problem was related to the teacher's method. Based on the observation that the researcher did in the second grade class, the researcher found that the teacher still used the conventional method in teaching writing narrative text. The teacher asked the students to write narrative text and do exercises individually. There are many students did'nt understand how to write especially in writing narrative text. Some teachers taught writing narrative text can't interested. Therefore, students do not understand how to make sentence / paragraph with correct structure and grammar. As we know that good writing in english requires both good grammar and good organization. based on the result from the students interview, it made the students bored because the method was monotonous and the students were not active in writing narrative text. Moreover, the main task of teacher is making the students' active.

Third, the researcher also interviewed some students in second grade class. many students have low motivation. It seemed when the students studying in the class. Some students didn't pay attention when the teacher explain the material in the front of the class. Most of the students were passive in the classroom, it could be seen from their behavior in writing activity. They are seems sleepy when they study.

Based on the explanation above, the reseracher wants to apply REAP strategy in order to improve student's ability in writing narrative text . finally, the resercher is interested in conducting a reserch under the tittle **" The Effect of Using REAP Strategy Toward students in Writing**

Narrative Text at the Second Grade of MTs N Balingka in Academic Year 2017/ 2018."

B. Identification of the Problem

Based on background of the problem, the researcher found the problems wich are identified as follows :

1. The sudents have many difficulties in writing narrative text
2. The teachers still use conventional methode in teaching writing
3. The students have low motivation in writing narrative text.

C. Limition of the Problem

Based on the identification of the problem above, the researcher limit the problem on teaching writing narrative text to second grade students of MTsN Balingka by using REAP Strategy.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problems in the following question :

1. Is there any significant effect of using REAP Strategy towards student's writing on narrative text?
2. Is there any significant difference of the students' writing of narrative text result in the controled class and in the experimental class?

3. Is the writing ability of the students who are taught by using REAP strategy better than the writing ability of the students who are not taught by using REAP strategy?

E. Purpose of the research

The purposes of this research are:

1. To find out whether there is a significant effect of using REAP strategy toward students' in writing narrative text.
2. To find out whether there is significant difference of the students' ability in writing narrative text posttest result in the controled class and in the experimental class.
3. To find out whether the writing ability of the students who are taught by using REAP strategy better than the writing ability of the students who are not taught by using REAP strategy.

F.Significant of the research

The researcher hopes the result of this reserach give extra insight, they are:

1. For the English teacher, This study is expected to give contribution to help the teacher when they uses REAP (Reading, Encoding, Anotating, and Pondering) can enchance the quality students writing ability.

2. For the students, it can help the students easier in writing narrative text.

3. For the researcher, this study is expected to be a reference for the researcher the other researchers can use this study as a comparison to other similar studies

4. For collage, it can add the reference in the library of IAIN Bukittinggi and can be a source for the next researcher.

G. Definition of Key Terms

The key terms used in this research is define as follows :

1. REAP is a reading and responding strategy that use writing as means of promoting deeper thinking and reading. Reap is a way to teach the student's a variety of possible ways to write in response to reading.
2. Writing is one of the most powerful communication tools we will use today and for the rest of our life.
3. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Nature of Writing

a. Definition of writing

Writing is one of the basic tools of civilization. Brown said "writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concept.[12] According to by David and Lines," writing is multifaceted, it is only logical that it evokes different images".[13] As state by David, "writing is absorbing and involving that it can make you feel more a live concentreated yeteuphoric. [14] it means that writing is production mode, multifaceted and so absoarbing and involving that it can make you feel.

Then, communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols.

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[12] H.Douglas Brown, *Teaching by Principles* : An Interaction Approach to language Pedagogy, New York: Addison Wesley Longman, 2001.p 344

[13] David Nunan, *Practical English Language Teaching* , (New York : Mc Graw Hill, 2005)p.98

[14] Moelay David, *Creative Writing* (New York : Cambridge University Press, 2007) p:3

Based on explanation above writing can be defined as an activity for expressing ideas, thoughts, feeling and experiences of a person which is expressed in written language that used to communicate.In addition, writing is sometimes used as a productions oabsorbing and involving that it can make you feel.

b. The Purpose of Writing

For most student's, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose approriate words for the expression of the thoughts are required. Before the students express their idea in written form, they should know what the writing is for. There are many purposes of writing and the following are those stated by Reinking and Hart:

1) To entertain the writer's feeling

   The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter.

2) To inform the readers

   The writer intends to give information or explain something to the readers

3) To Persuade the readers

The writer wants to persuade or convince the readers about his opinion or idea[15]

4) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses esthetical material to entertain the readers.

In conclusion to the discussion above written language is used to get things done, to provideinformation, to entertain to persuade the reader about the writer's opinion, and also to express the writers feeling about something.

c. The Process of writing

In writing, there are some processes that are needed by the students. A good writing skill will not appear at once. Writing skills needs process which has three stages. Hogue mentions them as follows: [16]

1. Pre- writing

Pre-writing is the first stage in the writing process. Prewriting is one of general stages to write. In prewriting, the students write everything that they know about the topic. Students allowed to express everything they like, prewriting gives many chance to the

[15] James A Reinking and Andrew W Hart, *Strategies for succesful Writing*, (New Jersey, Prentince Hall, 1996)

[16] Oshima and Hogue, Writing Academic English Third Edition p.3-13

students to imagine the topic. There are two steps namely choosing and narrowing a topic and brainstoming.

2. Writing and Revising Draft

In this stage, there are three steps : writing the firs rough draft, revising content and organization, proofreading the second draft and writing the final copy.

In conclusion, writing has some stages that needed by the students, they are : pre-writing, planning , writing and revising draft.

3. Planning (outlining)

In outlining, the students generate ideas by brainstorming into an outline. There are three steps on planning that is: making sublists, writing the topic sentence, and outlining.

d. The Criteria in a writing Test

The organization, content, grammar, mechanics, and style are the standarization of measurement the writing test. The researcher will use the analytic scoring devised by john Anderson and it is based on an oral ability scale found in Harris in the table bellow:

Table. 1 Analytic methods of scoring by John Anderson

GRAMMAR

Score	The Criteria of Scoring
6	Few (if any) noticeable errors of grammar of word order
5	Some errors of grammar or word order which do not, however, inetrfere, with comprehension
4	Errors of grammar or word order fairly frequent, occasional re-reading neccessary for full comprehesion
3	Errors of grammar or word order frequent: effort of interpretation sometimes required on reader's part
2	Errors of grammar or word order very frequent: reader often has to rely on own interpretation
1	Errors of grammar or word order so serve as to make comprehension virtually impossible

VOCABUALRY

Score	The Criteria of Scoring
6	Few (if any) noticeable lapses in punctuation or speeling
5	Occasional lapes in punctuation or spelling which do not, however, interfere with comprehension
4	Errors in punctuation or spelling fairly frequent: occasional re-reading necessary for full comprehension
3	Frequent errors in spelling or punctuation : lead

	sometimes to obscurity
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible

FLUENCY

Score	The Criteria of Scoring
6	Choice of structures and vocabulary consistently approriate: like that of educated native writer
5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication
4	'patchy' with some structures or vocabualry items noticeable in approriate to general style
3	Structures of vocabulary items sometimes not only inapproriate but also misused : little sense of ease of communication
2	Communication often impaired by completely in approriate or misused structures or vocabulary items
1	A 'hotch-potch 'of half-learned misused structures and vocabulary items rendering communication almost impossible

FORM (ORGANIZATIONS)

Score	The Criteria of Scoring
6	Highly organized: clear proggression of ideas well linked: like educated native writer
5	Material well organized: links could occasionally be clearer but communication not impaired
4	Some lack of organization : re-reading required for clarification of ideas
3	Little or no attempt at connectivity, though reader can deduce some organization
2	Individual ideas my be clear , but very difficult to deduce connection between them
1	Lack of organization so severe that communication is serously impired.

Score : Grammar : ..... +Mechanics; .... +Form: .....=.....

The Calcualtion Method of Writing Mark:

$$\text{Score of writing Tes} = \frac{\text{Achieving Scores}}{\text{Maximum score}} \times 100$$

From the five points : grammar, vocabulary, mechanics, fluency, and form, Anderson only uses four four point to score the writing task, they are grammar, vocabulary, mechanics, and form.[17] Then, to find the writing mark, the researcher divided the achieving scores to the maximum score (4x6=24) of the students writing test and finally, it was multiplied to 100.

2. The Nature of REAP Strategy

a. The Definiton of REAP Strategy

REAP strategy is one of methods that helps the teacher to solve the students problem in writing the text. According to Manzo ,"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 little . *Read* : to get the writer's basic message. *Encode* : to translate the message into your own words. *Annotate* : the message by writing a response a in one of several possible forms. *Ponder* : what you have read and written, by yourself and then by sharing and discussing it with others.[18] Besides, REAP includes ten varieties of annotation, each of them focuses on different

[17] Arthur Hughes, 1990. *Testing For Language Teachers* (Cambridge University Press) p.91-94

[18] Anthony v. Manzo and ula casale Manzo, *Teaching children to be literate: a reflective approach. (*Kansas : Harcourt *B*race Collage, 1995),p.357

aspects of a text, that help to improve student's writing skills, metacognitive awarenes and comprehension main idea[19].

In addition Jessica states by using REAP, the students comprehend text by using written and oral forms. Inderictly, the students not only comprehend text but also encourage the students to write and speak. The purpose of Read, Encode, Annotate, Ponder (REAP) is to helps students develop a greater understanding of the author's role in writing and to improve reading comprehension. And then, REAP can helps students build and bridge between the text and their own words to enable them to communicate their understanding of the text.[20] This strategy facilitates the recall and summarization of information from narrative text. Besides, through this REAP strategy, the studenst can learn to paraphprase texts and then reflect on this information in order to analyze how the authors point of view and attitude affect his or her writing. As a result this strategy can increase the writing ability of the students on writing narrative text, and it also makes the students easy to graps the information from the text.

[19] Learning Database, General-Purpose Learning Strategies. (Muskingum Collage Center for Advancement of Learning Reading Comprehension), p.73 *http://www. muskingum .edu/-cal/database/bibiliography_subject.html*. Leraning Strategies database , Retrieved on Februari 28,2011.

[20] Jessica Hathaway, *Writing strategies for fiction* (Shell Education, 2003)p.168

b. Procedures of Applying REAP Strategy in Teaching Writing

Students who are taught narrative text using REAP strategy are encouraged to follow four steps. Jessica Hathaway has mentioned four steps in REAP strategy in teaching writing, they are :[21]

1. R – Read and understand the text.

   In this stage, after the students read the assigned story, the teacher ask them to discuss the contents of the text with partners, in small groups or in a wall classdiscussion.

2. E - Encode the author's words into their own words.

   This stage, the students put in their own words what the text passage says. They should be able to do this without having to reread the material as they talk about it. They should become familiar enough with the text to discuss it comfortably. They will discuss about, What is main idea? Who are the characters? What happens in the story?

3. A – Annotate what they are reading.

   Annottation is not just a summary of what students have read. Instead, it is an extension of or elaboration on the text. In stage, the teacher prompt students with these question :

   a) What is the done of the text? What does that tell you about the author's attitude?

[21] Jessica p.168

b) What is the conflict being presented in the story? How does it relate to the theme?

c) Analyze the writing in the text. Is it clear? Could it be improved? Is it creative in how it is presented? Does it need any clarification or additions?

d) What is the aothor's purpose or intention for writing?

e) What can you learn from the author's writing that will help your own writing?

4. P- Pondering means that students must think about what they have written.

   This stage, the students think about what they have written. Then, discussing and sharing with other. They must thik these question : 1. Does it make sense? 2. Does it compliment or differ from what was said in the text?

On the other hand, Manzo states that procedure of REAP strategy consist of : [22] 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 text, the information is paraphrased by the students into his/her own words. Annotate : Annotation are brief summaries of a text that explain and/or critique the text. Different aspects of the text are handled differently when

[22] Manzo op.cit.....p.357

writing annotations. Ponder : The students evaluates the annotation for accuracy and completeness. Consider how the text relate to other reading, to course objectives, and to classroom activities.

According to Manzo, there are eight steps of REAP strategy . They are : [23]

1. Feeling. Ask the students read or listen to a selection. They are encouraged to express their innitial,"gut level" responses to the piece.
2. Expressing. Have students attempt to explain their feelings about the piece twenty-five words or less.
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.
4. Selecting, students read a second selection. In stage, the teacher show to students three or four 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.
5. Modelling Response Writing. Students read a third selection. In stage, teacher "thinks aloud" to show students how to write critical a critical response to text.

[23] Anthony V. Manzo and Ula C. Manzo *loc. It*, p.357-361

6. Practicing. Have students read a fourth selection and indiviadually try writing their own critical response.
7. Sequencing. In stage, students have tried their hand at writing a few critical responses, the teacher introduces another form of response to the text.
8. Reinforcing Dialogue. In stage, the teacher has students exchange their brief responses and try to write in response to one another's work.

Based on explanation procedure of writing from some experts above, it can be concluded that REAP strategy has four steps. The teacher uses those steps to increase the writing ability students of the text.

c. The Advantages of REAP Strategy

Manzo (1976) list the advantages of the REAP strategy as follows: [24]

1. It helps students develop a greater understanding of the aothor's role in writing and to improve their reading comprehension.
2. It helps students build a bridge between the text and their own words to enable them to communicate their understanding of the text.

[24] Jessica Hathaway, *Writing Strategies for Fiction* (shell Education)p.1

3. It helps students to learn paraphrase texts and then reflect on this information in order to analyze how the author's point of view and attitude affect his or her writing.

Moreover, Clark state that benefit of REAP is the strategy helps students to build a bridge between a text ad their own words to enable them to communicate their understanding of the text. [25]

Based on some expert explanation, it can be concluded, that REAP strategy benefits that students to be autonomous learner in which they can know the importance of writing even thouht without the existence of teacher around them.

3. The Nature of Narrative Text

a. Definition of Narrative Text

Narrative text is a text that tells a story to the reader with goal to entertain the reader. Narrative text is a text which contains about story (fiction, non-fiction, tales, folktales, fable, myths,epic) and its plot consist of climax of the story (complication) then followed by the resolution. The story is taken place in the past. While, the goal is to entertain the reader . Furthemore, Reinking and Hart tell that the purpose of narrative text is to tell what happened or establish an

[25] Clark, Sarah kartchner,"*Writing Strategy for Science*".....p.149

interesting or useful fact.[26] It can be conclude that narrative text is a text with tell a story in the past to entertain the reader which have plots of story.

b. Elements of Narrative text

Narrative text has some characteristics that build in some of elements . There are many elements of Narrative text :

a) Social Function

The function of narrative text is to amuse, entertain or inform the factual information and imaginer. Besides that, narrative text is to learn the reader. Thus, narrative text has the moral value that we find explicitly un the text. Usually, narrative text is read for children order they can learn from the story.

b) Generic Structure

The story in narrative text is talked in some elements that build the story in a sequential order and can be understood by the readers. According to Pardiyono, there are four elements of generic structure of narrative text.[27]

a) Orientation

It tells the characteristics and setting of the events in the story. Characteristics are the person who acts in the story.

[26] James A. Reinking and Andrew W . Hart, *strategies for succesfull Writing* ,(Englewood:New Jersey,1986),p.41

[27] Pardiyono, Pasti Bisa! *Teaching Genre-Based Writing*, (Yogyakarta : Andi Offset,2007),p.93-98

Furthemore, setting includes the time, location, and everything that the influences the story, where the story takes place. It should be interesting to provoke the reader more detail of the story.

b) Sequence

It tells activity in detail that is problematic. It is arranged in sequential order from the introduction, conflict, and climax. The introduction is about the starting and the cause of the problem in the story between the characters. The climax is the rising of the conflict in the story. The function is to amuse the reader and give moral value.

c) Resolution

It tells the problem solving, how the character solved their problem. Sometimes, the writer lets the reader to find the conclusion by the themselves. The function of resolution is to decide what the ending of the story are, happy ending and sad ending.

d) Coda

It is about the moral value taht can be the reader get from the story and they can learn from that. It can be a brief conclusion that only contains the moral value for the reader.

e) Grammatical Feature

Comprehending the sentence structure is really important for the students. The structure will helps students in comprehending the text.

Narrative tsext uses :

a) Simple past tense, because the story is happaned in the past
b) Time signals such as first, then, after that, before, when, finally, etc.
c) In the first sentence uses once upon a time, long ago, one day, etc.

Thus, all of the elements will construct a narrative text and the reader will be inrterest to read it.

B. Review of the Related Studies

There aresome reserachers studied about the use of REAP in writing narrative text. The first one is Faisal (2013). The research was action research. The objective of the reserach is to see the effect of REAP toward students ability in writing narrative text through REAP. The result is the students were taught by REAP. This research was experimental reserach. The similarity is using experimental research.

The second one is the research conducted by Erni Wijiastuti. Her research about the effectiveness of REAP to improve reading

comprehension at the second grade of SMP N Cirebon. The result of the comparison of control group and experimental group is quite significant. In this case the control group, there is no change, while the experimental group who received treatment, there is change for the better. It can see from the comparison between the pos-test of control group and experimental group. It can show that the mean of post-test in the control group (1.991) was lower than the mean of post-test in experimental group (2.048) it means that the using REAP as technique is effective to improve student's reading comprehension on the eight grade students of SMP N Cirebon. [28]

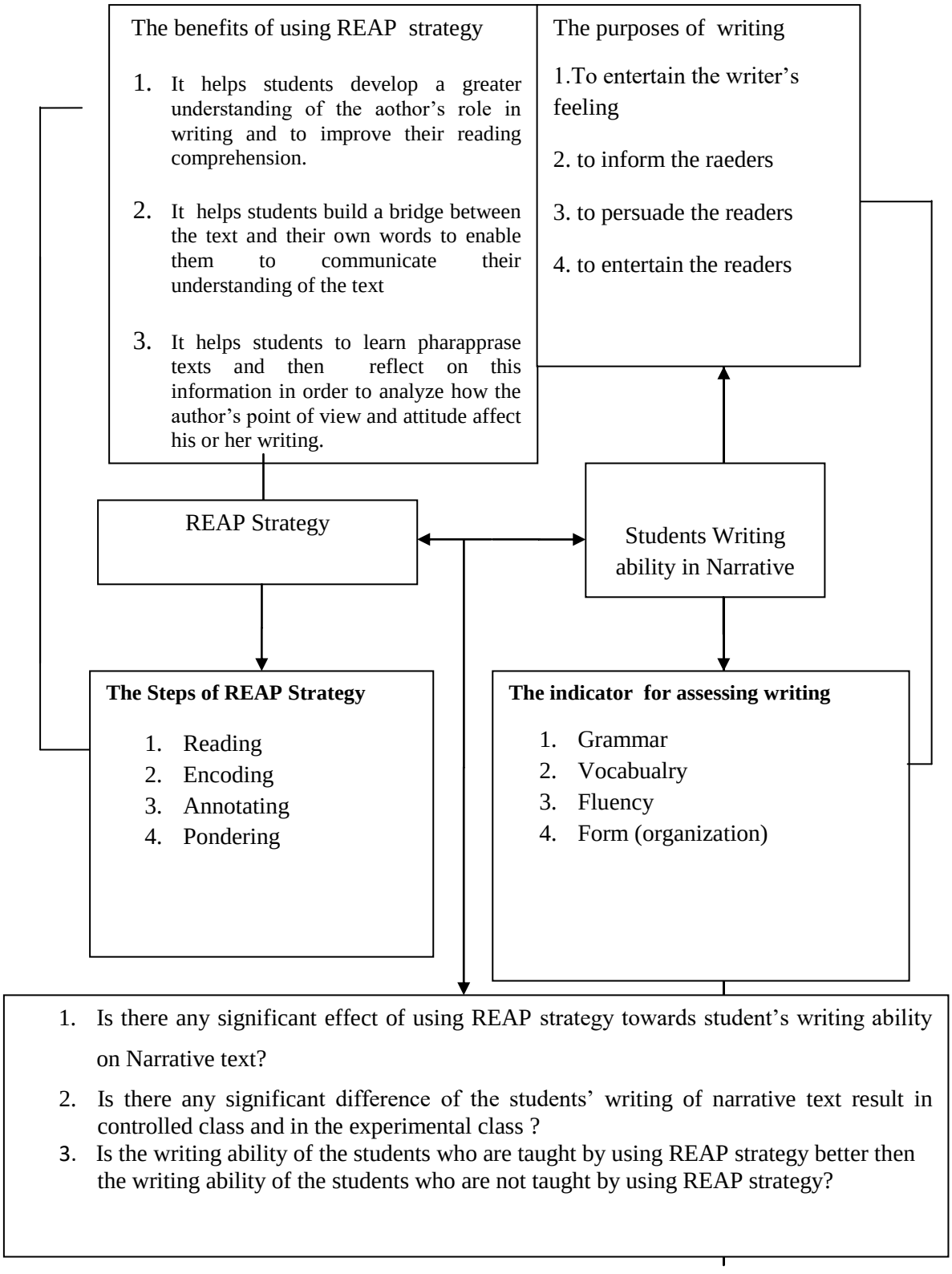
In this case, my research focus on writing narrative text by using REAP strategy. Here REAP means as process of writing. As we know REAP is one of the methods that helps the teacher to solve the students problem in writing. So, Reap can be a product of writing.

Based on the related studies above, it can be concluded that REAP technique could give impact in reading comprehension. Those previous researchers conducted the research by using experimental research. On the other hand, in this research, the difference between own the reserachers and the reserachers will do is to know the effect of using REAP strategy towards students writing in Narrative text at the second grade of MTs N Balingka 2017/2018 Academic Year.

[28] Erni Wijiastuti, Thesis " *Improving Reading Comprehension Through Reading, Encoding, Annotatating, Pondering*, (REAP) Technique (Cirebon : Second Grade of SMPN 4).

C. Conceptual Framework

Conceptual framework of this research can be created as below:



This Scheme show that concept of a research with the tittle , “The effect of using REAP strategy towards students writing narrative text at the second grade of MTs N Balingka in Academic year 2017/2018. That is scheme shows the purpose of writing . And then shows about the advantages of REAP strategy. After that, The scheme above shows that REAP strategy can help the students and the teacher in writing narrative text. The purpose REAP is to help the students by using four steps to understand the text. So, the students can build comprehend about they writing by using REAP strategy

Then, the scheme above expalin about assessing score in writing. There are: grammar, vocabulary, fluency, form (organization). Furthermore, the schene explain about hyphothesys related about the tittle of the research.

Thus, this research is intended to see The Effect of Using REAP Strategy toward Student’s’ Writing Narrative text at the Second Grade of MTs N Balingka academic year 2017/2018.

D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypotheses of this research are:

1. Ha: There is a significant effect of using REAP strategy toward students competence in writing narrative text.

Ho: There is no significant effect of using REAP strategy toward students competence in writing narrative text.

2. Ha: There is any difference between REAP strategy and conventional methode toward students in writing narrative text.

   Ho: There is no difference between using REAP strategy and conventional methode toward students in writing narrative text.

3. Ha: REAP strategy is better than conventional method in teaching writing narrative text .

   Ho: REAP strategy is not better than conventional method in teaching writing narrative text.

CHAPTER III

RESEARCH METHOD

A. Design of The Research

In conducting this research, the researcher used the quantitative research. The quantitative research refers to the systematic empirical investigation or social phenomena via statistical, mathematical or numerical. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data. In other words, the data is used as a tool to find information that will be found by the reseracher.[29] Furthemore, experimental research is accurately used to test the cause-effect relationship by using hypothesis test. Gay states that experimental research is the methode of research that can truly test hypothesis concerning cause and effect relationships.[30] Dealing with this purpose, the experimental reserach is conduct to compare two groups by giving a test to check wether there is a significant difference between the group that gets a special treatment and the other group that does not.

In this experimental reserach, the researcher used a quasi-experimental design by using the pre-test-postest control group design. Gay also add that an experiment typically involves two groups (two classes), and experimental group and a control group.[31] The experimental group and the control group are give the same test. The test is the same in

[29]Margono. S, *Metodologi Penelitian Pendidikan,* (Jakarta: RinekaCipta,2007)p,105

[30] L.R. Gay,*Educational Research: Competencies For Analysis and Application,* (New York:Merill Publishing, 1990),p.261

[31] L.R Gay, *Educational Research: Competencies For Analysis and Application, ..., p.261*

qualities and quantitaties to keep the reliability of the reserach. It is give to know how the effect of REAP using strategy towards students writing Narrative text .

The research is described as following table:

Table 2: Control-Group Pre-test-Post-test Design

Group	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	_	T2C

Where:

TIE = The pre-test for the experimental class

T2E = The post-test for the experimental class

X = The treatment

TIC = the pre-test for the control class

T2C = the pre-test for the control class

Based on the research designed above, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe student's writing ability in narrative text.

B. Population and Sample

1. Population

Population is the totality subjects of the research. According to Gay, the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.[32]The population of the research was all in second Grade students (VII class) at MTs N Balingka. The population is present in the following table:

Table 3: The Total Population of the Second Grade Students in MTs N Balingka 2016/2017 Academic Year

No.	Class	Students' Totality
1.	VIII 1	38
2.	VIII 2	36
3.	VIII 3	33
4.	VIII 4	37
5.	VIII 5	35
	Total	179

Source : English Teacher

From this table, the population from this research are 179 students.

[32]L.R. Gay,*Educational Research: Competencies for Analysis and Application, … ,* p.102

2. Sample

Sample represents the quality and characteristics of population. According to Sugiyono, a sample is a part of the total and the characteristics that exist in that population.[33]in this reserach, the researcher used two classes which are experimental class and control class, to determine a sample in this research. The researcher used a purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of data sources with particular consideration.[34] In this research, the researcher choose both of the VIII 4 and VIII 5 classes as the sample because of some considerations. First, these class had the same ability in writing English text. It is approved by are score of daily test of the students that reseracher get from the teacher. Second, both of these class have same teacher in English lesson. Then, after analyzing the normality the data in these two classes by liliefors test and F test, the reseracher found that these two classes are normal and homogen. The steps to take the sample were :

a. Collect the mark or score of student's daily test

   Before doing the experiment, the researcher collected the score of students daily test to test the normality and homogenity of the data.

b. Test the normality the data

[33] Sugiyono, *Metode Penelitian Pendidikan:Pendekatan Kuantitatif, Kualitatitf, and R&,(*Bandung:PenerbitAlfabeta,2009),p.118

[34] Sugiyono, *Metode Penelitian Pendidikan,* (Bandung : Alfabeta,2009)p.300

The purpose of testing the normality of the data is to know wether the data spreads out normal or not. The normality test the data is conducted by using Liliefors test. It can be done in these steps below :

1) Arrange the data from the lowest to the highest.

2) Find the mean score ($\bar{X}$), the standard deviation (s), and the variant (s^2)

$$\bar{x} = \frac{\sum fxi}{n}$$

$$s = \sqrt{\frac{\sum f(xi-\bar{x})^2}{n-1}}$$

$$s^2 = \frac{\sum f(xi-\bar{x})^2}{n-1}$$

3) Find the score of Zi by using this formula : $Zi = \frac{xi-\bar{x}}{s}$

4) Find the score of P (Zi) by consulting the score of Zi with Z table

5) Find S (Zi)

6) Find the absolute score of P (Zi) – S (Zi)

7) Determine the higher score of absolute mark P (Zi) – S (Zi). It is named with Lo (Liliefors)

8) Test the Lo score with Liliefors table with the certain degree of freedom (α):0, 05.

c. Test the homogeneity of the data.

The homogeneity of the data is use to find out whether the population is homogeneous or not, so the researcher used the F test.

The homogeneity test by using F test was done by following the steps below:

1) Find the mean score ($\bar{x}$)
2) Find the standard deviation (*s)*

$$s = \sqrt{\frac{\Sigma f\ (\text{xi} - \bar{x})^2}{n-1}}$$

3) Find the variant (s^2)

$$s^2 = \frac{\Sigma f\ (\text{xi} - \bar{x})^2}{n-1}$$

4) Find the Fobtained = $\frac{the\ highest\ variant}{the\ lowest\ variant}$
5) Find the score of Ftable with the certain of level significant (α), 0,05.
6) Find Ftable

$v_1 = n - 1$

$v_2 = n - 1$

7) Take the conclusion, if the Fhit<Ftab.
8) After find the homogenous group, then the researcher decided the control and experimental class.

C. Instrumentation

The researcher used test as the instrument of the reserach. The reseracher conducted the test in order to identify the effect of using REAP strategy towards students writing ability on narrative text. The test that was used in this research is writing test. This test is set based on the goal of teaching and learning that will be achieved. The test material consisted of certain materials that had been studied by the students, in this case narrative text, and it was conducted in the form of eassy test. The writing test had only one question in which the students were asked to write a narrative text.

The grammar, vocabulary, mechancs, and form (organization) are the standarization of measurement the writing test. The researcher used the analytic methods of scoring by Anderson (see table 1 in appendix 1) .

In order to make that test becomes valid and reliable, the researcher do the validity and reliability test. According to Arikunto, the main requirements of the test are validity and reliability , as explained below:

1. Validity

Validity in testing has been understood to discover whether a test measures accurately what is intended to be measured. Arikunto says that a test can be said as a valid test is a measures what is intended to measure and the instrument is called as a valid instrument when it can

give the true description about the data based on the reality or fact.[35] In this research, the validity was about the content validity. The question that was arranged by the researcher had to be discussed with the English teacher in MTS N Balingka .

1. Reliability

The purpose of reliability of the data to know or demonstrate the superiority of a test in measuring the same syimptoms at different time and occasion.

If the test gave the current result as the same as the previous test that has been conducted. It means that the test has a high reliability. Reliability is concern with the test which consistently measures whenever it used. The researcher use the formula as follow:[36]

$$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{vt\Sigma pq}{vt}\right]$$

In which:

r^{11} = reliability coefficient

P= the proportion of students who give the right answer.

Q= the proportion of students who give the wrong answer.

V_t= Total variant

[35] Suharsimi Arikunto . 2007 . *Dasar-Dasar Evaluasi: Revisi,* (jakarta: penerbit Bumi Aksara), p.58

[36] SuharsimiArikunto, *ProsedurPenelitian*..... p. 193

N= the sum of item in the text

If: $0, 8 < r_{11} \leq 1, 00$: very higher

$0, 6 < r_{11} \leq 0, 8$: higher

$0, 4 < r_{11} \leq 0, 6$: average

$0, 2 < r_{11} \leq 0, 4$: low

$0, 0 < r_{11} \leq 0, 2$: very low[37]

The researcher compared between the *r* score table and *r* total score. If $r_{table} > r_{total\ score}$ it means the score is reliable

E.Technique of the Data Collection

In this research the researcher took the data from the students writing text. The pre-test was given to the experimental and control class. The students are asked to write a narrative paragraph. The pretest was used to know the students writing test based on scoring and measuring guidance for writing.

The post-test given experimental and control class after giving the treatment to experimental class. The students were asked to write paragraph on narrative text. The postest was used to know the development of students writing at the ending. The students writing

[37]SuharsimiArikunto, *Dasar – dasarEvaluasiPendidikan,* (Jakarta: BumiAksara, 1999), p.109

score and measuring guidance for writing, the scores of the students on this test is collect in oder to be use as the data in this research.

F. Technique of the Data Analysis

To analyze the data, the researcher took the **t**-test to compare the difference of the mean score between two classes: the control class and the experimental class. Sugiyono states that if the research is compare between two groups and the hypothesis is test by using **t**-test.[38] The researcher used the t- test as suggested by Gay, the following formulas are use to analyze the data in this research

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\ \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note :

For Hypothesis 1:

t : The score of t – calculated (obtained)

$\overline{X}1$: Mean score of the posttest of the experimental class

$\overline{X}2$: Mean score of the pretest of the experimental class

SS1 : Sums of squares of the posttest of the experimental class

SS2 : Sums of squares of the pretest of the experimental class

n1 : Number of experimental class in posttest

n2 : Number of ecperimental class in pretest

[38]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, p. 249

For Hypothesis 2:

t : The score of t – calculated (obtained)

$\overline{X}1$: Mean score of posttest the experimental class

$\overline{X}2$: Mean score of posttest the control class

SS1 : Sums of squares of experimental class

SS2 : Sums of squares of control class

n1 : Number of experimental class

n2 : Number of control class

For the first, post-test scores analyzed to see whether there is or there are no significant effect of the students' in writing narrative text post-test result between the students who ask to use REAP strategy and the students who treat by conventional strategy in writing the narrative text by comparing mean scores both of the classes.

For the next, to test the hypothesis in order to indicate a significant effect between mean scores of two classes, it would be compare between t-obtain to the value of t in the table at the level of significance 0, 05. The condition is the alternative hypothesis (Ha) is accepted if $t_{obtained} > t_{table}$. While, the null hypothesis (Ho) is accepted if $t_{obtained} < t_{table}$.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter reveals the findings and discussion explains about the analysis of data collected to answer the formulation of the problems: first, is there a significant effect of using REAP strategy than without using REAP strategy at the second grade of MTsN Balingka? Second, is there a significant difference of the students writing of Narative text result in the controlled class in the experimental class? Third, is the student's writing ability of the students who are taught by using REAP strategy better than writing ability of the student who are not taught by using REAP strategy? The findings consist of three part, they are description of the data, analysis of the data and testing the hypothesis.

1. Description of the data

The data of this research was gotten based on the research that had been done by the researcher at the second grade in MTs N Balingka. The scores of the students' writing mastery were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

In analyzed the data of pre-test and post-test, the statistical formula was applied to calculate the mean score of pretest and posttest of experiment class and control class, the standard deviation and the

mean difference of both class. The instrument of this research is written test. The test was scored from the two raters, because to made the score more objective. Before the score from two raters decided into two, the researcher calculated the mean score of pretest and posttest from the two raters. The table 4.presents the result of the calculation of the mean score of pretest and posttest in control and experiment class from the two raters.

Table 4.
The calculation of the mean score of pretest and posttest in control and experiment class from the two raters.

Raters	**Mean score Pretest**		**Mean score Posttest**	
	Experiment	**Control**	**Experiment**	**Control**
Raters 1	42,63	38,35	76,48	49
Raters 2	40,74	41,54	77,51	47,9

From the table above, the score between two raters have slight difference in the assessment. In the assessment of writing there are 5 categories that must be assessed, that is: grammar, vocabulary, mechanics, fluency, and form. In posttest of both class there was an increase in students score. It could be seen in the table above that the mean of two raters in posttest increases and there was increases of all categories (see table 14).

After the two raters gave the score, the researcher calculated the score between rater 1 and rater 2. After that the score was decided into two, then the result from the score that used for the t-test.

There were 72 students who were involved in the pre-test and; 35 students in the experimental class and 37 students in the control class. There were also 72 students who were involved in the post-test; 35 students in the experimental class and 37 students in the control class. The description of the data in both of the experimental class and control class were explained below:

a. Data from Pre-Test of Experimental and Control Class

Pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment.The analysis pre-test scores attained by the experimental class is as follows :

Table 5.
The calculation of the pretest score in experiment class

NO	NAME	X	X^2
1	AA	37	1369
2	AF	37	1369
3	A	33	1089
4	D	37	1369
5	ES	41	1681

6	FRA	33	1089
7	FRP	41	1681
8	FI	37	1089
9	FA	58	3364
10	FHP	45	2025
11	I	33	1089
12	LJ	50	2500
13	MRA	33	1089
14	MA	66	4356
15	MF	33	1089
16	MT	62	3844
17	NF	33	1089
18	NDA	54	2916
19	NAH	45	2025
20	NS	41	1681
21	PS	33	1089
22	RI	50	2500
23	RF	33	1089
24	R	33	1089
25	RR	45	2025
26	RJ	41	1681
27	SI	41	1681

28	SIW	45	2025
29	SA	33	1089
30	SN	41	1681
31	SAN	62	3844
32	W	75	5625
33	YF	41	1681
34	YS	37	1369
35	PDD	33	1089
	N= 35	1492	67640

The data obtained show that the lowest score of pre-test gained by the experimental group is 33 and the highest score is 75. It was found that there eleven students got 33, and one students got the higher score 75. The overall score of experimental class is ($\sum$Xi = 1492) and double overall score is ($\sum Xi^2 = 676.40$).

The result of the students' score from the pretest scores of the control class were as follow:

Table 6.
The calculation of the pretest score in control class

NO	NAME	X	X^2
1	AR	33	1089
2	AS	45	2025
3	AA	33	1089
4	CS	33	1089

5	CS	50	2500
6	DH	33	1089
7	EP	41	1681
8	FY	33	1089
9	FAR	33	1089
10	H	37	1369
11	HV	41	1681
12	IM	45	2025
13	L	33	1089
14	LO	33	1089
15	MF	33	1089
16	MF	33	1089
17	MR	37	1369
18	MS	33	1089
19	MS	33	1089
20	MA	50	2500
21	NM	41	1681
22	N	41	1681
23	R	33	1089
24	RS	41	1681
25	RRN	33	1089
26	RS	50	2500

27	RPN	33	1089
28	RH	50	2500
29	RMR	41	1681
30	S	33	1089
31	SAR	33	1089
32	SUS	37	1369
33	T	37	1369
34	VA	58	3364
35	WZ	41	1681
36	Y	38	1444
37	YH	37	1369
	N = 37	1427	55983

The data obtained shows that the lowest score of pre-test gained by the control group is 33 and the highest score is 58. It is found that there is seventeen student got 33, and one student got the highest score 58. The overall score of control class is ($\sum Xi$ = 1427) and double overall score is ($\sum Xi^2$ = 559.83).

b. Data From the Posttest of the Experimental and Control Class

The posttest was given to the experiment class after giving treatement and control without teatment. Both groups were given the

same test material and time allocation.The data gained from the posttest score of the experimental class are as follows:

Table 7.
The calculation of the posttest score in experiment class

NO	NAME	X	X^2
1	AA	66	4356
2	AF	83	6889
3	A	58	3364
4	D	91	8281
5	ES	62	3844
6	FRA	91	8281
7	FRP	87	7569
8	FI	54	2916
9	FA	79	6241
10	FHP	62	3844
11	I	79	6241
12	LJ	62	3844
13	MRA	87	7569
14	MA	95	9025
15	MF	83	6889
16	MT	62	3844
17	NF	83	6889
18	NDA	91	8281

19	NAH	79	6241
20	NS	91	8281
21	PS	79	6241
22	RI	79	6241
23	RF	83	6889
24	R	87	7569
25	RR	75	5625
26	RJ	66	4356
27	SI	79	6241
28	SIW	83	6889
29	SA	62	3844
30	SN	62	3844
31	SAN	62	3844
32	W	79	6241
33	YF	66	4356
34	YS	91	8281
35	PDD	79	6241
	N=35	2677	209391

The data obtained show that the lowest score of posttest gained by the experiment group is 54 and the highest score is 95. It is found that there is one student got 54, and one students got the higher score 95. The overall score of experimental class is ($\sum Xi = 2677$) and double overall score is ($\sum Xi^2 = 209.391$).

The result of the students' score from the post-test scores of the control class are as follow:

Table 8.
The calculation of the posttest score in control class

NO	NAME	X	X^2
1	AR	54	2916
2	AS	33	1089
3	A	54	2916
4	AA	50	2500
5	CS	54	2916
6	DH	45	2025
7	EP	58	3364
8	FY	33	1089
9	FAR	54	2916
10	H	45	2025
11	HV	33	1089
12	IM	50	2500
13	L	50	2500
14	LO	33	1089
15	MF	50	2500
16	MF	41	1681
17	MR	58	3364
18	MS	37	1369
19	MS	41	1681

20	MA	79	6241
21	NM	41	1681
22	N	50	2500
23	R	58	3364
24	RS	70	4900
25	RRN	50	2500
26	RS	54	2916
27	RPN	50	2500
28	RH	54	2916
29	RMR	50	2500
30	S	45	2025
31	SAR	50	2500
32	SUS	50	2500
33	T	45	2025
34	VA	54	2916
35	WZ	50	2500
36	Y	41	1681
37	YH	41	1681
	N = 37	1813	92239

The data obtained shows that the lowest score of posttest gained by the experiment group is 33 and the highest score is 79. It was found that there are four students got 33, and one student got the

higher score 79. The overall score of experimental class is ($\sum Xi$ = 1813) and double overall score is ($\sum Xi^2$ =92239).

2. Analysis of the data

There were several steps to analyze the data. First, the researcher calculated mean score of the pretest and posttest of the experimental and the control class. Second calculated standard deviation. After that calculated into the t-test. Mean of pretest in the experiment and the control class were presented in the Table 9.

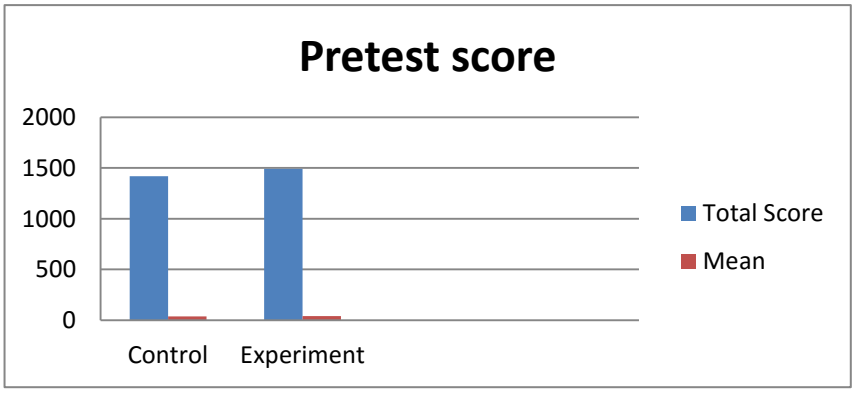
Table 9.
Mean of pretest in experiment and control class

Class	Students	Total Score	Mean	Highest score	Lowest score
Experiment Class	35	1492	42,3	75	33
Control Class	37	1419	39,2	58	33

The above score can be described through the following chart.

Chart 9.1

Mean of pretest in experiment and control class



The table shows that the total of the pretest scores was 1492 for the experimental groups and 1419 for the control groups. The mean of the pretest scores of the experimental group was 42,3 and the control group was 39,3. The highest score in experiment class is 75 got by 1 students. the lowest score in experiment class is 33 got by 11 students. In control class the highest score is 58 got by 1 students. The lowest score in control class is 33 got by 17 students. It means that the students of the two groups have slight difference of ability in writing before the treatments were given. Many students could not achieve the satisfied score.

After the pretest, the experimental class was given treatment by using REAP strategy. In the control class used conventional strategy that commonly applied before this research. After the treatments, the posttest was conducted to both groups. The purpose of the posttest was to know whether there were improvements in the student's writing ability on narrative text in the experimental class who were taught by using REAP strategy. The result of the posttest score and mean of the experimental and control groups were presented in following table 10.

Table 10.

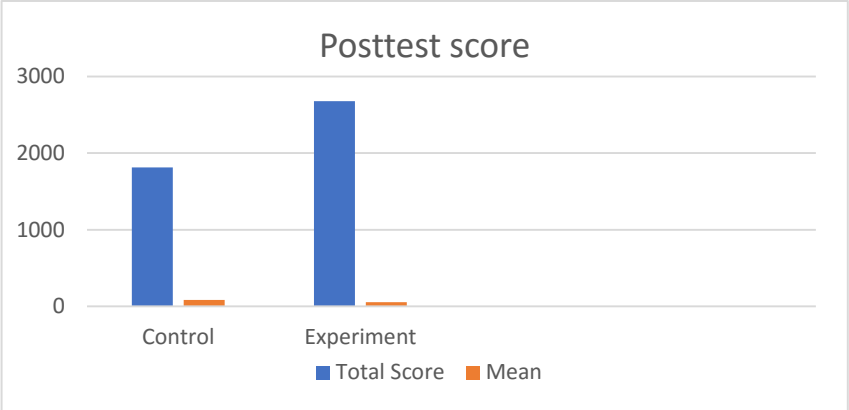
Mean of posttest in experiment and control class

Class	Students	Total Score	Mean	Highest Score	Lowest score
Experiment Class	35	2677	83,94	95	54
Control Class	37	1813	55,05	79	33

The above score can be described through the following chart.

Chart 9.2

Mean of posttest in experiment and control class



The table shows that the mean of the posttest scores of the experimental group was 83,94 and the control group was 55,05. The highest score in experiment class was 95 got by 1 students. The lowest score in experiment class is 54 got by 1 students. In control class the highest score is 79 got by 1 students. The lowest score in control class is 33 got by 14 students. It means that the experiment class got the highest score in writing after the treatments were given.

From the result of pretest and posttest scores of experimental class we could see that the posttest score was higher than the pretest. Overall the score between pretest and posttest score of the experimental class was higher than the control class.

Then the researcher calculated the two mean posttest scores by using t–test formula to know whether it was significant or not between experiment class and control class.

After the treatment, the researcher calculated the difference of pretest and posttest scores between both of classes experimental and control class to know whether the result different was significant or not between both of groups. Then, the result was analyzed by using t-test formula. Before it was done, the researcher calculated the standard deviation of both classes, the normality of the data, homogeneity of the data after that calculated the t-test.

The standard deviation of the two classes was calculated first. The table 11 presents the result of the calculation of the standard deviation from pretest in experiment and control class.

Table 11.

The standard deviation of pretest in

experiment and control class

Class	Students	Mean	Standard Deviation
Experiment Class	35	42,3	10,77
Control Class	37	39,2	6,59

The data in the table above show that the standard deviation of the experiment class is 10,77 which is higher than that of the control group which is 6,59. It means that there is difference of the pretest scores between experiment and control class.

After that the researcher calculated the standard deviation of posttest in both classes. The table 12. presents the result of the calculation of the standard deviation from posttest in experiment and control class.

Table 12.

The standard deviation of posttest in experiment and control class

Class	Students	Mean	Standard Deviation
Experiment Class	35	83,94	11,53
Control Class	37	55,05	9,72

The table above show that the standard deviation of the experiment class is 11, 53 and the control group which is 9,72. It means that there is difference of the posttest scores between experiment and control class. After calculated standard deviation of pretest.

a. Normality of the data

After knowing the mean score and standard deviation from the two classes, it deals with normality tests to see whether the obtained data was normal. The table 13. and 14. presents the normality test of the pretest in control and experiment class.

Table 13.

The normality test of the pretest in control class.

X	F	fk (a)	Sn (xi)	Z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
33	17	17	0,46	-0,81	0,4090	0,051	0,051

37	5	22	0,59	-0,20	0,5207	0,0693	0,0693
38	1	23	0,62	-0,05	0,4801	0,1399	0,1399
41	7	30	0,81	0,40	0,7554	0,0546	0,0546
45	2	32	0,86	1,01	0,8438	0,0162	0,0162
50	4	36	0,97	1,77	0,9616	0,0084	0,0084
58	1	37	1	2,98	0,9986	0,0014	0,0014
	N=37						

x

= 38,35

s = 6,59

Table 14.

The normality test of the pretest in experiment class.

X	**F**	**fk (a)**	**Sn (xi)**	**Z**	**P (zi)**	**Sn (xi) – P (zi)**	**| Sn (xi) – P (zi) |**
33	11	11	0,31	-0,89	0,1867	0,1233	0,1233
37	5	16	0,46	-0,52	0,4015	0,0585	0,0585
41	7	23	0,66	-0,04	0,6040	0,056	0,056
45	4	27	0,77	0,22	0,7085	0,0615	0,0615
50	2	29	0,83	0,68	0,7517	0,0783	0,0783
54	1	30	0,86	1,05	0,8531	0,069	0,069
58	1	31	0,88	1,43	0,9236	-0,0436	-0,0436
62	2	33	0,94	1,80	0,9641	-0,0241	-0,0241
66	1	34	0,97	2,17	0,9850	-0,015	-0,015
75	1	35	1	3,00	0,9987	0,0013	0,0013
	N=37						

$\bar{x}$ = 42,63

s = 10,77

The table 15. presents the result of the calculation of the normality test from pretest in experiment and control class.

Table 15.

The result of the calculation the normality of the pretest in control and experiment class.

Class	Students	L_{tabel}	L_o
Experiment Class	35	0,1497	0,1233
Control Class	37	0,1457	0,1399

The data can be classified into normal when the $L_{tabel}$is higher than L_o at 0,05 level. In this research, the researcher analyzed the normality test of students pretest and posttest score in experiment and control class. It was found that the L_o of the pretest in control class was 0,1399 and L_{tabel}0,1457 and experiment class was 0,1233 and L_{tabel}0,1497, it can be stated that the data of both class were categorized normal because the L_{tabel} is higher than L_o.

The analysis of normality test was also done to students' posttest score in control and experiment class. The table 16. and 17 presents the normality test of the posttest in control and experiment class.

Table 16.

The normality test of the posttest in control class.

X	F	fk (a)	Sn (xi)	Z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
33	4	4	0,11	-1,65	0,0495	0,0605	0,0605
37	1	5	0,13	-1,23	0,1093	0,0207	0,0207
41	5	10	0,27	-0,82	0,2061	0,0639	0,0639
45	4	14	0,38	-0,41	0,3409	0,0391	0,0391
50	10	24	0,65	0,10	0,5398	0,1102	0,1102
54	7	31	0,84	0,51	0,7950	0,045	0,045
58	4	35	0,94	0,92	0,8212	0,1188	0,1188
70	1	36	0,97	2,16	0,9846	-0,0146	-0,0146
79	1	37	1	3,09	0,9990	0,001	0,001
	N= 37						

$\bar{x}$ = 49

s = 9,72

Table 17.
The normality test of the posttest in experiment class.

X	F	fk (a)	Sn (xi)	Z	P (zi)	Sn (xi) – P (zi)	| Sn (xi) – P (zi) |
54	1	1	0,03	-1,95	0,0256	0,0044	0,0044
58	1	2	0,08	-1,60	0,0546	0,0254	0,0254
62	7	9	0,26	-1,25	0,1556	0,1044	0,1044
66	**3**	**12**	**0,34**	**-0,91**	**0,2041**	**0,1359**	**0,1359**
75	1	13	0,37	-0.13	0,4483	-0,0783	-0,0783
79	8	21	0,6	0,22	0,5871	0,0129	0,0129
83	5	26	0,74	0,56	0,7123	0,0277	0,0277
87	3	29	0,83	0,91	0,8186	0,0114	0,0114
91	5	34	0,97	1,26	0,8962	0,0738	0,0738
95	1	35	1	1,61	0,9474	0,0526	0,0526
	N = 35						

$\bar{x}$ = 76,48

s = 11,53

The table 18 presents the result of the calculation of the normality test from posttest in experiment and control class.

Table 18.

The result of the calculation the normality of

the postest in control and experiment class.

Class	Students	L_{tabel}	L_o
Experiment Class	35	0,1497	0,1359

Control Class	37	0,1457	0,1399

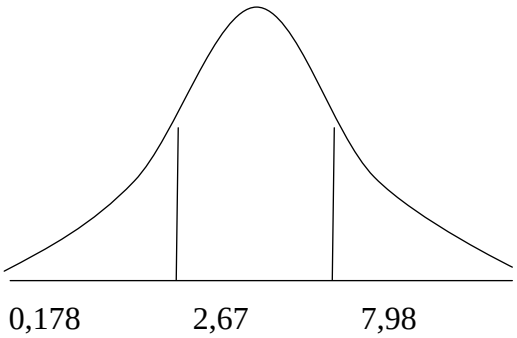
Based on the table above, it was found that the L_o of control class was 0,1399 and $L_{tabel}$was 0,1457 and experiment class was 0,1359 and L_{tabel}0,1497. It can be assumed that the score in the data of posttest control and experiment class were categorized normal because L_{tabel} was higher than $L_{o.}$

b. Homogeneity of the data

After analysis normality of the data, the researcher analysis the homogeneity of the data. The score is categorized homogeny when the F_{hit} between F_{left} and F_{right}. The result of the calculation homogeneity of the pretest in control and experiment class was present in chart 9.3

Chart 9.3

The result of the calculation the normality of the pretest in control and experiment class.

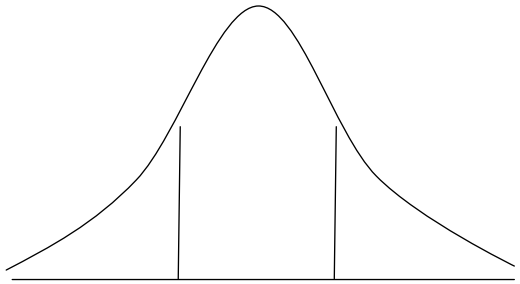


From the chart above, it was found that the F_{hit} was located between F_{left} and F_{right} ,F_{hit} was 2,67, F_{left} was 0,178 and F_{right} was

7,98, it can be stated that the data of both class were categorized homogeneous at the level 0,05.

The result of the calculation homogeneity of the posttest in control and experiment class was present in chart 9.4

Chart 9.4
The result of the calculation the normality of the posttest in control and experiment class.



0,31 1,41 3,39

From the chart above, it was found that the F_{hit} was located between F_{left} and $F_{right,}$ $F_{hi\ t}$was 1,41, $F_{left}$was 0,31 and F_{right} was 3,39, it can be stated that the data of both classes were categorized homogeneous.

Then, to know there is significant difference between both classes, the researcher used t-test and to calculate the t-test the researcher determined the degrees of freedom first.

3. Testing the hypothesis

Hypothesis testing was done to know whether the null hypothesis has to be accepted or rejected. If t-value < t-table, it means that null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. To test the hypothesis, the t-test formula, degree of freedom and the standard of significance (0.05 or 5%) were used. The last steps t-value were compared to t-table.

a. For hypothesis 1

The hypothesis 1 calculated about pretest and posttest in experiment class. The hypothesis 1 want to know there is significant effect by using REAP strategy about students' writing ability. To calculate the t–test the researcher determined the degree of freedom first by using formula as bellow:

$Df = N1 + N2 - 2 = 35 + 35 - 2$

$= 68$

Then, to find if there is significant difference by using REAP strategy t-test formula was used :

$$t = \frac{X_1 - X_2}{\sqrt{SS_1 + SS_2 \quad 1 + \frac{1}{}}}$$

$$\sqrt{\frac{}{n1 + n2 - 2}\left(\frac{}{n1} \quad n2\right)}$$

The result of the calculation for hypothesis 1 of the pretest and posttest in experiment class was presented in table 19.

Table 19.

The result of t-test hypothesis 1

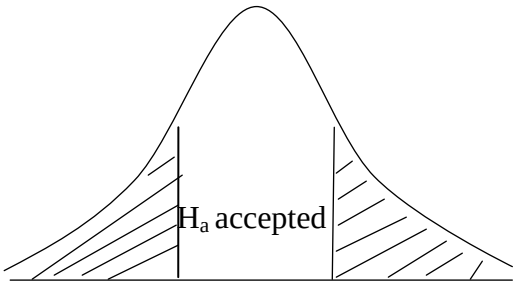
of pretest and posttest in experiment class

Subject	Students	Sum of square	t- value	t- table
Posttest	35	4.639	12,23	1,64
Pretest	35	4.039		

It is shown in the chart below:

Chart 9.5.

The curve of the t-test result in the pretest and posttest of the experiment class.



Th= -, 1,64 tr= 1,64 To=12,23

The table above shows that the result of pretest and posttest in experiment class. The result of t value 1,64 is higher than t-table 12,23 with the level significance of 5% and degree of freedom 72. By looking at the calculation above which states t value is higher than t table, then the conclusion is that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is significant effect by using REAP strategy toward students' writing ability at the second grade of MTS N Bukittinggi.

b. For hypothesis 2

Hypothesis testing was done to know whether the null hypothesis has to be accepted or rejected. If $t_{value} >$ t table, it means that null hypothesis H_o is rejected and alternative hypothesis is accepted. To test the hypothesis the t test formula were determined with degree of freedom (df).

Df = N1 + N2 – 2 = 35 + 37 – 2

= 70

After that t value were compared to t table. Then, to find if there is significant difference between both classes t-test formula was used :

$$t = \frac{X_1 - X_2}{_____}$$

$$\sqrt{\frac{SS_1 + SS_2}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}$$

The result of the calculation for hypothesis 2 of the posttest in control and experiment class was present in table 20.

Table 20.

The result of t-test hypothesis 2 of posttest

in experiment and control class

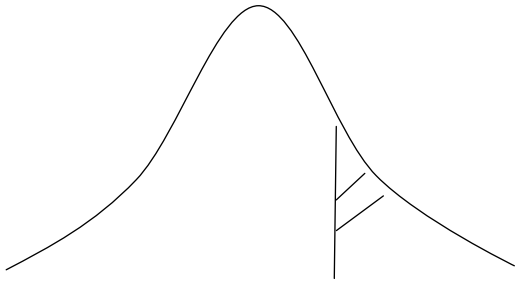
Subject	Students	Sum of square	t- value	t- table
Experiment Class	35	4639	10,45	1,64
Control Class	37	3402		

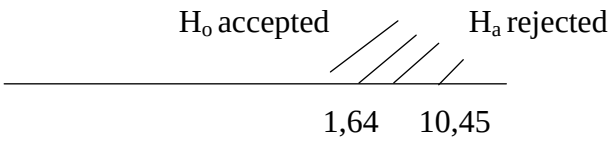
It is shown in the chart below:

Chart 9.6

The curve of the t-test result in the posttest of the

control and experiment class.





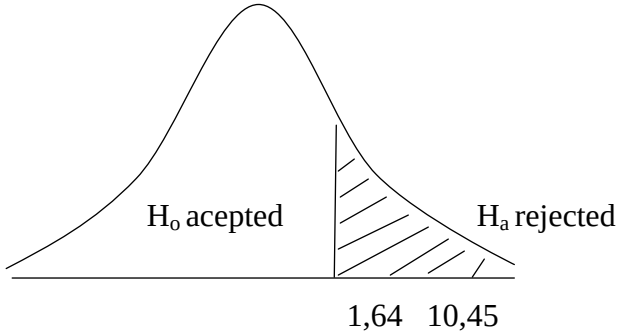
The table shown that the result of posttest in experiment and control class. The result of t_{value} 10,45 is higher than t-table 1,64 with the level significance of 5%. By looking at the calculation above which states t value is higher than t table, then the conclusion is that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This mean that there issignificant difference of using REAP strategy than without using REAP strategy at the second grade of MTS N Balingka.

c. For hypothesis 3

In hypothesis 3 is to know the students' ability in writing using REAP strategy better than without using REAP strategy at the second grade of MTS N Balingka. It is shown in the chart below:

Chart 9.7.

The curve of the t-test result of the third hypothesis of posttest in experiment and control class



The result shows that the posttest in experiment class was higher than posttest in control class, posttest in experiment class was 76,48 and control class 49. It means that the students' ability in writing using REAP strategy is better than without using REAP strategy at the second grade of MTS N Balingka. Therefore, REAP strategy is effective in teaching writing, (Ha) is accepted and the null hypothesis (Ho) is rejected. It can conclude that, the REAP strategy could help the students in writing

B. Discussions

This section discusses the research findings based on the related to the study. Writing is process of thinking the ideas, prepare the outline, transfer the outline into draft, revising the draft, and proof reading the draf to prepare for the final outcome. As Nunan said writing not natural activity[39]. Writing not just about the product, but need process of develop ideas into a good writing. It means that writing needs a process of thinking the ideas to generate the idea in a paragraph. There are many strategies that can be used by teacher to teach writing. One of strategy can be used by the teacher is REAP strategy.

The research is about the effect of teaching writing by using REAP strategy. The result of this research was calculated by using t-test. It used two classes as with a class VII-5 given REAP strategy and class VII-4

[39] David Nunan, *Designing Task for The Communicative Classroom*.Cimbridge University press, 1998,p.36

taught by using conventional strategy. The researcher conducted the research in four meetings four each group. At the first meeting, pre test was administered in both of the experiment and controll class. The second meeting until the third meeting, the researcher gave the treatment. The treatment was teaching by using REAP strategy in the experimental classs. In contrary, the control class was not taught by using REAP strategy. In the last meeting, the students were given post test after they got the treatment.

The result of all statistical analysis suggests that the application of REAP strategy is more effective than conventional strategy. The experimental class achieved higher score than the control class. The strategy helps the students to generate ideas an independently in writing paragraph. Furthermore, REAP strategy could help the teacher of MTs N Balingka in teaching English especially in teaching writing.

In the hypothesis 1 it is showed that the mean of pretest and posttest in experiment class. The mean of pretest in experiment class was 542,63 and the posttest of experiment class was 76,48. It means that the mean of posttest of experiment class was higher than pretest in experiment class. The t-test result is shown that the result of t value 12,23 is higher than t-table 1,64. The fact showed that the REAP strategy had significant effect for students' writing ability in narrative text.

In the hypothesis 2 calculated the posttest in experiment and control class, the researcher found that there was significant effect of using

REAP strategy than without on students' writing ability on narrative text. It can be shown from the mean of posttest in experiment class and control class. The mean of control class was 55,05 and the mean of experiment class was 83,94. It means that the means of experiment class was higher than the mean of control class. The t-test result is shown that the result of t_{value} 10,45 is higher than t-table 1,64. The fact showed that the students' writing ability using REAP strategy is better than without using REAP strategy.

The last hypothesis the data of experiment and control classes were also obtained to indicate the students who are taught by using REAP strategy is better than the students who are not taught by using REAP strategy. It was found that the mean score of posttest in experiment class was higher than the mean score of the control class. It can be conclude that REAP strategy can help students to easily and improve their ability in writing narrative text. The result inline with Arthur Hughes states that use the REAP also increase students' writing abilities.[40]

The factor which influenced the improvement of students in pretest to posttest were : First, by using REAP strategy a multisensory approach to learning it is effectiveness is enhanced. It is particulary benneficial or students with learning problems because it encompasses analysis and synthesis[41] .

[40] Arthur Hughes, *Testing for Language Teachers.* Cambridge University press, p.91-94

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

In using REAP strategy, the reader not only improves reading comprehension but also improves writing skill. Eanet and Manzo developed thet REAP strategy for composing annotations of texts. The acronym stands for read, encode, annotate, and ponder. Intended for use by junior high school or senior high school. REAP includes ten varieties of annotations, each focus on different aspects of a text, that help to improve students writing skills, metacognitive awareness, and comprehension of main idea. Annotation writing enhances information processing and in turn, improves registration of information in memory. There is is less information to remember when it has been summarized in an annotation, and annotations are written in a students own words. Students exposed annotation writing to be able to write succint summaries of texts, which may improve performance on exams and standardize tests.

Anotating 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. Read : The first step of the strategy is to read the text. If desired, other reading strategy 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 students evaluates the annotation for accuracy and completennes. Consider how the text relates to other readings, to curves 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. Second, the students could to build a bridge between a text add their own words to enable them to communicate their understanding of the text. The cues of REAP strategy easily and helped the students to write the paragraph independently.

The result of the analysis is the students' ability in writing using REAP strategy is better than without using REAP strategy at the second grade of MTs N Balingka and the REAP strategy can increase students' writing ability in narrative text. Therefore, REAP strategy is effective in teaching writing, it could assumed that (Ha) is accepted and the null hypothesis (Ho) is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION.

A. Conclusion

After analyzing the results of the study, the researcher concluded that:

1. The mean score of posttest was higher than pretest experiment class. It showed that REAP strategy could improve students' writing ability in narrative text. It could be seen from the data in t-test that indicated there was significant different of the students score in pretest to posttest in experiment class. The t-test result is shown that the result of t value 12, 23 is higher than t-table 1,64. It can be concluded that null hypothesis (Ho) was rejected an alternative hypothesis (Ha) was accepted.
2. The mean score of posttest in experiment class was higher than control class. It was showed in t-test that of t_{value} 10,45 is higher than t table 1,64. It can be concluded that null hypothesis (Ho) was rejected an alternative hypothesis (Ha) was accepted. The researcher found that there was significant effect of using REAP strategy than without using REAP on students' ability in writing narrative text.
3. From the results of the test, it implied that REAP strategy could be used as an alternative strategy in teaching writing.

From the conclusion above, it means that the REAP strategy could increase students writing ability in narrative text and REAP strategy could be used as alternative strategy in teaching writing.

B. Suggestion

Based on the research that the researcher has done, showed that the conventional strategy that usually used by the teacher at school didn't really influence to the students ability in writing. Therefore the researcher want to suggest:

1. All of English teacher it is suggested use REAP strategy as one of alternative strategy in teaching writing. It could increase the students interest in learning English especially in writing, and change their views that learning writing in not difficult.
2. REAP is one of strategy that can be use for the students to make it easy in writing exactly narrative text.
3. The next researcher could develop the REAP strategy to apply in teaching and learning process in the future.