CHAPTER 1
INTRODUCTION

A. Background of the Study

In learning English, four skills must be mastered, including Listening, Speaking, Reading and Writing.[1] One of the skills that has an important function is reading. Reading become very important in the field of education.[2] By reading, students are able to get many benefits that also have an impact on other language skills, such as getting a lot of information, mastering vocabulary, increasing general knowledge, and practicing spelling.

Furthermore, the most important thing in teaching and learning reading is comprehension of the reading material. According to Elizabeth, et.al., comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active process.[3] It means that reading comprehension is the process of activity for the reader to get meaning and knowledge from the text, without reading comprehension the reader cannot get the information from the reading text.

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[1] Sagnes Achriyati, Rina Yuliana, and Lukman Nulhakim, "Development Of Media Flip Chart On Intensive Reading Skills Of Grade III Elementary School Students," *Primary: Journal of Elementary School Teacher Education*, vol. 11, no. 4 (2022): 1249.

[2] Zahratul Idami et al., "Annotation Strategy in Efl Classroom : Is It Effective for Teaching Reading ?," *Jurnal Education and Development,* vol. 9, no. 1 (2021): 465–71.

[3] Pang. S. Elizabeth, et.al., *Teaching ReadingInternal Academy of Education,* (Chicago: Internal Academy of Education, 2003), 14.

However, in reality, reading comprehension is still a complicated problem for Indonesian students today. Many students in Indonesia still have difficulty understanding the text they read, some students have difficulty finding detailed information from the text they read. This phenomenon also occurs at SMPN 1 Wanasalam, not all students at the the eighth grade of SMPN 1 Wanasalam, Lebak Regency have good reading comprehension especially in recount text. The evidence found is based on the researcher's preliminary study through classroom observation. The problem that found by the researcher are: First, the researcher found that the student's reading comprehension are poor. It is reflected when the teacher gave the recount text students still had difficulty in interpreting certain sentences and could not answer some of the questions well. Second, in the learning process, most of the students lack of vocabulary. As a result, students have difficulty identifying the main idea, supporting sentences and understanding the meaning of each word or sentence in the text they read. In addition, the lack of vocabulary makes students think that English is difficult and dizzy.

After conducting classroom observation, the researcher also interviewed the student at the eighth grade of SMPN 1 Wanasalam who was selected randomly. The researcher found that another factor that causes students' lack of reading comprehension is the strategy used by the teacher. The students state that students are not focused and active in the reading process because the English teacher applied teacher-centred (conventional) strategies . This causes students to become less interested, bored, and not actively

interacting with the teacher in the learning process. Not only that, the uncontrolled class state also makes students have other activities in the classroom, such as chatting with their friends, sleeping, not listening and so on.

Considering the prior evidence, in this study the researcher believes there must be a solution that can overcome students' problems in comprehending English text in the process of teaching and learning English. Therefore the researcher use one of strategy to minimize the prior problems found during observation or preliminary research. It's an Annotation strategy. Annotation strategies make readers to be more interactive in comprehending the contents of the text, it is done by giving certain signs and symbols at important points or sentences in the margin, and annotation strategies make readers focus while reading.[4] Annotation is effective for reading comprehension because the annotation strategy makes student gets more information related to the meaning (word, who, what, when, where, and why) of the text.[5] This theory is supported by previous research that conducted by Zena T. Llyod and Daesang Kim entitled *"Using the Annotating Strategy to improve students' Academic Achievement at the eighth-grade social studies",* this research used narrative texts. The result of this research is annotations improve student engagement, reading comprehension, and academic achievement. Annotations help

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[4] C L Z Blachowicz and D Ogle, *Reading Comprehension: Strategies for Independent Learners* (New York: Guilford Publications, 2008), 121.

[5] Carol Porter-O'Donnell, "Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension," *The English Journal,* vol. 9, no. 5 (February 28, 2004): 82–89, https://doi.org/10.2307/4128941.

students visualize key points, break up complex text, and slow down while reading the complex text they read.[6]

Furthermore, The research conducted by Zahrotul Idami by the tittle *"Annotation Strategy in EFL Classroom : Is It Effective for Teaching Reading ?",* reveals that Annotation strategies in reading comprehension is personal and varied approaches to students and able to improve a person's ability to recall information. Physical or mental activity like this can strengthen short-term and long-term memory.[7]

The last one, the research conducted by Danang Adi Riadi entitled *"The Influence of Annotating Strategy toward Students' Comprehension in Reading Descriptive Text at the Seventh Grade of MTs Yapenbaya Katibung South Lampung",* reveals that the annotation strategy used is very influential on students' reading comprehension, not only helping and providing new experiences for teachers but also giving a very good learning impression to students in class. In the class, students are more focused and active in comprehending the content of the text (descriptive) given by giving some symbols to certain sentences.[8] All the previous research states that the Annotation strategy is effective in reading

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[6] Zena T. Lloyd et al., "Using the Annotating Strategy to Improve Students' Academic Achievement at the eighth grade Social Studies," *Journal of Research in Innovative Teaching and Learning,* vol. 15, no. 2 (2022): 218–31, https://doi.org/10.1108/JRIT-09-2021-0065.

[7] Zahratul Idami, "Annotation Strategy in Efl Classroom : Is It Effective for Teaching Reading ?," *Jurnal Education and Development*, Vol. 9, no. 1 (2021): 465–71.

[8] Adi Danang Riadi, "The Influence of Aannotation Strategy Towards Students' Reading Comprehension in Descriptive Text at the Second Semester of the Seventh Grade of MTs Yapenbaya Lampung Selatan in the 2019/2020 Academic Year," *Doctor Disertation, Islamic University*, 2020. http://repository.radenintan.ac.id/.

comprehension, by annotation strategy students are able to solve complex texts, visualize important points, more active and critical in understanding the reading text.

All previous research has discuss about annotation strategies in students' reading comprehension, but only more focused on students' reading comprehension through descriptive and narrative texts. Meanwhile, previous researchers were limited to conducting research in text recount. Therefore, I am interested in doing research using annotation strategies in reading comprehension through recount text at the eighth grade of SMPN 1 Wanasalam, this is because recount text retells past events with past tense that eighth graders must master. Therefore, the researcher wants to conduct a research entitled ***"The Influence of Using Annotation Strategy towards Students' Reading Comprehension on Recount Text"*** (A Quasi-Experimental Research at the Eighth grade of SMP 1 Wanasalam).

B. Identification of Problem

Based on the problem above, the researcher able to identify problems, those are:

1. Student's reading comprehension is poor.
2. Students lack of vocabulary.
3. Students can not focus and be active in reading.
4. Teachers apply a teacher-centred (conventional) approach in teaching.

C. Limitation of the Study

The researcher limits the study about "The Influence of using Annotation strategy towards students' reading comprehension on recount text". There are many kind of using Annotation strategy, However Annotation strategy that use in this research focused on Highlight, Underline, Margin note, summarize and symbol. Apart from that, the researcher limited the type of the text used, the text used in this research is only recount text.

D. Statement of the Problem

Based on the limitations above, statement of the problem this research namely; *Is there any significant Influence of Using Annotation Strategy towards Students' Reading Comprehension on Recount Text* at the Eighth grade of SMP 1 Wanasalam?

E. The Aims of the Study

From the statement of the problem above, the aims of the study namely; ; To measure *the Influence of Using Annotation Strategy towards Students' Reading Comprehension on Recount Text* at the Eighth grade of SMP 1 Wanasalam?

F. The Significant of the Study

The significance of the study there are two, it is theoretically and practically.

1. Theoretically

   This study endeavors to develop of reading comprehension theory. Additionally, This study attempts to portray the implementation of annotation strategies to improve students' reading comprehension on recount text gradually.

2. Practically

   The study on the influence of using annotation strategies on students' reading comprehension through recount text has significant benefits for students, teachers, and readers. The benefits of this research namely:

   a. For the students, by implementing annotation strategies, students can identify important information, build relationships between events, and understand English texts as a whole, especially in recount text, so students able to become good readers.

   b. For the teachers, this study provides guidance to teachers in designing and implementing effective learning strategies to improve students' reading comprehension. The research results also can help teachers to choose, teach, and support students in using appropriate annotation strategies to gain a better understanding.

   c. For the readers, readers can apply this strategy independently to improve their understanding of various texts.

G. **Organization of Writing**

In this study, the researcher organized this paper as   follows:

Chapter I is Introduction. This chapter consists of Background of the Study, Identification of the Problem, Limitation of the Problem, Statement of the Problem, The Aims of the Study, Significant of the Study and Organization of Writing.

Chapter II is Theoretical Framework. This chapter consists of Definition of Reading Comprehension, Types of Reading, Reading Purpose, Reading Comprehension Assessment, Definition of Recount Text, Purpose of Recount Text, Types of Recount Text, The Language Features of Recount Text, Generic Structure of Recount Text, The Example of Recount Text. Annotation Strategy, Definition of Annotation, Form of Annotation, Purpose of Annotating, Prosedur of Annotation in Learning Reading Comprehension, The Advantages of Annotation Strategy, Framewok, Previous Study and Statistical Hypothesis.

Chapter III is Research Methodology. This chapter consists of Place and time of the study, Research Design, Population and Sample, Variables of the study, Operational Definition, Research Instrumen, Technique of Data Collecting, Technique of Analysis Data; Normality test, Homogeneity, Normalized Gain Formulation,Formulation of the Effect Size and Hyphothesis Testing.

Chapter IV is Finding and Discussion. This chapter consists of data description, data analysis and discussion of finding.

Chapter V is Conclusion and Suggestion. This chapter consists of conclusion based on the result of the study and suggestion for future research.