THE IMPLEMENTATION OF ANNOTATING TEXT STRATEGY IN TEACHING READING COMPREHENSION FOR THE TENTH GRADE STUDENTS OF SMK BROADCASTING BINA CREATIVE (BBC) MEDAN IN 2018/2019 ACADEMIC YEAR

SKRIPSI

Submitied to the Faculty of Tarbiyah and Teacher Training

State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for Bachelor of Education

Written by:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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ABSTRACT

SYARIFAHAJA HARTINI, THE IMPLEMENTATION OF ANNOTATING TEXT STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADE STUDENTS OF SMK BROADCASTING BINA CREATIVE (BBC) MEDAN IN 2018/2019 ACADEMIC YEAR

Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Keywords: *Classroom Action Research, Annotating Text Strategy, Reading Comprehension*

This research was intended to find out the empirical evidence of the students' comprehension in reading by using Annotating Text strategy at the tenth grade of SMK Broadcasting Bina Creative Medan. This research used Classroom Action Research Model was from Kemmis and Mc Taggart'. The population of this research was all students class X of SMK Broadcasting Bina Creative Medan. The samples of this research were taken from 30 students of class X – A. The instrument for collecting data was reading test. After conducting CAR, it can be concluded that annotating text strategy can improve the students' reading comprehension and the students can make summary with their own words. It can be proved from the following facts. Related to the students' achievement, there were 70% who passed The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimum (KKM)* 75 with the improvement of the students' mean score from pre test to the post test of the second cycle was 52,9%. In the pre test were only 3 students who passed the KKM or 10%. Meanwhile, in the post test of cycle one there were 7 students who passed the KKM or 23,3%. Next, in the result of post test in the cycle II, there gained 21 students or 70% students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* in which there mean score of reading derived 80. So, it achieved the criteria success.

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CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

Reading is more than an interaction between a reader and a text. Reading will be defined as practically synonymous with reading comprehension. It defines this as "a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended".[1]

In addition , reading can be thought of as a way to draw information from a text and to form an interpretation of that information. Reading comprehension is remarkable complex, involving many processing skills that are coordinated in very efficient combinations.[2]

Reading comprehension is a complex task that involves processing information at the word, sentence, and passage of book levels. It involves an active engagement of the reader before, during and after reading when the reader takes in the author's message, interprets the message, responds to the message, and retains the message for a variety of different purposes.[3]

The students have to understand English components such as vocabulary, grammar, reading, spelling and pronunciation. In current curriculum, the English literacy level of senior high school is the ability to use English for communication

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[1] Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills,* (Boston: Addison-Wesley, 1990), p. 2

[2] William Grabe and Fredricka L. Stoller, (2002), *Teaching and Researching Reading*, London: Pearson Education, p: 4

[3] Jeanne Shay Schumm, (2006), *Reading Assessment and Instruction for All Learners,* New York: The Guideford Press, p: 263

In daily life. More or less they have to know the objective teaching English is the ability to understand reading comprehension. But in reality, there are so many students are not able to understand a reading text.

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. They more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level.

It is very clear that the students of Senior High School level are strongly expected to know the strategy for reading skill to comprehend the reading text as well. Based on researchers' experience during the Field Practice Experience, the writer found some problems faced by the students in comprehend a reading text. The first is students were not able to answer the question and found out moral message from narrative text because students did not understand yet the meaning of narrative text. It was caused by the limitation of students' vocabulary and students also had difficulty analyzing the language features mostly used in narrative text, such as: simple past, relative pronoun and adverb, can't make inferences and draw conclusions about the text, as well as, make interpretations on a deeper level, and formulate thoughts and question they have while reading.

For the reason, the writer is interested in doing research based on the existing problem with applied the Annotating text strategy. Annotating is a

writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.[4]

Annotating, both a reading and a study skills activity, is done by making brief notes in the margin of a text. When your English instructor assigns material for you to read – whether they are articles, essays, or short stories – keeping a pencil in your hand and annotating the ideas as you read has two advantages: (1) the notes force you to pay attention to what the writer is saying, thereby improving your concentration, and (2) they help you follow the direction of the writer's thoughts.

This research investigate the implementation when the strategies applied and after the strategies applied to the students. The writer conducting the research at Tenth grade, on the title **"The Implementation of Annotating Text Strategy in Teaching Reading Comprehension at Tenth Grade Students of SMK BROADCASTING BINA CREATIVE (BBC) Medan "**.

B. Statements of The Problem

The problem of the study are identified as follows:

1. The students have some weakness in comprehending a text, such as not able to identifying the main idea of a paragraph, the pattern of the text and details based on the result of the test; not able to find the factual

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[4] Carol Porter-O'Donnell in *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. English Journal Vol. 93 No*. 5. 2004.

information; have limited vocabulary; and difficult to interpretation the message of the text.

2. Most of students have low reading ability especially in reading a narrative text which is designed to gave entertain such as text books, manuals, and trade books.

3. Some problems in narrative text being difficult to understand because the students were not able to answer the question and found out moral message from narrative text because students did not understand yet the meaning of narrative text. It was caused by the limitation of students' vocabulary and students also had difficulty analyzing the language features mostly used in narrative text.

C. Research Questions

The problem of this study can be formulated as follows:

1. How is the students' reading comprehension before the implementation of annotating text strategy in teaching reading comprehension?

2. How is the implementation of Annotating text strategy in teaching reading comprehension at tenth grade students of SMK Broadcasting Bina Creative (BBC) Medan?

3. How is the students' reading comprehension after the implementation of annotating text strategy in teaching reading comprehension?

D. Purposes of The Study

This research has some specific objectives. They are:

1. To describe the students' reading comprehension before the implementation of annotating text strategy in teaching reading comprehension?

2. To describe the implementation of Annotating text strategy in teaching reading comprehension at tenth grade students of SMK Broadcasting Bina Creative (BBC) Medan?

3. To describe the students' reading comprehension after the implementation of annotating text strategy in teaching reading comprehension?

E. Significance of The Study

The significance of the study are as follows:

1. To give information to the teachers and institutions about how effectively is the annotating text strategy applying in the teaching reading comprehension.

2. To other research can use it as a related study in finding further information at the same problem.

F. Limitations of The Problem

The researcher limits the study about "The Implementation of Annotating Text Strategy in Teaching Reading Comprehension at Tenth Grade of SMK Broadcasting Bina Creative (BBC) Medan". There are many kinds of the text such as: narrative text, recount text, descriptive text, report text, explanation text, analytical exposition, hortatory exposition, procedure text, discussion text, review text, anecdote, spoof, and news item.

The researcher will be focus on the applying learning of narrative text especially in reading. A narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem[5]

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[5] Mark Anderson & Kathy Anderson, (2003), *Text Types in English 3, Series B*. Melbourne: Macmillan Education Australia, p. 7

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts or term applies concerning to the research. These following terms are clarified to avoid confusion of research. The following terms are used in this study.

1. Reading Comprehension

a. The Definition of Reading

From time to time people have wondered why reading is important. There seems so many other things to do with one's time. Reading is important for a variety of reasons. One of the reason, we get many information from reading, start from the smallest thing like the instruction of making a bowl of noodle until the biggest one like political news occurring in newspapers. Human can't separate from reading activities in the daily activities. Nowadays, there are so many web applications that allow us to access information from many sources over the world and reading is the bridge that connect us to reach all the knowledge. In other words, we can say that reading bring the world to our hand.

The first word revealed to our Prophet Muhammad (Peace Be upon Him) from Allah SWT was "Iqra" which means to Read! To seek knowledge, educate yourselves or be educated. This verse was the leading of the Divine Light sparkled into the sacred heart of the Prophet (PBUH). The incident was another door unlocked to humanity and a new chapter established in the historical backdrops of

the human kind and later; mankind was offered one of the paramount blessings of Allah SWT. Allah SWT stated in Holy Qur'an Surah Al-Alaq verse 1 – 5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)الَّذِي عَلَّمَ بِالْقَلَمِ (٤)عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ (٥)

1. *Recite in the name of your Lord who created*

2. *Created man from a clinging substance*

3. *Recite, and your Lord is the most Generous*

4. *Who taught by the pen*

5. *Taught man that which he knew not.[6]*

The account of the first Revelation that Rasulullah received in Ghar (Cave) e Hira was narrated as follows:

> *"The angle came to him and asked him to read. The Prophet replied "I do not know how to read'. The Prophet added, 'The angel caught me (forcibly) and pressed me so hard that I could not bear it any more. He then released me and again asked me to read and I replied, "I do not know how to read". Thereupon he caught me again and pressed me a second time till I could not bear it any more. He then released me and again asked me to read, but again I replied, "I do not know how to read" (or what shall I read?). Thereupon he caught me for the third time and pressed me, and then released me and said: "Read, in the name of Your Lord, who created, created man from a clot. Read! And Your Lord is the most bountiful"...(Bukhari)*

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[6] Al-Qur'an Al Kareem Surah Al-Alaq Verses 1-5, (2002) The Qur'an and The Translation, Department Agama, Surabaya: Mekar.

Education has been greatly emphasized in Islam. In the glorious Qur'an which was revealed to Prophet Muhammad (PBUH) indicates the importance of reading in Islam; the verse started with the word "IQRA' ", it is a command that means Read in Arabic, and that implies the concept of learning, exploring, and seeking enlightenment. This demonstrates that reading (knowledge) is the way to approach the creator of all that exist.

Almighty chose to direct IQRA as the first word of the Quran, He not only meant the Prophet (PBUH) to recite, but also implied him to comprehend the vastness of his word. The excellence of this gesture by Allah is something to ponder. This first verse did not mandate us for praying of fasting or paying Zakat, which are among the mainstays of Islam yet the foremost edict was to read. The main obligation in Islam revealed was to "Read", subsequently to acquire Knowledge.

Many experts have given their definition about what reading really means. "Reading is an exercise dominated by eyes and brain".[7] The eyes receive massage and brain has to work out the significance of these massage, it requires the students to read for meaning. They not only read text, but also understand the meaning of written text being read.

Reading is an *active process* that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[8] To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

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[7] Ibid., p, 90
[8] Deborah B. Daiek and Nancy M. Anter, loc. cit.

Reading is more than an interaction between a reader and a text. Reading, will be defined as practically synonymous with reading comprehension. Johnston defines this as "a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended".[9]

Reading is an interactive process in which the reader engages an exchange of ideas with an author via text.[10] In other words, readers' understanding of a text is a kind of a change ideas with the author. It is the process expression and reception of meaning as the primary goal of both parties. Reading is the combination of word recognition, intellect and emotion with prior knowledge to understand the message communicated.[11]

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.[12] They are argues that reading is always purposeful not only in the sense that readers read in different ways based on differing purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.[13] Reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences).[14]

Nature reading separated into two, namely the process of reading and the product of reading. They explained that during the reading process, not only

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[9] Beatrice S. Mikulecky, loc. cit.

[10] Burnes, D and Page, G., (1985) *Insight and Strategies for Teaching Reading,* New York: Harcourt Brace Jovanich Group. Pty Limited, p.26

[11] Sukinah Kustaryo. (1988), *Reading Teaching Techniques for College Students.* Jakarta: Depdikbud, p. 27

[12] William Grabe and Fredricka L. Stoller, op. cit. p, 9

[13] Ibid., p, 19

[14] David Nunan, (1989), *Designing Tasks for the Communicative Classroom,* Cambridge: Cambridge University Press, p, 33

looking out at print, deciphering in some sense the marks in the page 'deciding' what they mean and how to relate to each other.[15]

b. The Definitions of Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Readers' ability to understand the authors' massage is influenced by their background knowledge.

Comprehension is the label for a myriad of skills that involved getting meaning from the printed page. The teaching of comprehension should be approached in the same manner as a teaching of decoding.

A comprehension program should have the following components:

1. A systematic introduction of vocabulary and information appearing in passage-reading exercise. A program should teach the meaning of words critical to the understanding of a passage prior to the students encountering the word in a passage. Similarly, information the students will need to comprehend a passage and make inferences should be presented prior to the students' reading the passage. If the students were to be given stories about the life of Jackie Robinson, information about baseball should be presented before students read the stories about Jackie Robinson.

2. Sequence for introducing specific comprehension skills should be carefully designed. Skills should be taught systematically. Structured presentations of strategies, careful example selection, and cumulative practice and review should be provided.

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[15] J. Charles Alderson, (2000), *Assessing Reading,* Cambridge: Cambridge University Press, p, 17

3. Passage reading should be the vehicle for integrating the various specific skills into a meaningful whole. When conducting passage reading, the teacher integrates specific. Comprehension skills, asking students to explain why characters act the way they do, to anticipate what character is thinking critically, etc. the teacher guides the students to see the overall meaning of the story. [16]

In one of the first critical analyses of reading comprehension, Davis (1972) suggested that comprehension skills are hierarchical; that is, skill are built on each other, progressing from simple to complex.[17] Reading can be thought of as a way to draw information from a text and to form an interpretation of that information. Reading comprehension is remarkable complex, involving many processing skills that are coordinated in very efficient combinations.[18]

c. **The Definitions of Reading Comprehension**

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Reading comprehension is an ability of a reader to comprehend the text that they are reading. To comprehend the text, the reader needs to comprehend the text that they are reading. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. There are some people would have a broader background knowledge while some others do not. It makes people have to glide over the text.

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[16] Douglas Carnine, (1990), *Direct Instruction Reading Second Edition,* Columbus, Ohio: Merrill Publishing Company, p: 275

[17] Beatrice S. Mikulecky, op. cit. p, 40

[18] William Grabe and Fredricka L. Stoller, loc. cit.

The skills that necessary for a reader to read well are learned gradually as the reader progresses though the reader stages. Among the multitude of the reading skill that are necessary, the most important one is comprehension skill. Reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to it.[19] The diverse perspective that we bring to task the result in different interpretations of a text.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.[20] Reading comprehension is a complex task that involves processing information at the word, sentence, and passage or book levels. It involves an actives an active engagement of the reader before, during and after reading when the reader takes in the author's message, interprets the message, responds to the message, and retains the message for a variety of the different purposes.[21]

According to Kristen Lerns, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purposes for reading and the text that is involved.[22] It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished though use of strategies, both cognitive and meta-cognitive.

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[19] Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. Snowling, (2014), *Developing Reading Comprehension*. Dean Chesher: Wiley Balcwell, p. 2
[20] Ibid, p, 29
[21] Jeanne Shay Schumn, loc. cit.
[22] Kristen Learns, Leah D. Miller, and Tenena M. Soro, (2010), *Teaching Reading to English Language Learners*. New York: The Guildford Press, p. 170

Reading comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas. Reading comprehension is an important skill needed for all areas of school.

Reading comprehension is dependent of three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that's a good readers should make connections between background knowledge and the new information in the text.[23]

Reading comprehension requires an action on the part of the reader. That action involves the use of background knowledge that the reader has on the topic of the text as well as itself in order to create the meaning.[24]

Those are some statements that assume reading comprehension. In other words, reading comprehension is a complex activity that include many purposes such as reading to get the specific information and general ideas of the text. Moreover, the reader has to read a lot and train his ability to get the ideas of the text.

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[23] Wayne Otto, (1979), *How to Teach Reading*, Philippines: Addison – Wesley Publishing Company, p. 241

[24] Danny Brassel and Timothy Rasinski, (2008), *Comprehension That Work: Taking Students Beyond Ordinary Understanding to Deep Comprehension,* Huntington Beach : Shell Education, p. 18

Based on the definition, it can be concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects proceed both interactively and simultaneously.

d. Levels of Reading Comprehension

When it comes to education and retention, reading comprehension has different levels. Burns et al, divine the levels of reading comprehension as follows:

1. Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basic of literal comprehension, and through understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2. Interpretive Comprehension

At this level, readers go beyond what is said and read for deeper meaning. They must be able to read critically and analyzed carefully what they have read. The reader need to be able to see relationship among ideas, for instance how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive of referential comprehension includes

thinking processes such as drawing conclusion, making generalizations and predicting outcomes.

3. Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.[25]

e. **Reading Comprehension Process**

There are two fundamental components of reading comprehension process:

1. Developing a text base

Developing a text base means the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it means. The students must the meaning of the words, phrases, sentences, and paragraphs and link these ideas coherently. In this process, readers work with the information and ideas presented by the text. When students are

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[25] Burns, et al. (1984), *Teaching Reading in Today's Elementary School*, Boston: Houghton Mifflin Company, p, 177.

reading well, developing text base is likely to be automatic, they may not even be aware they are doing it. It is clear that developing a text base is a network of the ideas that connects the meaning drawn from phrases, clauses, and sentences into the larger ideas.

2. Building a mental model

    Mental model is a representation from the ideas in text base that is developed by the existing knowledge of the readers. In building a mental process, the reader try to make meaning from the text. In this process, the readers build a word or create an image in their minds based of the situation that is described in the text. They try to relate it into their prior knowledge, experiences, and purposes they already have.[26]

The movement between developing a text base and building a mental model is simultaneously done by the readers when they process the text, transfer and adjust their understanding in the act of reading. There is a dynamic interplay in the readers mind between the text base and the mental model. When reading the text, the readers check their mental model against their text base to make sure that the mental model accurately reflects what the text says and it is also match with readers' knowledge base. Shortly, the thinking processes of developing a textbase and building a mental model interact and depend on each other.

f. The Strategies of Reading Comprehension

Reading comprehension, teacher can apply some strategies of reading comprehension, they are:

1. Identify the purpose of reading

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[26] Sally Hampton & Lauren B. Resnick, (2008), *Reading and Writing with Understanding*. Washington: Jupiterimages Corporation, p, 22

How many times have students been told to read something yet they do not know why they are being skied to read it? The students are not only a mediocre job of retaining what they "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something. Students know what they looking for and can weed out potential distracting information. Wherever they are teaching a reading technique, make sure students know the purpose in reading something.

2. Use graphemic rules and pattern to aid in bottom up-decoding

At the beginning levels of learning English, one of the difficulties students; encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquaint with oral language and have some difficulty learning English in spelling conventions. They may need hints and explanation about certain English ortographic rules and peculiarities. While the students can often assume that one-to-one grapheme phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3. Skim the text for main ideas

Perhaps the two most valuable reading strategies for the students (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's, eyes across the whole text (such as essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, and message for possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading. Teacher can train the

students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

4. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or date, to find a definition of a key concert, or to list a certain number of supporting detail. The purpose of scanning is to extract specific information without reading through the whole text.

5. Use semantic mapping or clustering

Reading can easily be overwhelmed by a long string of ideas or events. The strategy mapping or grouping ideas into meaningful clusters help the reader to provide some other to the chaos. Making such semantic maps can be done individually, but they make for a productive group technique as students collectively induce order and hierarchy to a passage.[27]

g. **Students' Difficulties in Reading Comprehension**

Students can experience reading comprehension problem because of some difficulties. They are:

1. Appropriate Use of Background Knowledge

The appropriate use of background knowledge is a crucial element in extracting meaning from text. Structured pre-reading activities serve to make the text accessible to students and enable them to remember what

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[27] H. Douglas Brown (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs,* New Jersey: Prentice Hall Regents, p, 306

they have learned. Indeed, the activation of background knowledge can mean the difference between being able to understand and apply new concepts and confusion and lack of comprehension. When students are not familiar with the topic of a text, they are likely to find the concepts presented in it difficult and confusing.

2. Vocabulary

In reading it is important for everyone to have vocabularies. A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties. Knowledge of two meaning is important contribution to reading ability because "knowing word meaning enables the reader to assemble and integrate proposition" from text and make sense of what is read.

3. Fluency

Fluency related to reading is most often conceptualized in terms of speed and accuracy. Students with learning disabilities often struggle to read fluently. Slow reading is debating because it prevents students thinking about the text while reading. Fluency is a critical but neglected factor in many reading programs. Accurate decoding is not enough; readers need to remember words and read quickly if they are to understand the connections between ideas in print.

4. Strategy

Strategy instruction is concerned with students' awareness of their own thinking and their ability to regulated strategy use while working to comprehend printed material. It is important for students to monitor their

own comprehension and take steps to regaining clarity of understanding when meaning breaks down or becomes confusing. Comprehend strategies can explicitly teach the students how to draw inferences from text, summarize information, predict what will happen next in a narrative, formulate and answer question about text, and visualize what they read in order to improve comprehension.[28]

2. Reading Narrative Text

a. The Definition of Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by the factors. The key to comprehending a narrative is a sense of a plot, of theme, of characters, and of events, and of how they relate.[29] A narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.[30]

b. Generic Structure of Narrative Text

A narrative is a story containing the setting, the characters, problems, and solutions. The middle of a narrative is organized around a plot. The plot

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[28] Bernice Y. L. Wong, (2004), *Learning About Learning Disabilities. 3rd ed,* California: Elsevier Academic Press, p, 253

[29] Rebecca, J. Lukens, (2003), *A Critical Handbook of Children's Literature.* Massachuset: Pearson Education, Inc, p. 55

[30] Mark Anderson & Kathy Anderson, (2003), *Text Types in English 3, Series B.* Melbourne: Macmillan Education Australia, p. 7

includes a series of episodes that are written by the author to hold our attention and to build excitements as the story progresses.[31] The plot contains:

1. Introducing the characters of the story, the time and place the story happened. (Who/what, when, and where). (Orientation)

2. An initiating event, the event that starts the main character off on a series of series of events to solve the problem. (Complication)

3. A series of events in which the main character attempts to solve the problem is solved (Resolution).

There are some kinds of narrative text. There are many different types of narrative, those are: humor, crime, legend, myth, fable, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure.[32]

There are five phrases in the generic structures of narrative. The stages of narrative are as follows:

1. Orientation: introduces the characters and tells the reader something about them; tells the reader when, where, who, what, and why; gives a hint about the problem which the character encounter.

2. Complication: which is where the reader discovers the problem ad something happens that the characters do not expect.

3. Evaluation: which is usually attached to the complication or woven into it; is where the story teller comments in the event and in his way gives significance to them; makes the reader are about what happens to

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[31] Sudarwati & Eudia Grace, (2006), *Look Ahead An English Course for Senior High School Students Year IX* Jakarta: Erlangga, p. 74

[32] Mark Anderson & Kathy Anderson, (1997), *Text Types in English I,* Melbourne: Macmillan Education Australia, p. 18

the characters; shows the action down and creates suspense which makes the reader want to find out what happen next (optional).

4. Resolution: which is where the problem is solved. Can be "happy ending" or "bad ending".

5. Coda: which rounds off the story with short comments on what happened or with a comment about the future lives of characters many fairy tales have a coda such as and they lived happily ever after (optional).[33]

c. Language Feature of Narrative Text

There are some characteristics / language feature of narrative. There are as follows:

1. Past tense (killed, drunk, walked, etc)

2. Adverb of time (once upon a time, one day, etc)

3. Time conjunction (when, then, suddenly, etc)

4. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, The Deer, etc)

5. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

6. Direct speech. It is to make the story lively. (Snow White said, "My name is Sow White). The direct speech uses present tense.

Based on the description above, the purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, a writer uses

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[33] Susan Fees & Helen Joyce, (1998),*Writing Skills: Narrative and Non-Fiction Text Types, Phoenix Senior English Guides Series,* Sydney: Natural Center for English Language Teaching & Redearch, p. 24

insight, creativity, drama, suspense, humor, of fantasy to create a central theme or impression. The details all work together to develop an identifiable study line that is easy to follow and paraphrase.

3. Annotating Text Strategy

Annotating text is generative in nature and has metacognitive, cognitive and affective components. Annotating text strategy is a learning strategy that is done by the students.[34] Annotating is a writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.[35]

Annotating text is also direct comprehension monitoring. Marking where comprehension breaks down helps the reader remember where to return to reread and further process the text. Taking notes helps to maintain attention, externally records the reader's understanding, and potentially provides a summary of the main points from the text.[36] Then, annotating means writing notes your text as you read. Readers are usually annotated by writing in the margins (outside edges) of a text. They might also underline or highlight the important passages. When you annotate, you are actively working with the text, helping your comprehension and retention. In other words, annotating will help you understand the text.

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[34] Rona F. Flippo & David C. Caverly (2009), *Handbook of College Reading and Study Strategy Research* New York: Routledge, p.133

[35] Carol Porter-O'Donnell in *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. English Journal Vol. 93 No. 5.* 2004

[36] Danielle S. McNamara, (2007), *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, New York: Taylor and Francis Group, p.472

Because you are interacting with it. It will also help you remember the ideas from the text when you discuss it in class or write a paper about it.[37]

Annotating is summing up information in a text or article by writing brief key points in the margins. Annotating text is defined as adding comments or notes and underlining about difficult words, phrases, or ideas in order to provide their definition or meaning in a particular context. It is an active reading strategy that improves comprehension and the beginning of the learning and remembering processes. Annotating is a writing to learn strategy used while reading or rereading. Annotating while reading a particular text is helpful to make notes on the information and ideas that help answer the questions that have been asked. It is also helpful to make notes when reading for general information, or when reading a textbook for a particular content area. An easy way to help students engage actively with informational texts that they want to read in some depth is to teach them a simple annotation system.[38]

Annotating refers to marking your text by making content notes, by using symbols such as question marks and exclamation points, and by recording personal reactions. Annotating is not, however, more underlining or highlighting. These letter two methods often serve little purpose in helping you comprehend a text. Most likely, when you return to passages you've marked with these simple procedures, you will have forgotten why you felt they were important in the first place. If you do underline or highlight, you should be sure to link your marking with a note in a margin. Simply drawing attention to someone else's words does

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[37] Simpson and Nist in *Textbook Annotation: An Effective and Efficient Study Strategy for College Students,* Vol. 34, No. 2 Oct., 1990, pp. 124

[38] Cammile Blachowicz and Donna Ogle, (2008), *Reading Comprehension: Strategies for Independent Learners,* New York: The Guilford Press, p. 121

little in the way of expanding your own thoughts of a topic. Learning is best accomplished by restating ideas in your own words.

Annotating, both a reading and a study skills activity, is done by making brief notes in the margin of a text. When your English instructor assigns material for you to read – whether they are articles, essays, or short stories – keeping a pencil in your hand and annotating the ideas as you read has two advantages: (1) the notes force you to pay attention to what the writer is saying, thereby improving your concentration, and (2) they help you follow the direction of the writer's thoughts.

Annotating is not the same as highlighting or underlining words with a magic pen. Many students rely on these neon yellow or pink pens as a study aid when they read textbooks; however, most reading instructors discourage this practice because such marks actually delay learning. Marking your text only tells you that the material is important to learn – some day! Further, highlighting is a passive activity, meaning that you are not actively involved with the text. Careful annotating, in contrast, allows you both to read actively and to pull out the essential ideas at the same time.[39]

Finally, when you annotate, you use your own words as much as possible, the first step when you write summaries, which is demonstrated later in this introduction.

You can devise any system for annotating that appeals to you. Play around with symbols and other marks until you come up with a system that works for

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[39] Milan, Spears Deanne, (2000), *Improving Reading Skills Fourth Edition,* New York: McGraw-Hill Companies, Inc, p. 11

you. The marks in the accompany box, then, are only offered as suggestions. Again, remember to use a pencil, not a magic marker pen.

Finally, be sure to keep your notations neat and brief. You don't want to clutter up the margins with too many notes or with words you can't read in a few weeks. Annotate only the main idea and important supporting details, not unimportant or reinforcing details.

Table 1

Suggestions for Annotating	
Main idea or thesis of the selection	Underline, restate in your own words, and write MI in the margin.
Key supporting details	Restate in your own words and write SD in the margin.
Words, phrases, or sentences you don't understand	Write "?" in the margin. The question mark will help you quickly identify ideas you want to ask your instructor to explain in the class.
Interesting ideas, perhaps an idea for a future paper	Mark with a star or some other symbol you devise.
Vocabulary words to look up before you read the selection again	Underline and mark with "V" or "voc".

Table 2

Produce sentences	Children attach meanings to sounds long before they shed their diapers. They <u>launch</u> into grammatical analysis before they can tie their shoes. And by the age of 3, most produce sentences as readily

by 3	as laughter or tears.
Kids' brains are designed to acquire language at a certain times intelligence doesn't matter *Language ability is part of our biological makeup*	Scholars have bickered for centuries over how kids accomplish this feat [learn to talk], but most now agree that <u>their brains are wired for the task.</u> Like finches or sparrows, which learn to sign as hatchlings or not at all, <u>we're designed to acquired certain kinds of knowledge at particular stages of development.</u> Children surrounded by words almost always became fluent by 3, whatever their general intelligence. And people deprived of language rarely master it as adults, no matter how smart they are or how intensively they're trained. As MIT linguist Steven Pinker observes in his acclaimed 1994 book *The Language Instinct*, "Language is not a cultural <u>artifact</u> that we learn the way we learn to tell time or how the federal government works. It is a <u>distinct piece of (our) biological makeup</u>." Whether they emerge speaking Spanish, Czech, or Hindi, kids all acquire language on the same general schedule. And s a growing body of research make clear, they all travel the same remarkable path.[40]

Based on the definition above, annotating text is to identify important information and record the reader's ideas. Then, annotations make it easy to find important information quickly when the students look back and review a text.

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[40] Ibid, p. 12

Annotating text includes the following components:

    a. Writing brief summaries in the text margins in the students own word

    b. Numbering multiple ideas (e.g. cause and effect relations, characteristic)

    c. Noting examples in the margins

    d. Putting information on graphs and charts if appropriate

    e. Marking possible test question

    f. Noting confusing ideas with a question mark in the margins

    g. Selectively underlining key word or phrases.

Here are some steps of annotating text:

    a. Mark key points of the text (thesis)

    b. Mark key terms and unfamiliar words

    c. Underline important ideas and memorable images

    d. Write questions or comments in the margins

    e. Write personal experiences that relate to text

    f. Mark confusing sections that may require re-reading the text

    g. Underline the sources that were used (if any). [41]

What has this annotating accomplished? It has allowed the reader/ annotator to consider and think about what she has read, integrate her ideas with the ideas of the author, challenge those she may disagree with, raise issues for

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[41] Rona F. Flippo & David C. Caverly, loc. cit.

further study, find the seeds of ideas that may become the focus of an essay in response to the writing, review what she has read with more facility, and quickly and efficiently return to those parts of the essay she found the most salient.

The aforementioned strategies will assist you in responding intelligently in the classroom, remembering the main points of what you have read, and internalizing the critical reading skill so that it becomes automatic. However, such activities are not as challenging as the ultimate goal of most of your reading assignments, which will be to respond in formal writing to the works you've read. For this, you will need to enhance your study a bit further so that they will prepare you to write.

Text annotation can have several advantages for the students. Such as:

a. Improve concentration, so you will not become distracted and have reread the text

b. Provide an immediate self-check for your understanding of the text's key ideas

c. Help you remember more

d. Assist you in getting ready for test on the material

e. Negate the need of time spent in rereading the chapters

f. Help you state in your own words.

Based on explanation above, it can be concluded that procedure to annotating text strategy are: marking key points of the text, mark key terms and unfamiliar words, underline important ideas and memorable images, writes question or comments in the margins, write personal experiences that relate to text, make summarize from that text.

B. Related Study

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.[42] Besides, we have to analyze what the point that is focused on, purpose of the study, subject of the study, the instrument, the data analized, and the research finding, that of:

a. A research from Rismaya Marbun

According to Rismaya Marbun (2014) in her research entitled "REAP (read, encode, annotate and ponder) strategy in teaching students' reading comprehension". This study aimed to know whether or not the use of REAP strategy is effective in teaching students reading comprehension on descriptive text. The researcher conducted this research in English Education Study Program, Teacher Training and Education Faculty,Tanjungpura University, Pontianak in academic year 2014/2015. This research was conducted as a pre-experimental research with the one group pre-test post-test. The sample of this research was 35 students. The data were collected through pre-test and post-test by using multiple choices test consisting of twenty items. The finding shows that there are significant difference of the students' achievement that can be proved by *t*-test is higher than *t*-table.

b. A research from Novilismanita

According to Novilismanita in her research entitled " The effect of using reap (read, encode, annotate, ponder) strategy on reading comprehension of narrative text of the first year students of sman 1 tebing tinggi timur meranti". This research took place at SMAN 1 Tebing Tinggi Timur Meranti from April to june 2017. The sample was 40 students from X.2 Social that took by using cluster sampling technique. The test containing 40 items was used to collect the data. The technique of data

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[42] Syafi'i. (2007) *From Paragraph to a Research Report: a Writing of English for Academic Purposes*, Pekanbaru: LBS, p.122

analysis was paired sample t-test. The research findings found that there was a significant difference of students' reading comprehension on narrative text after being taught through Read Encode Annotate Ponder strategy. Based on the data analysis, it was found that t-test (7.051) was bigger than t-table (2.023). This suggested that REAP strategy was effective in teaching reading narrative text.

C. Conceptual Framework

Reading is active cognitive process of consulting meaning written symbolic done by the reader and in reading comprehension, the reader does not only try to understand what the author wants to give, but also the reader should compare what he reads and what he has known, called by prior knowledge.

Knowing how to read critically and effectively will improve your learning skills and prepare you for the world of work. Many students are afraid to speak up in class because they feel as though they are the "only ones" not understanding a concept. Many students share the same concerns and frustrations as you do. Learning is a process of asking questions. The only "foolish" question is the one not asked.

The success of learning English, especially reading is influenced by several factors. There are four dominant factors involved in it, namely: Teacher, teaching material, strategy of teaching and the students. Eventhough both teacher and students are different role, but they are mutually complemented one another. In teaching reading, a strategy is very important. Strategy is an action that the teacher takes to attain one or more of the teaching learning's goals.[43]

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[43] Jeremy Harmer, op. cit. p, 107

The strategy can also be defined as a general direction set for the teaching process and its various components to achieve a desired state in the future. The teacher should use many strategies in teaching reading such as applying various teaching methods, media and games in order to stimulate their interests. The fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques.[44]

In this case, the researcher applies Annotating strategy to the students. Annotating strategy is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text. Sometimes called "close reading", annotating usually involves highlighting or underlining key pieces of the text and making notes in the margins of the text.

By annotating a text, you will ensure that you understand what is happening in a text after you've read it. As you annotate, you should note the author's main points, shifts in the message or perspective of the text, key areas of focus, and your own thoughts as you read. However, annotating isn't just for people who feel challenged when reading academic texts. Even if you regularly understand and remember what you read, annotating will help you summarize a text, highlight important pieces of information, and ultimately prepare yourself for discussion and writing prompts that your instructor may give you. Annotating means you are doing the hard work while you read, allowing you to reference your previous work and have a clear jumping-off point for future work.

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[44] H. Douglas Brown (2004), *Language assessment: Principles and Classroom Practices,* White Plains, New York: Pearson Education, p, 103

Based on statement above, the selection of strategy annotating in reading comprehension to see how effective this strategy applied to the students in reading comprehension. Researcher analyze the changing in the improvement or decrease in the students' reading comprehension before and after the implementation of this strategy in a classroom.

D. The Research Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study.

The hypothesis of this research is if the Annotating Text Strategy is applied well, it will improve the students' reading comprehension at the tenth grade of SMK Broadcasting Bina Creative (BBC) Medan in academic year 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This study was conducted at the ten Grade Students of SMK Broadcasting Bina Creative Medan Jl. Bilal Ujung No. 3 Medan.

B. Data and Data Source

The data of this research consist of quantitative and qualitative data and data source of this research is 36 students, consist of 20 females and 16 males.

While the data sources were from teacher and students when teaching learning process activity. The first is the students are as learner: in this case students are the important object as a source of the data. The second is teacher is a collaborator: the collaborator assisted the researcher in conducting the action research.

C. Research Design

The research design conduct is Classroom Action Research (CAR). According to Little and Hewitt stated that action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The aim of an action research is to bring about development in his or her practice by analyzing existing practice and identifying elements for change.[45] The process is founded on the gathering of evidence on which to make informed rather than intuitive judgments and decision. Perhaps the most important aspect of action research is that the process enhances teacher professional knowledge makers, rather than simply as professional knowledge

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[45] Ralph Hewitt & Mary Little, (2005), *Leading Action Research in Schools.* Tallahassee, FL: Florida Department of Education, p. 1

users. In age of centralization and the proliferation or national guidelines and strategies, action research can help teachers feel in control of their own professional situation. The action research process involves four phases: (1) Identifying a classroom problem (2) Developing and implementing an action research plan (3) Collecting and analyzing data (4) Using and sharing results.[46]

According to Kemmis in Rosmala Dewi stated that Classroom Action Research is as form of self reflective inquiry undertaken by the participants in a social (including education) situation in order to improve the rationality and justice of (a) their on social or education practices, (b) their understanding of these practices, and (c) the situation in which practices are carried out.[47] Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of term "action" and "research" highlights the essential features of this method; trying out ideas in practice as a mean of increasing knowledge about / or improving curriculum, teaching and learning.

Applying the principle of an action research design, this study involves the spirals of planning, action, observing, and reflecting. The researcher takes the model of an action research proposed by Kemmis and Taggart in which each cycle consists of four steps. They are planning of action, implementing of action, observing and reflection. Thosefour main steps are preceded by reconnaissance

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[46] Ibid, p. 2
[47] Rosmala Dewi, (2015), *Penelitian Tindakan Kelas*, Medan: Unimed Press, p. 9

(preliminary study). The spirals of action research propose by Kemmis and Taggart are shown in figure as follows:

CYCLE I

Reflect

Plan

Observe

Action

CYCLE II

Reflect

Revised Plan

Observe
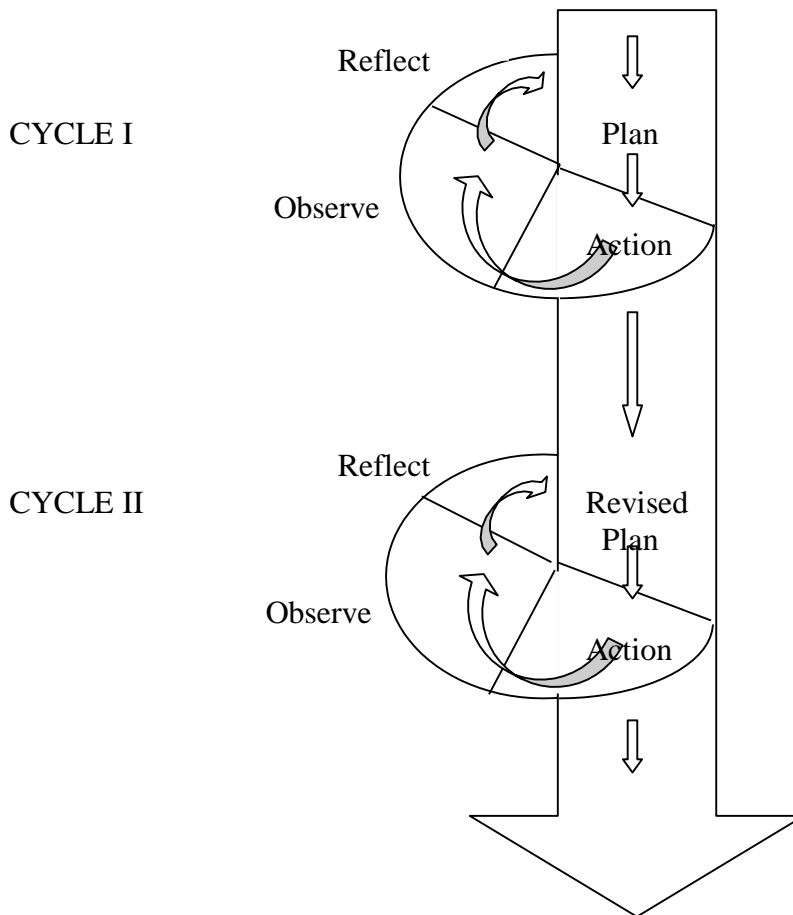
Action

The spiral of the action started after the problem was found and defined in preliminary study. The second step was constructing a plan of the action based on the findings in the preliminary study. The next step was implemented the action based on the planning and preparation which have been made before. The observation was done during the action. To apply this step, the researcher needs collaborator to help him. The researcher acts as the practitioner and the teacher as the observer. The teacher observed how the researcher implemented the action. Based on the observation, the researcher make reflection to what happened and

evaluated the result of the action. Then, the researcher decided that she needed to improve the action in the next cycle based on the reflection.

1. **Cycle 1**

    a. Planning

    Planning means program of action that will done in the class. Planning needed to arrange and prepare everything that will be need in teaching learning process. The following points are the specification of the planning are first cycle:

    1) Conducting the cycle in two meetings.

    2) Administrating the reading learning process according to lesson plan.

    3) Conducting pre-test in order to know the students' basic ability in reading comprehension

    4) Preparing material for reading comprehension

    5) Conducting a test of reading comprehension by using annotating text strategy

    6) Preparing the instrument for collecting data, such as diary notes, observation and interview sheets.

    b. Action

    Action is the process of doing things. It is the implementation of planning. In this step, the students will be taught how to comprehend reading by using annotating text strategy.

    c. Observation

The observation will conducting to all the process. Observation aimed to find out the information that used to evaluate and it will be the basic of reflection. It is about the students' behavior and attitudes while doing their task in – group, the contributions of all students in their group whether they are active or not and their attitude in doing evaluation.

d. Reflection

Reflection is an evaluation from the action, which will, have done before. The researcher takes the feedback of this reading comprehension and learning process from the result of the observation, the problem that exist, and the cause of the problem. If the result does not reach the goal that determines, the researcher makes decision that need to continue to the research into cycle II.

2. Cycle II

After cycle I have done such as planning, action, observation and reflection, the researcher will be conducted the research to cycle II. This cycle will be done continuously to get satisfying result of the studying.

The reading test will be given to the students at the end of every meeting. The students are testing by giving them a reading text and they have to give the conclusion of every text that given to them.

D. Technique of Collecting the Data

Technique of collecting the data is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any

settings, any sources, and any ways. The data in this research will be collected by using qualitative and quantitative data. In the qualitative, collecting the data mostly is done in participant observation, depth interview and documentation. The researcher uses some way such as:

1. Documentation

   A valuable source of information in qualitative research can be documentation. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript.

2. Interview

   Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee, in this case between the English teacher and the students about the difficulties when read some text to collect some information related to the teaching and learning process.

3. Observation sheet

   The observation sheet was filled out by observer and researcher during the process of teaching and learning. The collaborator and researcher took a note on students' activities and the process of the teaching and learning in the classroom reflected on pre-activity, while-activity, and post-activity. The making of the observation sheet was based on the procedure in Annotating text Strategy in lesson plan so that it fulfilled the requirement of content validity. The observation

sheet is used to determine whether or not students are active in class and whether or not the next cycle is needed to be done.

4. Test

Test is a set of assignments that given to the students or set problem given to the students to see their ability in doing the assignments. In this research, the test is using pre-test and post-test. The pre-test was done before implementing annotated a text in reading text. It aims to measure how far students' ability in reading comprehension at first. Meanwhile, the post-test was done after implementing annotating strategy in reading comprehension.

5. Diary Notes

Diary note is one of instrument of research that used to record every that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination, and explaining. [48] The researcher observes the students activities when receiving the materials and the situation in the class. The researcher will notes the students response and activity during class in this diary notes.

E. Technique of Analyzing Data

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data

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[48] Kunandar, (2000), *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT. Raja Grafindo Persada, p. 195

analysis is done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers.

This research will apply by using qualitative and quantitative data. The qualitative data will use to describe the situation during teaching – learning process and quantitative data will be analyzed from the documentation, interview, observation sheet, test, and diary notes to describe the alteration of the students' ability in reading comprehension.

To evaluate students' alteration in reading comprehension, the researcher gives reading test for each cycle. There are pre-test and post-test. To know the mean of the students score in each meeting, the following quantitative formulas will applied:

$$\mathbf{X} = \frac{\sum X}{N} \times \mathbf{100\%}$$

Where:

X = The mean of students' score

∑X = Total score

N = the number of students

To categorize the number of students who are competent in reading comprehension, by applying the following formula:

$$\mathbf{P} = \frac{R}{T} \times \mathbf{100\%}$$

Where:

P = the percentage of students who get the point up to 70

R = the number of students who get the point up to 70

T = total number of the students who do the test

Analysis can be define as consisting as three flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher use Miles and Huberman's theory in analyzing the data that is done interactively and continuously to complete, so that the data reach saturation.[49]

1. Data Reduction

Data reduction becomes the first steps to do analyzing the data in this research. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2. Data Display

Data presentation techniques in qualitative research can be done in various forms such as tables, graphs, etc. Moreover, the presentation of the data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, etc. Miles and Huberman states "the most frequent from of display data for qualitative research data in the past has been narrative text". So, in this study the problem in annotating text display in the form of narrative text.

3. Conclusion Drawing or Verification

Final conclusion may not appear until data collecting is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been

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[49] Satori, Djam'an and Aan Komariah, (2017), *Metodologi Penelitian Kualitatif,* Bandung: Alfabeta, p. 218

proceeding inductively. In this step the researcher concludes the result of the research based on the research problem.

F. Research Procedure

In conducting the research, the researcher used the procedure of classroom action research designed by Kemmis and McTaggart. According to them, the research procedure in a classroom action research consists of planning, action, observation and reflecting. Therefore, this research was designed as follows:

1. Planning

The researcher prepared lesson plan in each cycle, selected materials from textbook, and prepared reading test for the students and also observation sheet that was filled out by collaborator when the researcher was teaching. In order to get the data, the researcher taught the students, got the collaborator observe, and asked students do reading task process of teaching including test taking took one meeting and the process of analyzing and discussing the result of the observation and the test took three days in each cycle.

2. Action

In this step, the researcher taught the material by using *Annotating text Strategy* with the lesson plan and the materials prepared. The media and instrument are used to collect the data. The activities in this stage will be done as follow:

- Teacher opening the class by giving the greeting
- Teacher brings in the material that will be learned

- Teacher give the rules of the class when teaching and learning process are running

- Teacher give the students a narrative text that will be annotate by the students

- Teacher explain how to annotating a text

- Teacher ask the students to annotating the text

- Teacher collect the result of the students exercise

- The teacher close the class with greeting.

3. Observation

Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students activities and then the result of the observation was filled out in the observation sheet.

4. Reflecting

This is the last step. Reflection is the activity where the researcher examines the data found from observation. The researcher will evaluate the situation and the result from observation to make conclusion. The researcher reflects on everything that have been done in the first cycle. After that, the researcher will make decision to make the second cycle if it is necessary.

G. Trustworthiness

Trustworthiness has become an important concept because it allows researcher to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research. For quantitative studies, it is

referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instrument with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are Credible, Transferable, Confirmable, and Dependable. Trustworthiness is all about establishing these four things.[50] The researcher only use the capability in this research, specifically in triangulation.

Credibility is the how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?" Qualitative researchers can use triangulation to show the research study's findings are credible. Triangulation refers to the idea that multiple sources bring more credibility to an investigation. There are four kinds of triangulation, they are: (a) Sources triangulation, (b) Method triangulation, (c) Researcher triangulation, and (d) Theory triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

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[50] Clive Opie, (2004), *Doing Educational Research*, USA: Sage Publication, p. 69

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Description of the Data

This study applied quantitative and qualitative data. The qualitative data were taken from, observation sheet, diary notes, interview sheet and photography evidence. The quantitative data were taken from the mean of students score in taking multiple choice test.

The research was accomplished in two cycles. Every cycles consisted of four steps of action research (planning, action, observation, and reflection). The first cycles was conducted in two meeting including the pre test. The second cycles was conducted two meetings, so there were four meetings. In the last meeting of each cycles the students were given 10 questions of multiple choice test.

The data were taken only from one class. The class was class X − A which consisted of 30 students.

1. The Qualitative Data

The qualitative data is defined as the data that approximates and characterized. Qualitative data can be observed and recorded. This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interview, conducting focus groups and similar methods. Qualitative data in statistics is also known as categorical data. Data that can be arranged categorically based on the attributes and properties of a thing or a phenomenon.

1.1 Observation

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used the measure the level of students' activities during teaching and learning process in which annotating text was applied student' activities, behavior students' ability in reading comprehension, and interaction between teacher and students.

In teaching learning process in the lesson whiles the teaching learning process and the increase of their understanding and memorizing from their score. This data can be seen in appendix VII at page 84, appendix VIII at page 86, appendix IX at page 88 and appendix X at page 89.

1.2 Interview

The interview was done before conducting the first cycle. The research interviewed the teacher. This interview also done after implemented the technique. From the teachers answer interview showed that there were differences feeling before and after the implemented of the technique.

This teacher felt satisfied with the improvement made by the students focus on reading score through the technique. The teacher also motivated to use annotating strategy because it could facilitate the students in retaining their reading comprehension. This data can be seen in appendix III at page 78, appendix IV at page 80, appendix V at page 82 and appendix VI at page 83.

1.3 Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of the students can't understand the text of reading, but when the researcher applied annotating strategy in the class, they felt interested and can made the conclusion of the text, and can explain the text by their own word. So, in this research, students showed the improvement in learning reading comprehension. this data can be seen in appendix XI at page 90 and appendix XII at page 92.

1.4 Documentation

Photography is one of source as documentation or responding observation for researcher to each every moment. It was taken when the students did the reading test and during the teaching learning process in the classroom. From the photo would be found the response of students that the students were active and enthusiastic during the teaching learning process. This data can be seen in appendix XXI at page 114.

2. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discusses in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 3

The Students' Score During Cycle I (Pre Test and Post Test I)

and Cycle II (Post Test II)

No	Initial of Students	Score		
		Pre Test	Post Test I	Post Test II
1.	AZ	80	90	90
2.	ASB	60	70	80
3.	AVS	50	60	80
4.	AAP	40	60	80
5.	AMS	60	70	80
6.	AM	40	50	80
7.	APHM	30	50	70
8.	DM	50	70	80
9.	DAM	50	70	80
10.	DE	70	80	90
11.	DWY	50	50	70
12.	FHS	50	70	80
13.	FS	40	60	80
14.	FR	20	60	70
15.	JPS	70	80	90
16.	JP	30	50	70
17.	JSR	60	70	80
18.	MKG	50	60	70
19.	MWA	70	70	90
20.	NLT	40	50	70
21.	PAHA	80	90	100
22.	RRP	50	60	80
23.	RS	40	60	70

24.	RH	30	50	60
25.	SRAT	70	80	90
26.	SM	70	80	90
27.	TNA	50	60	80
28.	USRM	80	90	100
29.	USN	40	50	70
30.	YO	50	60	80
TOTAL		$\Sigma x = 1570$ $M = 52,3$	$\Sigma x = 1970$ $M = 65,6$	$\Sigma x = 2400$ $M = 80$

From the data above the researcher found there is increasing of the students' ability. It could be seen from the mean of value from the test (pre test, post test I and post test II) that increase.

B. Data Analysis

1. The Qualitative Data

The qualitative data was analyzed from observation result, interview sheet, diary notes, and documentation. The research was done in two cycles and each cycle consist of two meetings and one test.

1.1 The First Cycle

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. There were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

In this cycle, the researcher had prepared the lesson plan on November 5, 2018 which consists of main competency and basic competency that had seen in the syllabus. After that, the researcher made some indicators in hoping that the students can be expected to be able to understand the meaning of a reading test. Next, the researcher prepared learning materials that supported the implementation of learning process in the form of text for reading comprehension, and also observation sheet that was filed out by collaborator when the researcher was teaching. The last the researcher make the exercises as the instrument of collecting data of reading text. The researcher conducted the test of reading comprehension by using annotating text strategy. This data can be seen in appendix XIII at page 94.

b. Action

In this part, the researcher implemented the teaching learning process on November 8, 2018 based on lesson plan had been made. The researcher also concluded the procedure of using annotating strategy which was found to successfully improve the students' reading comprehension. It consist of three stages. (1) In the first stage, the researcher introduced the annotating strategy to the students. The researcher introduced the function and procedure of using annotating strategy. (2) The second stage was giving a sample reading text to the students. The students were supposed to mark the important points of the narrative text. The researcher guided and discussed together with the students how to use the annotating strategy in analyzing and understanding the text. (3) In the last

stage, the researcher gave another reading comprehension exercise to the students. In this stage, the students also had to mark the important points of narrative text and they must also answer the questions. After finishing the reading comprehension exercise, the researcher collect the students' paper.

c. Observation

The observation was done how the students' behavior and what the students' problem during teaching learning process on pre, formative, and post reading activities through observation.

In the first meeting on Monday, 5th November 2018 the observer watched the students were interested in the lesson given through annotated the text, but the class still had a problem in when the researcher gave the material that make the class noisy. The students couldn't concentrate with the teacher, so they still confused when doing the exercise.

In the second meeting, on Thursday, 8 November 2018, the observer watched the students were interested in the lesson given through annotated the text. They was followed the instruction that the teacher gave in marking the text and how to used annotating text strategy, but some students don't understand what they have to do, and some of them can't understand the meaning of the text and do not asking the teacher about the problem.

d. Reflection

After doing the first cycle, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The researcher discussed the result action with her collaborator. Based on the analysis of students' reading

comprehension score in post test I have not achieved the criteria of success that some of students must achieve the Minimum Mastery Criterion. It can be seen that only some of the students who got the score above the Minimum Mastery Criterion. So, the implementation of annotating text strategy has not given satisfactory result yet on the improvement of students' reading comprehension.

The next is talking about students' participation. From the analysis of the students' reading comprehension worksheet score in the first cycle, it was found that the students do not understand well about analyzing the language features mostly used in narrative text, such as: simple past, relative pronoun and adverb, can't make inferences and draw conclusions about the text, as well as, make interpretations on a deeper level, and formulate thoughts and question they have while reading. Therefore, it needs to revise the acting and planning before implement to see next cycle so that it could achieve the criteria of success of this study. The test result indicated that the action in the first cycle did not achieve the action success yet, it need next cycle to achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* so the teacher and the researcher had to move the next cycle.

1.2 Second Cycle

a. Planning

The researcher collaborated with her collaborator (in this case is the teacher) planed the action dealing with preparing annotating text instructional materials and media, and determining the criteria of success. In this phase, the researcher

made a planning for the Action Research based upon the problems faced by students about reading.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post test II to collect the data, to know there are some students' improvement scores from post test I to post test II.

b. Action

In this part, the researcher implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involving students in annotating a text, the researcher acts as teacher and done based on the lesson plan before. (1) In the first stage, the researcher introduced the annotating strategy to the students. The researcher introduced the function and procedure of using annotating strategy. (2) The second stage was giving a sample reading text to the students. The students were supposed to mark the important points of the narrative text. The researcher guided and discussed together with the students how to use the annotating strategy in analyzing and understanding the text. (3) In the last stage, the researcher gave another reading comprehension exercise to the students. In this stage, the students also had to mark the important points of narrative text and they must also answer the questions. After finishing the reading comprehension exercise, the researcher collected the students' paper.

c. Observation

The observation was done for the last time. The activity of students was observed and it showed that the condition of class was very well after implementing annotating strategy, there were fewer the students who didn't understand how to application the strategy, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson.

In the third meeting, on Monday, 12 November 2018, the observer watched the students more pay attention on a new topic and teacher explanation. Some of the students have already to know how to annotated, but some still look confused. Some of them look enthusiast when asking the problem of the text that they don't know.

In the last meeting on Thursday, 15 November 20118, better classroom condition, they have already to know how to annotating the text so they do not make a lot of noise in the class. The students were interested to follow the teacher instruction to read and marked the text. But still there were some students not concentrate with the teacher and disturbed the other friends. But outside of problem, the class could understand the lesson. The students can understand well about language features mostly used in narrative text, such as: simple past, relative pronoun and adverb, make inferences and draw conclusions about the text, as well as, make interpretations on a deeper level, and formulate thoughts and question they have while reading.

   d. **Reflection**

Having checked the students' reading comprehension by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use annotating strategy as their strategy in reading to. It can be concluded that the students could improve their reading comprehension by using annotating text strategy.

When the researcher applied the annotating text strategy in the class, the students can understand the meaning of a text, and can explain the text again by their own language. The weakness of this implemented is the strategy were not related to their vocabulary. This strategy just teach them how to annotated a text to focus on the meaning of a text.

2. The Quantitative Data

The data was taken from test that gave to students in last of each cycle. Based on the result of ever meetings and the test in every cycle which have been conducted, it was found that the students score kept improve since the first until last meeting.

The result that students' score increased from the pre test, post test in the cycle 1 until in the post test in cycle 2. The students' score in post test I was higher than the pre test . the post test 2 was higher that the post test 1.

2.1 Pre Test

The pre test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre test, there were 10 questions multiple choices.

To get the result of pre test, firstly the researcher calculated the mean score:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1570}{30}$$

$$M = 52,3$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

$$P = \frac{3 \; x \; 100 \; \%}{30}$$

$$P = 10 \; \%$$

Based on the result of the pre test, the data showed that the mean score of pre test is 52,3. There were only three students or 10 % of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 27 students were below that criterion. From the analyzing, it could be seen that almost of X–A grade of SMK Broadcasting Bina Creative Medan students' reading comprehension was still very low.

2.2 Post Test I

In post test I, there were 10 questions multiple choices. The question was still the same with pre test question. To get the result of post test I, the mean score derived from the following formula:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1970}{30}$$

$$M = 65,6$$

Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

$$P = \frac{7 \; x \; 100 \; \%}{30}$$

$$P = 23,3 \; \%$$

In the post test I the students score got increasing. In the post test I, student had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test I showed the mean score of the class increased to 65,6 which there were 7 students who passed the Minimum Mastery Criterion or KKN 75.

2.3 Post Test II

In the post test II the students score got increasing. In the post test II the condition of class was very well after implementing annotating text strategy, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could make their own word to explain the contain of the text, found the main idea of the text, and understanding the text.

From the table, the total score of the students was 2400 and to see the mean of the students in the test, the researcher applied the following formula:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2400}{30}$$

$$M = 80$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion or KKM:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

$$P = \frac{21 \; x \; 100 \; \%}{30}$$

$$P = 70\%$$

It showed in the post test II more than 70% students cold increase their reading comprehension by annotating text strategy.

The result of the students' reading achievement in the cycle 1, there was an increase of students' mean score from the students' reading achievement on the first cycle. It was from preliminary study mean score from the mean class 52,3 increased to 65,6 or from 3 students who passed the score above the Minimum Mastery Criterion to 7. That means that there was 23,3% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y1 - y}{y} \; X \; 100\%$$

$$P = \frac{65,6 - 52,3}{52,3} \; X \; 100\%$$

$$P = 25,4\%$$

Next, the students' reading comprehension improvement from the first cycle to the second cycle. The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y2 - y}{y} \; X \; 100\%$$

$$P = \frac{80 - 52,3}{52,3} \; X \; 100\%$$

$$P = 52,9\%$$

Based on the result of the students' reading score, there was better improvement of students' average score from the students' reading comprehension achievement in the preliminary study to the students' reading comprehension in the second cycle. The mean score of the pre test in the preliminary was 10% and the mean score of the students on the second cycle was 80 %. Means that there was 52,9% of average score improvement.

The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4

The Data of Test Result

No	Cycle	Mean	Percentage
1.	Pre Test	52,3	10%
2.	Post Test I	65,6	23,3%
3.	Post Test II	80	70%

The mean of the students' score in the post test II was highest, so it could be said that the students' reading comprehension by using annotating text strategy improved from 52,3 to 80.

From the table above, the result showed the increasing of the students' score from the pre test to the post test I, post test I to post test II. In the first test (pre test) the students who passed the KKM 75 were 3 students of 30 students (10%). In the second test (post test I) the students who got the score up 75 or passed KKM were 7 students of 30 students (23,3%). The third test (post test II) the students passed KKM 75 were 21 students (70%)/ The increasing of pre-test to the post test I was about 13,3% and the increasing of post test I to the post test II was about 46,7%.

C. **Research Finding**

The result indicated that there was an increasing on the students' reading comprehension by using annotating text strategy. The mean of the first cycle was

23,3%. The mean of second cycle was 70%, it indicated that the scores and the mean in second cycle were better than in the first cycle.

Automatically the percentage of students who got point up 75 or passed KKM also grew up. In the pre test, the students who got point up 75 were 3 students (10%). In the post test I students who got point up 75 were 7 students (23,3%). It means that there was an increasing about 13,3%. Post test II the students passed KKM 75 were 21 (70%) and the increasing was about 46,7%.

From the data above, showed by applying this technique, the score of the students in reading kept increasing from the pre test until post test in each cycle. The students' reading comprehension improved and became well in the first meeting to the next meeting not only happened in the mean of the students' score, but also the expression, interest and excitement of students' showed that there was improvement. It can be seen in the diary notes, observation sheets and interview sheet. Most the students were more active and enthusiast during teaching learning process. It implied that the use of bingo game could increase the students' reading and also help the English teacher to teach reading.

D. Discussion

According to Simpson and Nist annotating is a strategy that helps students reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading. Annotating will help you understand the text, because you interacting with it. It will also help you remember the ideas from the text when you discuss it in the class or write a paper about it. In this research, the researcher

found the same influence to the students reading comprehension when the researcher implement the annotating text strategy.

The researcher found that in the first cycle, the students did not get meaningful changes score from pre-test to pos-test I. Although the teacher had applied annotating text strategy in teaching reading comprehension, the students are still got low scores. It was caused by the lack of the students motivation, controlling of the teacher, and concentration of the students in teaching the material.

But in the second cycle the students got satisfied improvement score. In this cycle the teacher still applied annotating strategy and did some additional activities that were based on the reflection done by the teacher and collaborator prevent the same mistake in this first cycle and to get better improvement of the students score. Teacher motivated the students to generated their interest in learning English and also asked the students to bring their dictionaries and made marking note, and gave more chance attention to the students who were not confidents to present their work or to ask what they had not understand. In additional, the teacher and collaborator walked around the class to anticipate the students cheated other while they were doing the test.

Based on the data and data analysis, it shows that the improvement of the students score were better and satisfied. In addition, teaching and learning process in the second cycle was more interactive and more interesting than before. Most students where not shy anymore to ask or to present their ideas, although they could not speak fluently in front of the class. They also brought their dictionaries and made the marking note.

Based on the explanation above, it shows that annotating text in teaching reading got good improvement to the students score. It was influenced by the students interest and activities either in the classroom. The teacher's role and media used in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

After conducting CAR for the tenth grade students of SMK Broadcasting Bina Creative (BBC) Medan, it can be concluded that annotating text strategy can improve the students' reading comprehension and the students can make summary with their own words. It can be proved with the following facts. (1) Related to the students' achievement, there were 70% who passed The Minimum Mastery Criterion-*Kriteria Ketuntasan Minimum (KKM)* 75 with the improvement of the students' mean score from pre test to the post test of the second cycle was 52,9%. In the pre test were only 3 students who passed the KKM or 10%. Meanwhile, in the post test of cycle one there were 7 students who passed the KKM or 23,3%. Next, in the result of post test in the cycle II, there gained 21 students or 70% students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* in which there mean score of reading derived 80. So, the students achieved the successful criteria. (2) The students were more active and participated in the teaching learning process, it could be seen from the improvement of the students' score in teaching learning process for each meeting. (3) The result of interview in the English teacher showed that the teacher gave positive responses after the implementation of annotating strategy in teaching reading comprehension since it could be an alternative technique to be used in teaching reading.

B. Suggestions

There are some suggestion to offer to the English teachers and the other researcher based on research findings.

1. The English teachers, it is better to use annotating text strategy in teaching learning process, annotating can therefore be used to help students improve their reading comprehension of narrative text. For future researchers, the researcher suggests that they explore annotating text strategy in improving students' reading comprehension of other types of texts, such as, procedure text, descriptive text, and so on.

2. The students should pay more attention to the lesson that has been explained by the teacher. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get".

3. This study may be useful for the other researcher to do related study.

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APPENDIX III

INTERVIEW SHEET

Interview for the English teacher in the Preliminary Study

(Before Classroom Action Researcher)

Interview Kepada Guru Bahasa Inggris (SMK Broadcasting Bina Creative (BBC) Medan)

Interviewer   : Syarifahaja Hartini

Interviewee   : Yunita Sari Adelina

Profession   : English Teacher

R : Researcher

T : Teacher

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Proses pembelajaran bahasa Inggris dikelas adalah memberikan materi dan test.

R : Skill dan sub-skill apa yang anda gunakan dalam pengajaran *reading?*

T : Dalam pengajaran sub- skill reading

R : Tehnik mengajar apa saja yang anda gunakan dalam pengajaran *reading?*

T : Metode Jigsaw

R : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *reading?*

T : Membaca teks reading, menjelaskan maksud dari isi teks kepada masing-masing kelompok

R : Media apa yang anda gunakan dalam pengajaran *reading?*

T : Menggunakan Kamus

R :Sarana/fasilitas apa saja yang tersedia disekolah ini yang bisa mendukung pembelajaran bahasa inggris?

T : Tidak ada sarana yang tersedia.

R : Apa kendala dalam pengajaran *reading?*

T : Anak-anak sulit mengartikan beberapa kata tertentu

R : Bagaimana pastisipasi siswa ketika pengajaran *reading* berlangsung?

T : kadang baik, kadang tidak. Ya paling mereka bawa kamus.

R : Tugas apa yang biasa Ibu berikan dikelas?

T : Membaca teks dan mencari kata yang tidak dipahami artinya lalu meminta anak-anak mengartikannya

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas X di SMK Boarcasting Bina Creative (BBC) Medan?

T : KKM kita 75

R : Apakah Ibu pernah mendengar tehnik pengajaran *annotating text strategy*?

T : Pernah

R : Apakah strategi pengajaran *annotating* efektif diterapkan pada pengajaran sub skill *reading?*

T : Ya, agar siswa tidak bosan karena itu metodenya mengajar secara aktif

R : Menurut Ibu apakah strategi pengajaran *annotating text strategy* dapat meningkatkan

pemahaman membaca siswa dalam bahasa Inggris?

T : Ya

APPENDIX IV

Interview for the English Teacher after Classroom Action Research

Interview Kepada Guru Bahasa Inggris SMK Broadcasting Bina Creative (BBC) Medan

Interviewer   **: Syarifahaja Hartini**

Interviewee   **: Yunita Sari Adelina**

Proffesion   **: English Teacher**

R : Researcher

T : Teacher

R : Bagaimana kemampuan siswa kelas X-A dalam pembelajaran reading setelah menggunakan strategi annotating text?

T : Kondisi sangat senang dan sangat santai

R : Bagaimana pemahaman mambaca siswa setelah menerapkan strategi annotating text?

T : Lebih mudah mengemahami dan mengartikan teks yang diberikan

R : Bagaimana partisipasi siswa ketika pembelajaran reading menggunakan annotating text berlangsung?

T : Partisipasi anak-anak sangat baik, mereka aktif dan bisa mengerti pelajaran yang diberikan

R : Masalah apa sajakah yang terlihat ketika belajar reading menggunakan annotating text strategy?

T : Siswa kadang mengganggu teman dan kadang tidak membawa kamus saat disuruh

R : Menurut Ibu, bagaimana mengatasi permasalah tersebut?

T : Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberi hukuman pada mereka yang mengganggu temannya saat belajar berlangsung.

R : Apa pendapat Ibu setelah melihat penggunaan annotating strategy dalam pembelajaran di kelas?

T : Menurut saya, setelah menggunakan annotating strategy anak didik lebih mudah memahami teks bacaan yang telah diberikan

R : Apakah Ibu merasa termotivasi setelah melihat penggunaan annotating strategy dalam pembelajaran dikelas?

T : Ya, saya ingin menerapkannya dalam mengajar agar anak didik lebih semangat belajar lagi

R : Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran reading dengan menggunakan annotating strategy?

T : Sangat menyenangkan dan santai sekali

R : Setelah melihat pembelajaran reading dengan menggunakan annotating strategy, apakah strategi ini efektif diterapkan pada pembelajaran reading?

T : Ya

R : Menurut Ibu, apakah startegi pembelajaran annotating strategy dapat mempermudah pemahaman membaca murid dalam bahasa inggris?

T : Ya

APPENDIX V

Interviewthe Students Before Classroom Action Research

R : Researcher

S : Student

R   :Apa yang kamu pikirkan tentang bahasa Inggris?

Yo   :Menurut saya, sangat susah belajar bahasa inggris. Bahasanya sulit dimengerti

PAHA   :Bahasa inggris sangat menarik jika kita tahu, dan saya sangat suka pelajaran ini

SM   :Bahasa inggris dangat penting karena ini bahasa Internasional

R   :Apa yang kamu pikirkan tentang kemampuan *reading* kamu?

PAHA   :Menurut saya, *reading* sangat mudah bila kita bisa memahami inti dari isinya

JSR   :Saya pande mengartikannya sedikit Miss

RH   :Menurut saya, saya rasa sulit dalam memahaminya Miss. Ini sangat berbeda bacaan dan tulisan dalam bahasa Inggris

RS   :Bahasa inggris itu rumit karena ada tenses. Selanjutnya, juga rumit untuk menerjemahkan teks karena memiliki banyak arti

R   :Jadi, bagaimana kamu meningkatkan *reading*mu sampai saat ini?

JPS   :Belajar keras dan mencari arti dari kalimatnya di kamus

USRM   :Dengan mendengarkan lagu bahasa Inggris dan melihat liriknya. Jika ada kata yang kurang mengerti saya coba artikan miss

APPENDIX VI

Interview the Students After Classroom Action Research (Using Strategy Annotating Text Strategy)

R : Reseacher

S : Students

R   :Apakah kamu menyukai materi bahasa Inggris yang telah saya ajarkan?

USRM   :Saya suka dengan metode materi yang miss bahas. Karena saya lebih memahami isi dari teks bacaan yang diberikan

SM   :Iya Miss, saya jadi suka belajar bahasa Inggris, materi membaca ini membuat saya senang dan lebih mudah mengingat dan memahami isi bacaan miss

JPS   : Saya lebih mudah mengartikan suatu teks

R   : bagaimana pendapat kalian setelah pembelajaran hari ini yang saya berikan?

USN   : Setelah pemebelajaran hari ini setidaknya saya lebih memahami cara membaca dan memahaminya, karena sebelumnya ketika membaca suatu teks bacaan saya tidak memahami sebagian besar dari isi bacaan tersebut

PAHA   : Menurut saya Miss, pemahaman saya meningkat. Saya bisa membuat bahasa sendiri dari kesimpulan yang saya dapatkan dalam sebuah teks yang sudah saya baca

TL   : Kalau saya Miss, karena dia berhubungan dengan cerita-cerita dongeng gitu, saya jadi paham isi cerita nya apa. Karena saya suka membaca cerpen-gitu miss. Jadinya saya juga bisa paham cerita-ceritanya orang luar negeri setelah belajar ini miss

APPENDIX VII

OBSERVATION SHEET

CYCLE I

Teacher Name   **: Yunita Sari Adelina**

Observation Activity   **: Teacher Activities**

Note   **: Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time			√	
2.	Teacher's capability in opening the class (How the teacher greets the students)			√	
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study			√	
6.	The teacher introduces about annotating strategy				√
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)			√	

8	The systematically teaching performance (It is about appropriateness with the lesson plan)			√	
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				√
11.	The students give attention to teachers' explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				√
13.	Teacher asks to the students how far they understand about the materials have taught			√	
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)			√	
15.	Teacher ability in closing the class (It is about how the teacher closes the class, gives summary and solve the students' problem)				√

APPENDIX VIII

OBSERVATION SHEET

CYCLE II

Teacher Name   **: Yunita Sari Adelina**

Observation Activity   **: Teacher Activities**

Note   **: Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time			√	
2.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study			√	
6.	The teacher introduces about annotating strategy				√
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)			√	

8	The systematically teaching performance (It is about appropriateness with the lesson plan)				√
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)			√	
11.	The students give attention to teachers' explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				√
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				√
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				√

APPENDIX IX

OBSERVATION SHEET

CYCLE I

Teacher Name : **Yunita Sari Adelina**

Observation Activity : **Students Activities**

Note : **Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation			√	
3.	The students are interest and enthusiast in studying annotating strategy				√
4.	The students participate in learning process			√	
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic			√	

APPENDIX X

OBSERVATION SHEET

CYCLE II

Teacher Name   **: Yunta Sari Adelina**

Observation Activity   **: Students Activities**

Note   **: Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation				√
3.	The students are interest and enthusiast in studying annotating strategy				√
4.	The students participate in learning process				√
5.	The students do task given			√	
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic				√

APPENDIX XI

DIARY NOTES

Diary Notes In Cycle I

Cycle I/ Meeting : I/1 (one)

Day/Date **: Monday/ 5th November 2018**

1. Good Points

   - From the students' side

     - Some students pay attention on teacher's explanation

   - Students looked so interested in learning reading through annotating strategy

   - From the teacher's side

     - The teacher choose the good teaching technique in explaining

     - Teacher gave intensive guide by checking students' activity

2. Things to consider

   - From the students' side

     - Students need the clear instruction to following annotating text.

       Some students look confuses when marking the text.

     - Students need the clear and slow explanation.

   - From the teacher's side

     - Teacher should give the way how to used annotating strategy clearly and slowly

Cycle/Meeting : I/2 (two)

Day/Date   : Thursday / 8th November 2018

1. Good points

   - From the students' side

     - Students look so interested in doing activity especially in learning reading through annotating strategy

     - Students motivated in marking the text

   - From the teacher's side

     - The teacher understood to condition of students by explaining the material step by step

     - The teacher gave the activity for students in right condition by individual work

2. Thing to consider

   - From the students' side

     - Some students don't understand what they have to do. Some of the students can't understand the meaning of the text and do not asking the teacher about the text

     - Some students disturb their friend when study reading through annotating strategy

   - From the teacher's side

     - Before starting an activity, the teacher should give a clear explanation about what students have to do

APPENDIX XII

DIARY NOTES

Diary Notes In Cycle II

Cycle/Meeting : II/3 (three)

Day/Date   : Monday / 12th November 2018

1. Good points

   - From the students' side

     - More students pay attention on a new topic and teacher explanation

     - Some students participate in conclude the context of the text

     - More students look enthusiast when asking the problem of the text that they don't know

   - From the teacher's side

     - The teacher mastered the technique and the material she gives

     - The teacher cheched the students' activity by walking to their table

2. Thing to consider

   - From the students' side

     - Some students look not seriously in doing activity

     - Some students still had difficult in material

   - From the teacher's side

     - The teacher should give punishment to the students if they disturb their friend

     - The teacher should make sure if the students are ready to listen to her explanation about the materials or some instruction.

Cycle/Meeting : II/4 (four)

Day/Date   : Thursday / 15th April 2018

1. Good points

    - From the students' side

        - The students followed the activity given actively

        - The students did their assignment

        - Some students had understood the content of the text

    - From the teacher's side

        - The teacher explained the material more slowly and clearly

        - The teacher gave a clear instruction about activity clearly

        - The teacher checked the students understanding about the content of the text

        - The teacher checked the students to make sure the entire students understand about the instruction

APPENDIX XIII

Test Instrument And Answer Key In Cycle I (Pre Test)

TEST OF PRE TEST

Name :

Class   :

The Rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They dance with joy and thanked the rats.

Choose the correct answer from the options a, b, c, d, or e!

1. What destroyed the homes of all rats?
   a. Group of mice did
   b. The hunters did
   c. Elephant hunters did
   d. A group of elephants did
   e. Elephant's herd did

2. What helped the elephant's herd free?
   a. The elephant's herd did
   b. The hunter did
   c. A trapped elephant did
   d. A group of king did
   e. Entire group of rats did

3. When did the story occur?
   a. Deep in the winter's mind
   b. In the jungle
   c. In the black forest
   d. In the home of mice group
   e. In the nets which had trapped the elephant's herd

4. At the end of the story, how was the elephants' herd?

a. Angry
b. Sad
c. Happy
d. Dead
e. Disappointed

5. The word "summoned" means …
    a. Ordered to come
    b. Asked to do
    c. Offered to come
    d. Got to make
    e. Forced to do

6. The word "He" in line 8 refers to …
    a. A group of mice
    b. The king of rats
    c. The elephant hunters
    d. The elephant's king
    e. A group of elephants

7. What is the moral message of the story?
    a. Don't lived in the a tree
    b. Don't hunting the rats
    c. Dance with joy and thanks the rats
    d. The goodness will receive the goodness
    e. Be an arrogant person

8. Where the place of the story?
    a. In the garden
    b. In the park
    c. In the jungle
    d. In the house
    e. In the airport

9. Which was trapped in the net?
    a. A group elephants
    b. The hunters

c. The elephants' king
d. A group of mice
e. The king of rats

10. What is the information discussed in the last paragraph?
    a. A group of mice lived under a tree
    b. The rat's king and a group of rats cut nets which had trapped the elephant's herd
    c. The elephants hunter came to the jungle and tripped a group of elephants
    d. Many of them were crushed to death
    e. The elephant's king apologized and agree to take another route

Pre Test Answer Key

1. E

2. E

3. B

4. C

5. A

6. D

7. D

8. C

9. A

10. B

APPENDIX XIV

Students' Score In Cycle I (Pre Test)

The Result of Students Reading in the 1st Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
1.	AZ	80	successful
2.	ASB	60	Unsuccessful
3.	AVS	50	Unsuccessful
4.	AAP	40	Unsuccessful
5.	AMS	60	Unsuccessful
6.	AM	40	Unsuccessful
7.	APHM	30	Unsuccessful
8.	DM	50	Unsuccessful
9.	DAM	50	Unsuccessful
10.	DE	70	Unsuccessful
11.	DWY	50	Unsuccessful
12.	FHS	50	Unsuccessful
13.	FS	40	Unsuccessful
14.	FR	20	Unsuccessful
15.	JPS	70	Unsuccessful
16.	JP	30	Unsuccessful
17.	JSR	60	Unsuccessful

18.	MKG	50	Unsuccessful
19.	MWA	70	Unsuccessful
20.	NLT	40	Unsuccessful
21.	PAHA	80	Succesful
22.	RRP	50	Unsuccessful
23.	RS	40	Unsuccessful
24.	RH	30	Unsuccessful
25.	SRAT	70	Succesful
26.	SM	70	Succesful
27.	TNA	50	Unsuccessful
28.	USRM	80	Successful
29.	USN	40	Unsuccessful
30.	YO	50	Unsuccessful

APPENDIX XV

Test Instrument And Answer Key In Cycle I (Post Test I)

TEST OF POST TEST I

Name :

Class :

The Rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They dance with joy and thanked the rats.

Choose the correct answer from the options a, b, c, d, or e!

1. What destroyed the homes of all rats?
    a. Group of mice did
    b. The hunters did
    c. Elephant hunters did
    d. A group of elephants did
    e. Elephant's herd did

2. What helped the elephant's herd free?
    a. The elephant's herd did

    b. The hunter did
    c. A trapped elephant did
    d. A group of king did
    e. Entire group of rats did

3. When did the story occur?
    a. Deep in the winter's mind
    b. In the jungle
    c. In the black forest
    d. In the home of mice group

e. In the nets which had trapped the elephant's herd

4. At the end of the story, how was the elephants' herd?
   a. Angry
   b. Sad
   c. Happy
   d. Dead
   e. Disappointed

5. The word "summoned" means …
   a. Ordered to come
   b. Asked to do
   c. Offered to come
   d. Got to make
   e. Forced to do

6. The word "He" in line 8 refers to …
   a. A group of mice
   b. The king of rats
   c. The elephant hunters
   d. The elephant's king
   e. A group of elephants

8. What is the moral message of the story?
   a. Don't lived in the a tree
   b. Don't hunting the rats
   c. Dance with joy and thanks the rats
   d. The goodness will receive the goodness
   e. Be an arrogant person

9. Where the place of the story?
   a. In the garden
   b. In the park
   c. In the jungle
   d. In the house

e. In the airport

10. Which was trapped in the net?
    a. A group elephants
    b. The hunters
    c. The elephants' king
    d. A group of mice
    e. The king of rats

11. What is the information discussed in the last paragraph?
    a. A group of mice lived under a tree
    b. The rat's king and a group of rats cut nets which had trapped the elephant's herd
    c. The elephants hunter came to the jungle and tripped a group of elephants
    d. Many of them were crushed to death
    e. The elephant's king apologized and agree to take another route

Pre Test Answer Key

11. E

12. E

13. B

14. C

15. A

16. D

17. D

18. C

19. A

20. B

APPENDIX XVI

Students' Score In Cycle I (Post Test I)

The Result of Students Reading in the 1st Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
1.	AZ	90	Successful
2.	ASB	70	Unsuccessful
3.	AVS	60	Unsuccessful
4.	AAP	60	Unsuccessful
5.	AMS	70	Unsuccessful
6.	AM	50	Unsuccessful
7.	APHM	50	Unsuccessful
8.	DM	70	Unsuccessful
9.	DAM	70	Unsuccessful
10.	DE	80	Successful
11.	DWY	50	Unsuccessful
12.	FHS	70	Unsuccessful
13.	FS	60	Unsuccessful
14.	FR	60	Unsuccessful
15.	JPS	80	Successful
16.	JP	50	Unsuccessful

17.	JSR	70	Unsuccessful
18.	MKG	60	Unsuccessful
19.	MWA	70	Unsuccessful
20.	NLT	50	Unsuccessful
21.	PAHA	90	Succesful
22.	RRP	60	Unsuccessful
23.	RS	60	Unsuccessful
24.	RH	50	Unsuccessful
25.	SRAT	80	Succesful
26.	SM	80	Succesful
27.	TNA	60	Unsuccessful
28.	USRM	90	Successful
29.	USN	50	Unsuccessful
30.	YO	60	Unsuccessful

APPENDIX XVII

Test Instrument and Answer Key in Cycle II (Post Test II)

TEST OF POST TEST II

Name :

Class :

A Kind Farmer

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the bird. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

Choose the correct answer from the option a, b, c, d, or e!

1. Which of the following statements do you agree with?
   a. The farmer chased his wife away
   b. The farmer lived happily with his wife
   c. The farmer's wife took care of the bird
   d. The bird was very thankful to the farmer
   e. The farmer's wife was a very kind woman

2. What do we learn from the text?
   a. A gift shows kindness
   b. Sufferings bring happiness
   c. Arguing makes you distressed
   d. A good deed deserves a reward
   e. Having no heart makes you isolated

3. The farmer's new hut was …
   a. Well furnished
   b. Built by the birds
   c. A gift from the birds
   d. Decorated luxuriously
   e. Built of perfumed wood

4. What is the main information discussed in the third paragraph?
   a. The bird left the farmer
   b. The birds welcomed the farmer
   c. The farmer got a little casket from the birds
   d. The farmer was so angry and went out to find the bird
   e. The farmer was happy having got a box of precious stones

5. The word "discovered" (p3) means …
   a. Proven
   b. Found out
   c. Saw
   d. Invented

   e. Believed

6. The word "it" in line 5 refers to ..
   a. The farmer
   b. The bird
   c. His wife
   d. The whole family
   e. The box

7. What is the information discussed in the last paragraph?
   a. The bird with broken wings
   b. The farmer was so upset that the bird was gone
   c. The bird gave him a little box
   d. The farmer live near with the bird
   e. The farmer's wife complained to him

8. What is the content of the box that the bird gave to the farmer?
   a. Full of precious stones
   b. Full of moneys
   c. Full of furs
   d. Full of devils
   e. Full of leaves

9. Why the bird decided to go back to its nest?
   a. Because it miss its home
   b. Because the he build a hut of perfumed wood
   c. Because the bird didn't want the farmer to have

kept on arguing with his wife all the time

d. Because the bird gave the farmer the box full of devils

e. Because his wife ask the reward to the bird

10. Where the place of the story occur when the bird gave him a little box?
   a. In the street
   b. In his home
   c. In the jungle
   d. In the market
   e. At its nest

Key Answer

1. D

2. D

3. E

4. B

5. B

6. B

7. D

8. A

9. C

10. E

APPENDIX XVIII

Students' Score In Cycle II (Post Test II)

The Result of Students Reading in the 2nd Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
1.	AZ	90	Successful
2.	ASB	80	Successful
3.	AVS	80	Successful
4.	AAP	80	Successful
5.	AMS	80	Successful
6.	AM	80	Successful
7.	APHM	70	Unsuccessful
8.	DM	80	Successful
9.	DAM	80	Successful
10.	DE	90	Successful
11.	DWY	70	Unsuccessful
12.	FHS	80	Successful
13.	FS	80	Successful
14.	FR	70	Unsuccessful
15.	JPS	90	Successful
16.	JP	70	Unsuccessful
17.	JSR	80	Successful

18.	MKG	70	Unsuccessful
19.	MWA	90	Successful
20.	NLT	70	Unsuccessful
21.	PAHA	100	Succesful
22.	RRP	80	Successful
23.	RS	70	Unsuccessful
24.	RH	60	Unsuccessful
25.	SRAT	90	Succesful
26.	SM	90	Succesful
27.	TNA	80	Successful
28.	USRM	100	Successful
29.	USN	70	Unsuccessful
30.	YO	80	Successful

APPENDIX XIX

The Students' Attention List during the Research

No	Name of Students	Meeting			
		1	**2**	**3**	**4**
1.	Aini Zahra	√	√	√	√
2.	Abel Salsa Billa	√	√	√	√
3.	Achmad Vahrenzie Siregar	√	√	√	√
4.	Adelya Arwani Putri	√	√	√	√
5.	Alvino Marico Simbolon	√	√	√	√
6.	Anggi Mahaputri	√	√	√	√
7.	Arina Putri Hasanah Marpaung	√	√	√	√
8.	Dhea Maritza	√	√	√	√
9.	Dira Ayu Miranda	√	√	√	√
10.	Diva Erina	√	√	√	√
11.	Donna Wiranda Yuniar	√	√	√	√
12.	Fathiya Hamdini Syahputra	√	√	√	√
13.	Ferdy Syahmaulana	√	√	√	√
14.	Fitri Ramadani	√	√	√	√
15.	Jihan Paula Saragi	√	√	√	√
16.	Julie Pasaribu	√	√	√	√
17.	Jumaidah Sri Rezeki	√	√	√	√
18.	Muhammad Khoiril Gibran	√	√	√	√
19.	Muhammad Wira Aulia	√	√	√	√

20.	Nabila Lutvia Tanjung	√	√	√	√
21.	Putri Arina Hurul Aini	√	√	√	√
22.	Raza Rizky Pramana	√	√	√	√
23.	Ridho Sinaga	√	√	√	√
24.	Rizky Hermawan	√	√	√	√
25.	Samuel Risky Anggi Tampubolon	√	√	√	√
26.	Siska Mutiara	√	√	√	√
27.	Tengku Nadia Amanda	√	√	√	√
28.	Ucok Saut Roy Manihuruk	√	√	√	√
29.	Ulfa Sari Matondang	√	√	√	√
30.	Yulia Oktavia	√	√	√	√

APPENDIX XX

Students' Name and Initial

No	Name of Students	The Initial of Students
1.	Aini Zahra	AZ
2.	Abel Salsa Billa	ASB
3.	Achmad Vahrenzie Siregar	AVS
4.	Adelya Arwani Putri	AAP
5.	Alvino Marico Simbolon	AMS
6.	Anggi Mahaputri	AM
7.	Arina Putri Hasanah Marpaung	APHM
8.	Dhea Maritza	DM
9.	Dira Ayu Miranda	DAM
10.	Diva Erina	DE
11.	Donna Wiranda Yuniar	DWY
12.	Fathiya Hamdini Syahputra	FHS
13.	Ferdy Syahmaulana	FS
14.	Fitri Ramadani	FR
15.	Jihan Paula Saragi	JPS
16.	Julie Pasaribu	JP
17.	Jumaidah Sri Rezeki	JSR
18.	Muhammad Khoiril Gibran	MKG
19.	Muhammad Wira Aulia	MWA
20.	Nabila Lutvia Tanjung	NLT

21.	Putri Arina Hurul Aini	PAHA
22.	Raza Rizky Pramana	RRP
23.	Ridho Sinaga	RS
24.	Rizky Hermawan	RH
25.	Samuel Risky Anggi Tampubolon	SRAT
26.	Siska Mutiara	SM
27.	Tengku Nadia Amanda	TNA
28.	Ucok Saut Roy Manihuruk	USRM
29.	Ulfa Sari Matondang	USN
30.	Yulia Oktavia	YO

APPENDIX XXI

PHOTOGRAPHY EVIDANCE

Picture 1 : The reseacher explain procedure of Annotating text strategy
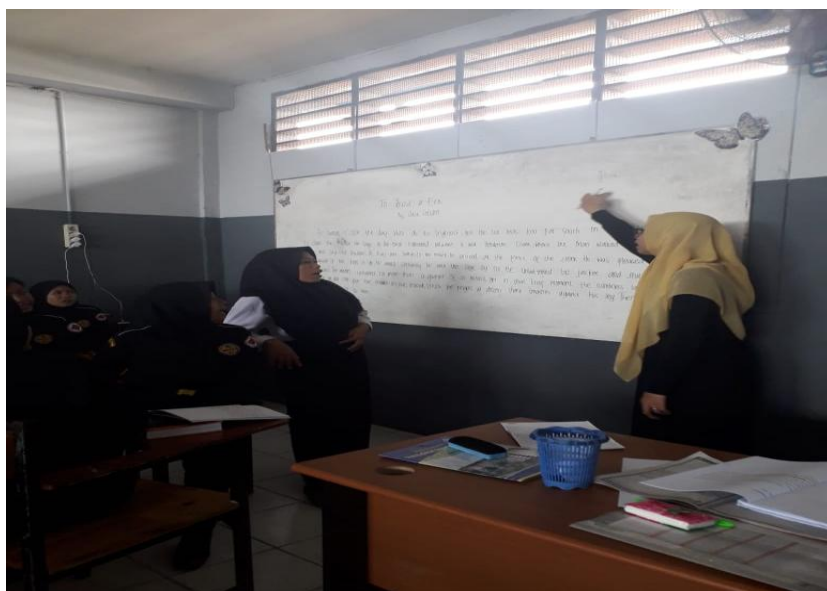
Picture 2 : The reseacher gave the material of the annotating text strategy

Picture 3 : The students annotating the narrative text on the white board

Picture 4 : The reseacher and the students discussed the material together

Autobiography

Name   : Syarifahaja Hartini

Student Number   : 34.14.3.091

Place/ Date of Birth   : Subulussalam, May 7st 1996

Sex   : Female

Address   : Jl. Cepu Indah, Kota Subulussalam

Name of Father   : Ir. Muhammad Otonomi BM.

Name of Mother   : Salmawati MY.

Education Background

1. Primary School at SD Negeri 02 Kota Subulussalam 2008.

2. Junior High School at SMP Muhammadiyah Kota Subulussalam 2011.

3. Senior High School at SMA Negeri 01 Kota Subulussalam 2014.

4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training State Islamic University North Sumatera Medan.