TEACHING NARRATIVE READING BY USING ANNOTATION STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

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Abstract: The objectives of the study are to find out whether or not there is significant improvement on students' reading comprehension score who are taught by using Annotation Strategy and those who are not to the tenth grade students of SMA Nurul Iman Palembang, and to find out whether or not there is a significant difference on students' reading comprehension score who are taught by using Annotation Strategy and those who are not to the tenth grade students of SMA Nurul Iman Palembang. This study used quasi-experimental design using nonequivalent pretest-posttest design. In collecting the data, test was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest of the experimental and control groups were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test sig (2-tailed**)** was 0.000 which was lower than 0.05 and the t-value (9.960) was higher than t-table with df=38 (2.0244). The p-output of independent sample t-test was 0.001 which was lower than 0.05 and the t-value (3.332) was higher than t-table with df=76 (1.9917). It means that teaching narrative reading comprehension by using Annotation Strategy had a significant effects on the students' reading comprehension achievement.

Keywords: *annotation strategy, teaching reading comprehension.*

Introduction

English is one of languages used for communication all over the world, in other words, English has become a global language. It is in line with what Crystal (2003, p.1) states that English is as a global language. Mappiasse and Johari (2014, p.113) claim that English language is one of the most spoken languages in the world today. This reality encourages many countries to put English as a subject that must be learned in educational world, one of those countries is Indonesia. Thus, in Indonesia, English is taught as a foreign language in every level of education, from elementary to university.

There are four language skills that must be acquired by the learners. They are speaking, writing, listening, and reading. In learning the four English language skills, reading is one of the ways to communicate in written form. In other words, reading activity is an activity to read a text, where there is an interaction between the reader and the text when people read that text.

In reading, there are some types of text that must be comprehended by the learners, they are narrative, descriptive, procedure, news item, recount, spoof, discussion, and expository text. Based on school based curriculum KTSP of senior high school especially for the tenth grade students, there are several types of reading text that must be introduced to tenth grade students of senior high school. They are narrative, descriptive, and news item.

After conducting a preliminary study to the tenth grade students of SMA Nurul Iman Palembang, the researcher found that the averages score of students comprehension in narrative reading text was lower than descriptive and news item. Because of that, the researcher assumed that students had difficulties in comprehending narrative reading text. Based on the informal interview with the teacher of English at SMA Nurul Iman Palembang on September 9th, 2015 some information acquired on students' learning problem that happened when the teacher of English teaches narrative reading text. First, the students had poor vocabulary because of that they were lazy to read the text. That is why, they could not understand the content of the text and find the information inside it easily, the second, the problem is about pronunciation, and it is hard for them to pronounce the word correctly. The researcher also did an informal interview with the tenth grade students by asking them some questions about their problems in reading narrative text. First, they could not be able to identify the generic structure of narrative text like orientation, tells about characters, setting, time, and place, and complication, problems solved by characters, reorientation, the solution to complication that shows ending to the story. Second, they were difficult to comprehend the text easily and felt

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confused to find the meaning of difficult words. It was because they were lazy to open the dictionary. Third, they could not find out the main idea and information contained in the text. Finally, the students were not able to answer some related questions to the reading content.

Based on those phenomena as previously mentioned, the researcher was interested to find out specific strategy which could be beneficial to help student who have problems in comprehending narrative text. Then, the researcher found one strategy named Annotation Strategy. According to O'donnel (2004, p.83), Annotation Strategy is strategy that can be used in teaching narrative text. The strategy focuses on introducing students on how to mark the text in terms of determining characters (who), time (when), place (where), and mark the important vocabulary and important information found in the text. Besides, he states that annotating a text can be a powerful strategy to comprehend difficult material and encourage active reading. Moreover, Zwica and Gomez (2008, p. 155) state that annotation is a structures way to mark up text so it is more manageable, students use annotation to highlight important information lighting like main ideas, supporting ideas, key content vocabulary word, definition, and transitions within the text. The statement above recommends English teacher to use annotation strategy for reading class especially in learning narrative text because this strategy asks students to mark the important information from the text and then record their ideas in order to comprehend the text easily. This strategy also encourages students to become active reader.

Concept of Reading Comprehension

Reading cannot be separated from comprehension. Westwood (2008, p.30) proposes that comprehension is reading a text with full understanding that draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identifications skills. The RAND Reading Study Group (2002, p.11) defines that reading comprehension as the process of simultaneously extracting

and constructing meaning through interaction and involvement with written language. It means that a reader have to try to interact with the text for making meaning from term or concept that exists beyond the text which is called as the extraction part of the process of constructing meaning. To construct meaning, the readers must monitor their understanding and apply strategic effort. National Reading Panel Report (2006, p.28) also defines that reading comprehension is the act of understanding and interpreting the information within a text. Thereby, comprehension is about the construction of meaning more than about passive remembering.

Concept of Teaching Reading Comprehension

In teaching reading comprehension, in order to make students be able to comprehend the text, the teachers must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. There is also a Hadist which mentions that:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلاَ تُعَسِّرُوا وَبَسِّرُواوَبَسِّرُواوَلاَتُنَفِّرُوا (اخرجه البخاري في كتاب العلم). َ

> Meaning : *"make everything easy and do not make it difficult, be cheerfull and do not run away from any problem"* (HR. Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi)

The hadits above explains that teaching and learning process must be applied in an easy and enjoyable situation in the classroom. Those situations will make the students not feel bored and depressed in the classroom. The students will be interested and enthusiastic in learning process. A good teacher should create a good classroom atmosphere and interesting teaching process. Therefore, a good teacher must have a suitable strategy in teaching.

Concept of Annotation Strategy

The Annotation Strategy is an instructional activity where strategies to note, and analyze text are directly modeled by the teacher. As the teacher models how to make notes while reading and to actively engage in analysis of text, cognitive processes while reading are made explicit (Antonacci and O'callaghan, 2015, p.96). According to Fisher and Frey (2013, p.49), annotating a text is the practice of making notes for oneself during reading that is an essential component of analytic or close reading.

O'donnel (2004, p.82) states that annotating a text can be a powerful strategy to comprehend difficult material and encourage active reading. Annotation Strategy is a strategy that marking the text is implemented to identify important information and to record the readers' idea in order to comprehend a difficult text. O'donnel (2004, p.83) explains 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 the surface meaning (vocabulary, who, what, when, where, and why) of the text. While for deep meaning, students might mark with a symbol such as an asterisk, and marginal notes would be shortened versions of the types of responses readers write after reading.

In addition, Zwica and Gomez (2008, p.156) state that annotation is a structured way to mark up text so it is more manageable. Students use annotation to highlight important information lighting like main ideas, supporting ideas, key content vocabulary word, definition, and transitions within the text. Furthermore, Lewis (2014, p.121) says that Annotation Strategy is a strategy for marking text with reader response to it, it is enormously successful with students, as well as easy and fun to teach.

Research Design

In this research, the researcher used quasi experimental design, it was done to know the effect of independent variable on dependent variable. One of the designs was Pretest-Posttest Nonequivalent-Groups Design. The figure of pretest and posttest nonequivalent group design suggested by Cohen, Manion, and Morrison (2007, p.283) could be seen in the following term.

$$O_1 \quad X \quad O_2$$
$$\text{--------------}$$
$$O_3 \qquad O_4$$

Where :

------   : Dash line (non random)

O_1 : Pre-test in experimental group

X   : Treatment in experimental group taught using Annotation Strategy

O_2 : Post-test in experimental group

O_3 : Pre-test in control group

O_4 : Post-test in control group

Population and Sample

Population is all of investigated subject. According to Dowdy, Wearden, and Chilko (2004, p.25), a population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects. The population of this study was the tenth grade students of SMA Nurul Iman Palembang.

In this study, the researcher took two classes as a sample to collect the data. In this study the researcher used non random sampling type of convenience sampling. Fraenkel, et. al. (2012, p. 99) state that a convenience sampling is a group of individuals who (conveniently) are available for study. In addition, Cohen, et.al (2007, p113) state that convenience sampling is opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process

until the required sample size has been obtained or those who happen to be available and accessible at the time.

Findings and Discussion

Test Validity

Validity is the way to measure or to know that the test we use are successful or not in the object. In order to ensure each items of reading test is valid, the researcher used three kinds of validity. They were:

- **Construct Validity**

  The researcher asked three lecturer as validators to validate the instruments were valid or not, they were Eka Sartika, M.Pd as validator I, Winny A Riznanda, M.Pd as validator II, and, Hj. Renny Kurnia Sari, M.Pd as validator III. The first validator was Eka Sartika, M.Pd. the result of instrument test and lesson plan form was B. It means that the intstrument test and lesson plan can be used with slight revision. The second validator was Winny A. Riznanda, M.Pd. the result of instrument test and lesson plan form was B. It means that the instrument test and lesson plan can be used with slight revision. The third validator was Hj. Renny Kurnia Sari , M.Pd. the result of lesson plan form was B. It means that the lesson plan can be used with slight revision. Meanwhile, the result of instruments test was B, because they asked to notice the spacing in written the instrument test and lesson plan. From the three validators, the researcher concluded that the test instrument and lesson plan were appropriate to be used for research treatments.

- **Validity of Each Question Items**

  To find out the validity of the test question items, the researcher analyzed the items of the tests by doing try - out in order to find out the validity of each question items. The try - out of the test was carried out on Thursday, 19nd of January 2016 at 10.10.- 11.30 a.m. The instrument of the test was tested to 30 students (X.MIA.1) of tenth grade students at SMA Muhamadiyah 1 Palembang.

The result of the test was analyzed by using SPSS Statistics Program Version 16.0 with the correct answer was labeled 1 and the wrong answer was labeled 0. According to Basrowi and Soenyono (2007, p.24), if the result of the test shows that r_{output} is higher than r_{tabel} (0,361), it means that the item is valid. In this case, there were 60 multiple choice items that were given to the students. It was found that there were 17 questions considered invalid and 43 question items considered valid.

- **Content Validity**

A content validity was very important, since it is an accurate measure of what it is supposed to measure. The researcher analyzed content validity to know if the contents of the test items given were appropriate, the researcher checked the test materials to the curriculum. In order to judge the test has or has not the content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Test Reliability

To measure the reliability test, Split Half method was used, the result shows that p-output of Gutman Split Half Coefficient was 0.757 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be concluded that reading test was reliable for this study.

Normality Test

Normality test used to measure the obtained data whether it was normal or not. The data obtained from students' pretest and posttest in experimental and control group. The function of normality test is for goodness of fit, testing to see if the observed data fit a normal distribution. In measuring normality test, One sample Kolmogorov Smirnov was used. Moreover, Flynn also states that a value less than 0.05 indicate that the data are not-normal. The result showed that the pretest in

control and experimental groups were 0.611 and 0.781. Then, in posttest in control and experimental groups were 1.112 and 0.922. It can be concluded that the data were considered normal since they are higher than 0.05.

Homogeneity Test

Homogeneity test used to measure the scores obtained whether it is homogeneous or not. The homogeneity test aims at determining whether the two sets of data samples have homogeneous variant or not. According to Tanbakhuci (2009, p.4), the purpose of homogeneity test is to test the null hypothesis that different populations have the same proportions of some characteristics. In measuring homogeneity test, Levene Statistics in SPSS was used. According to Flynn (2003, p.18), the data can be categorized homogeny whenever it is higher than 0.05. The result showed that the pretest scores was 0.360 and posttest scores 0.130 it can be conluded that the data was homogeneous since the score was higher than 0.05.

Hypothesis Testing

A significant improvement is found from testing students' pretest to posttest scores in experimental group using paired sample t-test, and a significant different is found from testing students' posttest to posttest score in control and experimental group using independent sample t-test. It was found that the p-output is 0.000 with df=38 (2.0244), and t-value= 9.960, It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using Annotation Strategy since p-output is lower than 0.05. In the other words, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. And it was found that the p-output was 0.001 with df=76 (1.9917) and the t-value was 3.734. Since the p-output was lower than 0.05 level and the t-value (3.223) was higher than t-table. It can be stated that there is a significant different from students' posttest to posttest scores in control and experimental group since p-output is lower

than 0.05. Therfore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

Conclusion

Based on the findings and interpretation in the previous chapter, it can be drawn some conclusion. First, based on the result of pretest to posttest, Annotation Strategy significantly improves students' reading comprehension achievement score of the tenth grade students at SMA Nurul Iman Palembang. Second there was significant difference on students' reading comprehension score who were taught by using Annotation Strategy and those who taught by using strategy that usually used by teacher of SMA Nurul Iman Palembang. Therefore, it can be inferred that teaching reading comprehension through Annotation Strategy can be considered as one alternative strategy to be used in teaching narrative reading text.

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