USING ANNOTATING TEXT STRATEGY TO IMPROVE READING COMPREHENSION ON REPORT TEXT OF THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

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ABSTRACT: The aimed of this research was to find out whether the use of Annotating Text Strategy could help teacher or not in teaching and learning process, especially in teaching report text. There were 58 students of eleventh grade SMA Nurul Iman Palembang in academic year 2016/2017. They were divided to be two groups, experimental (29 students) and control group (29 students). In this study, the writers used Non-equivalent group design. We taught the experimental group students to read a report text by using Annotating Text Strategy. Meanwhile, we taught the control group students to read a report text by using lecturing method. The data from two groups were collected from the results of pre-test and post-test scores which were analyzed to get mean score differences. The writers find out that mean score of the experimental group improved significantly from 54,48 pre-test to be 74,14 in post-test. Based on the independent sample t-test analysis, it was found that the significant level was $0,04 < 0,05$. It meant that there was any significant difference in reading comprehension between students who were taught by using Annotating Text Strategy and those who were not.

Keywords: reading comprehension, report text and annotating text strategy.

PENGGUNAAN ANNOTATING STRATEGY UNTUK MENINGKATKAN KEMAMPUAN MEMBACA DALAM TEKS REPORT PADA SISWA KELAS XI SMA NURUL IMAN PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk menentukan apakah strategi Annotating Text dapat menolong guru atau tidak dalam proses belajar mengajar khususnya mengajar teks report. Ada 58 orang kelas XI SMA Nurul Iman tahun ajaran 2016/2017. Ada 2 jenis kelompok yaitu eksperimen (29 orang) dan kontrol grup (29 orang). Pada studi ini penulis menggunakan *Non-Equivalent Group Design.* Kami mengajar kelompok eksperimen untuk membaca report teks dengan menggunakan strategy annotating. Sedangkan, pada kelas kontrol menggunakan metode ceramah. Data dari dua kelompok tersebut dikumpulkan dari hasil nilai pre-test dan post-test yang kemudian dianalisa untuk mendapatkan perbedaan nilai mean. Penulis menemukan rata-rata nilai mean pada kelas eksperimen meningkat dengan signifikans dari nilai pre-test 54,48 menjadi 74,14. Berdasarkan penghitungan analisis SPSS (independen sample t-test, diperoleh bahwa nilai signifikan 0.o4>0.05. ini berarti bahwa ada perbedaan nilai signifikans dalam kemampuan membaca antara siswa yang diajar menggunakan strategi Annotating text dan yang tidak.

Kata Kunci: *Teknik Tableau, ringkasan alur cerita.*

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world.

In learning the four English language skills, reading is one of four major skills in language. Reading can be mostly used as a medium of communication and exchange information between a writer and the readers, for example when they received emails or letters from other people by using English. Next, Firman (2012) stated that reading is an important stage in the process of development of children because reading is the first gate to get to the learning process more complex.

Based on School Based Curriculum KTSP 2006 of senior high school especially for the eleventh grade students, there were several types of reading text that should be introduced to the Eleventh grade students of senior high school. There are narrative, expository, and report text. Klingner (2007, p. 89) said that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text as well as variable relates to the text it self.

According to Tarigan (1990, p. 9), the main purpose of reading are to look for, to get information from the content and to understand the meaning of reading. By reading, they can get a new ideas, broaden their interest, seek support for their ideas, and obtain needed the information.

The writer's purpose is using Annotating text strategy to improve the students' reading comprehension on report text especially in SMA Nurul Iman Palembang. According to Heniarti (2014, p. 11), applying Annotating Text Strategy during reading would lead to some advantages, namely: (a) annotating text strategy helped readers to concentrate, (b) annotating text strategy helped readers to pay attention and to understand important points, (c) annotating text strategy helped readers to lessen the load of working memory, (d) annotating text strategy could made the readers to understand and as the reminder of a text that they read.

Concept of Reading Skill

Pang et al (2003, p. 3) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Reading consists of two related processes: word recognition and comprehension. Recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Davies, F. B. (2000, p. 365) stated that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (the interest in text, understanding the text types).

Concept of Report Text

Report text usually contains factual information about a specific subject like social phenomena (riot, demonstration, and unemployment), nature (earthquakes, floods, storm, animals, and plants).

Concept of Annotating Text Strategy

Annotation Text Strategy is an interactive strategy which helps readers to comprehend the text. It can be used to improve comprehension and encourage active reading. O'Donnel (2004) stated that annotating strategy is a writing activity to learn strategy used while reading or rereading. It helps readers to reach a deeper level of engagement and to promote active reading.

In addition, O'Donnel (2004, p. 83) added that annotation strategy helps students distinguish between marks and marginal notes they might use for surface meaning and other marks for identifying deep meaning ideas. For example, students might create a coding system of circles, squares, and underlining to identify information related to be surface meaning (vocabulary, what, who, when, where, and why) of the test. According to O'Donnel (2004, p. 85), the benefits of Annotating Text Strategy are as follows:

1. It helps the students to know that reading is a process;
2. It helps the students to be active readers;
3. It helps the students to become better readers in the content of materials;
4. It improves their content understanding;
5. It helps the students how to identify the most essential information;
6. It helps the students to understand about structure, analyze ideas, derive meaning

and communicative understanding;

7. It helps the students to focus closely on the structure and the content of text; they became active and engage readers.

Procedures of Annotating Text Strategy

In this study, the writer applied annotating text strategy to teaching reading comprehension about report text. Moreover, the teaching procedures in implementing annotating text strategy were presented bellows (O'Donnel, 2004).

A. Pre-Reading

1. Students read the title of the text.
2. Students examined the way the text is set up.
3. Students made prediction about the text.

B. Whilst-Reading

1. Students marked in the text:
   a. Characters (who)
   b. Time (when)
   c. Place (where)
   d. New Vocabulary
   e. Important Information
2. In the margin of the text students wrote their opinion and summarize of the text their own words.

C. Post-Reading

1. Students re-read annotation and drew conclusion about the text.
2. Students re-read introduction and drew conclusion to figure out something new.

METHODOLOGY

In conducting the study, the writer chose quasi-experimental design. Creswell (2012, p. 309) explaining that quasi experimental is a design that included assignment for the group, but not randomly assigned to participants.

This study included two groups mainly experimental group and control group. The experimental group was taught by using Annotating Text Strategy. Meanwhile, the control group was taught by using lecturing method.

Wallen and Franklen (1991) said that population is the group which the researcher would like the result of the study to generalize. It includes all individuals with certain specified characteristics. In this study, the population was all the eleventh grade students of SMA Nurul Iman Palembang in the academic 2017/2018. There were 3 classes for the eleventh grade. The total population in this study was 101 students.

In this research the writer used purposive sampling. There were some criteria considered in selecting the sample. First, students must be taught by the same English teacher. Second, the levels of competence of the students were same.

Sample is a group of the target population that the researcher plans to observe on analyses (Creswell, 2012). For the reason above, the writer divided to be two groups, experimental for XI IPA 1 (29 students) and control group for XI IPA 2 (29 students). So, the total sample in this study was 58 students.

The writer gave tests to both experimental and control group students in collecting the data. Therefore, she used two tests; the pre-test which was given before conducting the treatment and the post-test which was given after the treatment.

The writer was used this test to prove whether or not there was any significant difference in reading comprehension on report text between the students who were taught by Using Annotating Text Strategy and those who were not. Further, for the tests above the writer was used SPSS (Statistic Package for Social Science). The writer would compare the posttest result of both experimental group and control group. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The writer was used this test to prove whether or not there was any significant difference in reading comprehension on report text between the students who were taught by Using Annotating Text Strategy and those who were not. Further, for the tests above the writer was used SPSS (Statistic Package for Social Science). The writer would compare the posttest result of both experimental group and control group. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

FINDING AND DISCUSSION

The result of the pre-test and post-test were given to the eleventh grade students of SMA Nurul Iman Palembang.

Normality Test

The normality of the pre-test and post-test results for both experimental and control group by using Shapiro Wilk, to see whether or not the data distributed normally. The results of pre-test in control group, it showed that the statistic value of Shapiro Wilk was 0,935 and the degree of freedom (df) was 29. The significance (2-tailed) was 0,073. The significance (2-tailed) was higher than alpha value 0,05. Therefore, it can be said that the data obtained was normal.

The results of pre-test in experimental group, it showed that the statistic value of Shapiro Wilk was 0,964 and the degree of freedom (df) was 29. The significance (2-tailed) was 0,400. The significance (2-tailed) was higher than alpha value 0,05. Therefore, it can be said that the data obtained was normal.

The results of post-test in control group, it showed that the statistic value of Shapiro Wilk was 0,956 with the degree of freedom (df) 29. The significance (2-tailed) was 0,260. The significance (2-tailed) was higher than alpha value 0,05. Therefore, it can be said that the data obtained was normal.

The results of post-test in experimental group, it showed that the statistic value of Shapiro Wilk was 0,953 and the degree of freedom (df) was 29. The significance (2-tailed) was 0,218. Tthe significance (2-tailed) was higher than alpha value 0,05. Therefore, it can be said that the data obtained was normal.

Homogeneity Test

The homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn, (2003, p.17), the data should be categorized homogen whenever it is higher than 0,05. In measuring homogeneity test, the writer used Levene Statistics in SPSS software application.

The results of pre-test in control and experimental group, that the levene statistic value was 3,054 with degree of freedom (df=1) was 1 and degree of freedom (df=2) was 56, the significance of 2-tailed was 0,086. The significance value was higher than alpha value 0,05. Therefore, it can be concluded that the data obtained had the same variance.

The results of post-test in control and experimental group, that the levene

statistic value was 0,664 with degree of freedom (df=1) was 1 and degree of freedom (df=2) was 56, the significance of 2-tailed was 0,419. The significance value was higher than alpha value 0,05. So, it can be concluded that the data obtained had the same variance.

Paired Sample T-Test

Paired sample t-test is used to compare two sets of scores obtained from the same group or when the same participants are measured more than once in a research design. To get the t-test result the writer used the SPSS program.

The results of paired sample t-test in control group, the mean difference between pre test and post test in the control group was (-31,034). The standard deviation was 10,034 and the standard error mean was 1,863. The value of t-obtained (16,656) at the significance value 0,05 (2-tailed) with degree of freedom (df) was 28, and the critical value of t-table was 2,048. Since 0,000 (sig. 2-tailed) was lower than alpha value 0,05 or t-obtained value (-16,656) was higher than t-table 2,048. It was inferred that the students who were taught through conventional method was significant to improve the students' reading comprehension.

The results of paired sample t-test in experimental group, the mean difference between pre test and post test in the experimental group was (-19,655). The standard deviation was 9,537 and the standard error mean was 1,771. The value of t-obtained (-11,099) at the significance value 0,05 (2-tailed) with degree of freedom (df) was 28, and the critical value of t-table was 2,048. Since 0,000 (sig. 2-tailed) was lower than alpha value 0,05 or t- obtained (-11,099) was higher than t-table 2,048. It could be conducted the use of Annotating Text Strategy in reading skill taught in the experimental group was significant to improve students' reading comprehension.

Independent Sample T-Test

The results of independent sample t-test in control and experimental group, the mean difference between post-test in the experimental and control group was 3.966. The standard error mean was 1,884. The value of t-obtained (2,105), the significance value 0,05 (2-tailed) with degree of freedom (df) was 56, and the critical value of t-table 2,003. Since 0,04 (sig. 2-tailed) was lower than alpha value 0,05 and t- obtained 2,105 was higher than t-table 2,003. It could be concluded that there was any significant

difference in reading comprehension between students who were taught using Annotating text strategy and those who were not.

Interpretation of the Study

Based on the findings of the study, there were some interpretations could be drawn. First, Annotating Text Strategy contributed a significant improvement or progress toward the students' reading comprehension of a report text. It might be caused that the use of Annotating Text Strategy could make students to be active readers. Second, students' level of reading comprehension after being taught using Annotating Text Strategy also increased, it could be seen from the results of paired sample t-test in experimental group showed that there was significant difference between pre-test and post-test results. Third, it was also revealed that there was a significant difference between experimental and control group dealing with their achievement after being given the treatment.

CONCLUSION

Based on the statistical analysis of independent sample t-test, the result showed that t- obtained (3,740) was

higher than t-table (1.672). It means that (Ho) was rejected and (Ha) was accepted. There was any significant difference in reading comprehension between students who were taught by using Annotating Text Strategy and who were not.

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