

TEACHING READING BY USING ANNOTATING TEXT STRATEGY TO IMPROVING STUDENTS' READING COMPREHENSION OF ELEVENTH GRADERS AT SMA NEGERI 3 PAGARALAM

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ABSTRACT

The title of this thesis is Teaching Reading by Using Annotating Text Strategy to Improving Students' Reading Comprehension of Eleventh Graders at SMA Negeri 3 Pagar Alam. The problem of this study was there any significant improvement of the student's reading comprehension who were taught by used Annotating Text Strategy and those who were not to the eleventh graders of SMA Negeri 3 Pagar Alam. The objective of this study was to identify whether or not the used of Annotating Text Strategy was effective to improved the students' reading comprehension. The test was used in this study with 10 meetings of treatment including pre-test and post-tests. The population was 188 taken from all of eleventh grade students of SMA Negeri 3 Pagaram in academic years 2017/2018. The sample was 66 students were taken by purposive sampling technique. The writer took the sample from 2 classes; they were XI IPA 1 as an experimental group and XI IPA 2 as control group. Quasi experimental method was applied. The data was selected by using multiple choice and consist 30 (thirty) of questions. The data were analyzed by using paired Sample t test and independent t test. The result of paired sample t-test found $t_{\text{obtained}} 3.763$ with significant 0.000 it was higher than t_{table} was 2.654. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded there was Annotating Text Strategy improved students' in teaching reading comprehension on Narrative text.

Key words : Annotating Text and Reading Comprehension

Introduction

Reading is an important part that needs to be developed. In order to read, comprehend and retain the information students need to know reading strategies, which were beneficial to improve their reading skill. Reading is a process that must be attended to and integrated to every class (Purwanto, 2021). By reading, people can developed and enlarge their knowledge. They can learn a lot from reading. (Johnson, 2008) says reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice (Patel & Jain, 2008), we will not get better and our skills may deteriorate (Snow, 2002).

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Zywica & Gomez, 2008). We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension (Snow, 2002).

Based on the results of PISA Reading 2015 Indonesia in the field of Reading is still very worrying compared with other countries in the world, Indonesia remained at a lower level. This is evident from the results of reading the data PISA 2015 Indonesia was ranked 62 with a score of 42,3 were still under some countries in Asia such as Malaysia, Singapore, Thailand and China. And the problem is caused by the difficulty of students to understanding the meaning contents of the text. So the most important thing is how to improved students' reading comprehension and how to make Indonesian students to be more interested in reading.

Based on the writer's experience when doing observation at SMA Negeri 3 Pagaram. The Problem that faced was some students' has difficulties in comprehending the text, difficulties to understood about the text difficulties to identify such as main idea of paragraph in the text, detail information, unfamiliar words on the text. Some students' seem not interested and feel bored in reading text. One of the causes is the lack of competence in reading comprehension.

In order to have better teaching and learning process, the writer tries to do any innovative strategy in teaching reading. The writer choosed Annotating Text Strategy to improving students' reading comprehension and to make students' active and easier comprehending the text, make students' interested and also not feel bored in reading text (Bamford & Day, 1998).

(McDonough & McDonough, 2014) States that Annotating is a writing-to-learn strategy for use while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading (Agusta et al., 2014). It makes the reader's "dialogue with the text" a visible record of the thoughts that emerge while making sense of the reading.

Based on the background mention above, the writer interested in conducting a research as outlined in the form of thesis entitled : *“Teaching Reading by Using Annotating Text Strategy to Improving Students’ Reading Comprehension of Eleventh Graders at SMA Negeri 3 Pagaram”*.

Research Methodolog

In this study, the researcher used quasi experimental design: pretest-post test non equivalent comparison control group design. A quasi experimental design study is conducted when random assignment is not possible (Cohen et al., 2002). In spite of two or more groups of subject are still compared (Martono, 2015), the subjects are not randomly assigned to the treatment and control group (Coşkun, 2005).

In this study the researcher took two classes as control and experiment class. The researcher gave pre-test for both the class. After the test, the researcher gave treatment to the experiment class while control class didn’t got it. Then, the researcher gave post test for both of class and compare the score test from both of class. If the experiment class’s score is higher than control class, it means the study is well done and the strategy can be used to reading comprehension at the school.

The basic scheme of this study would be seen as below (Fraenkel et al., 2012).

Experimental	O1	X	O2

Control	O3	C	O4

Where:

- O1 : Pre-test of experimental group
- O2 : Post-test of experimental group
- O3 : Pre-test of control group
- O4 : Post-test of control group
- X : Treatment to experimental group (Treatment by using Annotating strategy)

C : Control Group (without treatment of Annotating strategy)

In this study, the researcher used 10 meetings. There were pre-test is conducted before the treatment and post-test after the treatment. In both the pre-test and post-test gave the test is multiple choice form the same topic. Furthermore, in the treatment, the researcher explain the instruction in teaching and purposed of learning narrative text and applying the strategy which called Annotating Text.

This analyzing was to find out the significant students competence in the pre-test and post-tes in learning reading comprehension by Using Annotating Text Strategy. In this case the writer used SPSS statistic 22 aplication to look for the result of the test that the writer gave to the students on the sample. In using this program the writer did some activities those were :

- a. Checked the data of the students score
- b. Analyzing the data
- c. Taking the conclusion base in statistical

In this study to got the data from pre-test and post-test, the writer analyzed and the process used statistical calculation by using SPSS 22 program based on the formula :

1. Paired T-test would be used to find out whether or not there was any significant improvement of reading comprehension students in the pre test and post test in experimental group or control group.
2. Independent T-test would be used to know whether or not there was any significant improvement of reading comprehension between the students post-test in experimental group and control group.

Finding and Result

Finding

To find out whether there was significant progress in students' reading comprehension in control class, the result of reading comprehension in pre-test and post-test were compared by the researcher, paired sample t-test was used. In

term of reading comprehension aspects, the mean of pre-test of reading comprehension was 16.39, the mean of post-test of reading comprehension was 19.88 with mean difference was 3.49. Meanwhile, the value of t-obtained was 7.276 at the significance level of 0.000.

Furthermore, in term of reading comprehension aspects, the value of main idea was at the significance level of 0.115 with the mean of pre-test was 2.58 and the mean of post-test was 2.88, the value of mean difference was 0.3 (9%) and the value of t-obtained was 1.620. followed by detail was at the significance level of 0.066 with the mean of pre-test was 3.55 and the mean of post-test was 4.00, the value of mean difference was. 0.45 (13%) and the value of t-obtained was 1.904. The value of inference was at the significance level of 0.000 with the mean of pre-test was 2.64 and the mean of post-test was 3.45, the value of mean difference was 0.81 (23%) and the value of t-obtained was 3.882 whereas, the value of vocabulary was at the significance level of 0.030 with the mean of pre-test was 3.03 and the mean of post-test was 3.42, the value of mean difference was 0.39 (11%) and the value of t-obtained was 2.267. The value of sequence was at the significance level of 0.001 with the mean of pre-test was 2.09 and the mean of post-test was 2.70, the value of mean difference was 0.61 (18%) and the value of t-obtained was 3.603. And the value of cloze elide was at the significance level of 0.000 with the mean of pre-test was 2.52 and the mean of post-test was 3.42, the value of mean difference was 0.9 (26%) and the value of t-obtained was 5.164. It confirmed that the students in control class had higher significance difference if compared to pre-test and post-test in experimental class, as presented in table 1.

Table. 1
The Results of Paired Sample t-test Reading Comprehension of Control Class

Variables	Mean Pre-test	Mean Post-test	Mean Difference	t-obtained	Sig. (2 tailed)
Reading Comprehension (total)	16.39	19.88	3.49	7.276	.000
Main Idea	2.58	2.88	0.3(9%)	1.620	.115
Detail	3.55	4.00	0.45(13%)	1.904	.066
Inference	2.64	3.45	0.81(23%)	3.882	.000
Vocabulary	3.03	3.42	0.39(11%)	2.267	.030
Sequence	2.09	2.70	0.61(18%)	3.603	.001
Cloze Elide	2.52	3.42	0.9(26%)	5.164	.000

(Total Aspect)

The Analyses on Reading Comprehension (Independent Sample t-test)

To find out whether or not there was a significant difference in the students' reading comprehension between two classes, the result of reading comprehension post-test in both groups were compared by the researcher; Independent sample t-test was used.

Table 2
The Result of Independent Sample t-test both Experimental and Control Class

Variable	Class	Post Test				
		Mean	t-obtained	df	Mean difference	Sig. (2-tailed)
Reading Comprehension	Exp Control	71.79 66.15	3.763	64	10.24	.000

Based on the results above, it was found that in pre experiment class was at the significance level of 0.000 with the mean experiment of pre-test was 62.00 and the mean control class of pre-test was 54.67, which is the mean difference

was 10.24. Meanwhile, in post experiment class the significant level of 0.000 the mean experiment of post-test was 71.79 and the mean of control class of post-test was 66.15, whereas, the mean difference was 10.24.

From the data analyses, it was found out that there was significance difference between students in experimental class who were taught by Annotating Text Strategy and those in the control class who were not. Since the value of t -obtained (3.763), was higher than the critical value of t -table (2.654), the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. It proved that Annotating Text Strategy improved in students' reading comprehension of Narrative text.

The tests were given to the students before, during and after the treatment in experimental class. The pre-test had been given to the students before the treatment in form of Reading Comprehension were conducted. And the test in the post test was given at the end of the treatment and the test same as the pre-test. In control class, the test was given in multiple choices without treatment of pre-test and post-test. The two tests were exactly the same and the test was consisted 30 (thirty) questions in multiple choices. There were two main findings of this study; the result of descriptive statistics and statistical analyses of the data.

Result

Based on the findings, the result of paired sample t -test of reading in experimental class showed that there was a significance improvement in the students before and after treatment by using Annotating Strategy. Annotating Text it self is an interactive strategy which helps readers to comprehend the text (Ariansyah & Fitrawati, 2013). It can be used to improved comprehension and encourage active reading. The improvement could be seen by the mean value of pre-test there was 18.61 and post-test there was 21.55. in experintal class.

From the aspects in experimental class, it was found that the highest value was Detail information with mean difference was 1.7 (24%) and the lowest value was Sequence with mean difference was 0.79 (11%). Beside that, in table 9, it showed that in main idea was at the significance level 0.000, Detail information

was at the significance level of 0.000, Inference was at the significance level of 0.000, Vocabulary was at the significance level of 0.000, Sequence was at the significance level of 0.002, Cloze elide was at the significance level of 0.000. It means there was strengthened by the result of paired sample t-test in aspects of reading, It showed that there was significance improvement in the aspects of reading between before and after treatment in experimental class, it showed that all the aspects such as; main idea, vocabulary, detail, cloze elide, sequence and inference it had improvement since Annotating Text strategy had been applied.

Furthermore, in control class the result showed that there was significance difference in students' reading comprehension between pre-test mean value was 16.39 and post-test mean value was 19.88 in control class. There could be some factors that influenced their improvement. In control class, the highest value was Cloze elide with mean difference was 0.9 (26%) and the lowest value was Main idea with mean difference was 0.3 (9%). Beside that, in table 10, it showed that in main idea was at the significance level 0.115, Detail information was at the significance level of 0.066, Inference was at the significance level of 0.000, Vocabulary was at the significance level of 0.030, Sequence was at the significance level of 0.001, Cloze elide was at the significance level of 0.000. it means there was proved that the students who were taught by using Annotating Text strategy got improvement than those the students who were not.

In addition, in control class, There was a possibility that they did reading activity in their daily life so, it was something usual for them to comprehend the text even a book. The researcher assumed that the students in control group had good prior knowledge in reading comprehension and some students in control group probably had mastered in reading aspects. Based on the result paired sample t-test analysis of reading comprehension, total value t_{obtained} 3.763 was higher than value of t_{table} 2.654.

However, although the students in control class got achievement there was 66.15 in reading comprehension but the students in experimental class there was 71.79 got better achievement than students in control class.

Conclusion

The writer had done the experimental research teaching reading comprehension by using Annotating Text Strategy of SMA Negeri 3 Pagaram, the writer concluded that : Annotating Text Strategy could improve students' reading comprehension and it could be identified from their reading comprehension achievement.

Based on the result of analyzing the data by using paired sample t-test and independent sample t-test, formula showed on SPSS version 22. So alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was any significance difference in reading comprehension on Narrative text between who was taught by using Annotating Text Strategy and those who were not at the eleventh grader students of SMA Negeri 3 Pagaram. Based on the research, the writer concluded that:

- From the result analysis of the research, it is proven by students' reading comprehension score taught by using Annotating Text Strategy was better in teaching narrative text was significant.
- The used of Annotating Text Strategy was suitable to the students because it make the learning activity more enjoyable and interesting.

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