

***INCREASING THE STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION BY USING ANNOTATION STRATEGY AT EIGHT
GRADE OF SMP MUHAMMADIYAH 03 MEDAN AT 2017/2018
ACADEMIC YEARS***

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
Study Program of English Department*

By

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2018**



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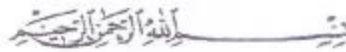
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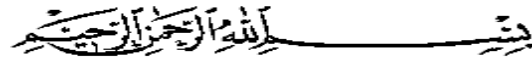
ABSTRACT

Syafira, Anggi. 1402050093. *Increasing the Students' Achievement in Reading Comprehension by Using Annotation Strategy at Eight Grade of SMP Muhammadiyah 03 Medan at 2017/2018 Academic Years. English Teacher and Education Program. Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2018.*

This study deals with increasing the students' achievement in reading comprehension by using Annotation Strategy. This study was conducted by using classroom action research. The subject of the research was class VIII SMP Muhammadiyah 03 Medan. It was conducted in one class which consisting of four meeting. The instruments of research were test, observation, and interview. The result showed that the total score in pre-test was 1445 and the mean score was 38.02. In the first cycle the total students' score was 2525 and the mean score was 66.44. And the second cycle, the total students' score was 3145 and the mean score was 82.76. The improvement also can be seen from the percentage of students' achievement in reading comprehension. In pre-test no one students got 70 points (0%). In first cycle, 21 students who got 70 points (55.26%). It means that there was an improvement in reading comprehension by applying annotation strategy was 55.26%. And in second cycle, there was 38 students who got points 70 points (100%). It means that, there was improvement from post test I to post test II was 44.74%. There was improvement of students' behavior and participation in the class. It could be concluded that Annotation Strategy could improve students' achievement in reading comprehension of narrative text.

Keyword: Reading, Comprehension, Annotation strategy, and Narrative text

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Medan, March 2018
The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a process that is carried and used by the reader to get the message that the author trying to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known. If this can be met then the implicit and explicit messages can be understood, so that the reading has been done well. A person who is reading means he is doing something in the form of communication with oneself through the written symbol. The meaning of the reading passages does not lie only on written material but also lies in the mind of the reader itself. Thus the meaning of the reading can vary depending on readers and their different experiences that they had at the time of reading and they use them to interpret the written word (Samsu, 2013).

As in Educational Unit Level Curriculum (KTSP, 2006) that the student have to master in four skills, namely listening, speaking, writing, and reading. In addition, the students have to able comprehending the text in paragraph and the students have to able identify the generic structure and language features in the text especially narrative text. Besides, the students have to able find out main ideas in the reading text. Moreover, the students have to able understanding passage in story to get message contain in it.

But in reality, based on experience in teaching English during PPL at SMP Muhammadiyah 03 Medan at academic year 2017/2018, it found that 30%

students still difficulties in comprehending the text especially in narrative text. In addition, 20% students still had lack of vocabulary until they have difficult in reading text. Furthermore 25% students still had low motivation till they did not have spirit and interest in reading. Moreover, 25% teacher still using traditional strategy which made the students bored and lazy to read the text.

Based on the problem above, so the researcher found the strategy which make the students can comprehending the text and enjoying to study especially English. The strategy is annotation strategy. Annotation is an active reading strategy that improves comprehension. It is the beginning of the learning and remembering process. In other word, annotation requires the students to understand what he or she is reading and then put it into their own words (Muthia, 2013). Annotation activity is viewed as an effective strategy that could be used to improve students abilities of reading comprehension (Nizar, 2016). Other method is shown as effective strategy used where the immediate intervention of a teacher is absent in distance learning context, it is the peer learning method where students learn with and from each other (Nizar, 2016).

Based on the phenomenon above, the purpose of this research to improve students' achievement in reading comprehension so that they can understand and comprehend reading well. That is why, the researcher interesting to conduct the research entitled **“Increasing the Students’ Achievement in Reading Comprehension by using Annotation Strategy”**.

B. The Identification of the Problem

Based on the background of the study above, there were some problems that identified in this research:

1. Many students still difficulties in comprehending the text especially in narrative text.
2. Many students still had lack of vocabulary.
3. Many students still had low motivation.
4. The teacher still using traditional strategy.

C. The Scope and Limitation

The scope of the study focused on using annotation strategy to increase the students' achievement especially for reading comprehension narrative text.

D. The Formulation of the Problem

Based on the identification of study, the problems were formulated namely "How is the increasing of students' achievement in reading comprehension by using annotation?"

E. The Objectives of the Study

Based on the formulation of problem, the aimed of the study namely "To elaborate increasing the students' achievement in reading comprehension by using annotation strategy".

F. The Significance of the Study

In this study, many contributions were given as theoretically and practically.

1. Theoretically, this study can enrich theories in annotation strategy and can share to people who want to research in reading.
2. Practically, the finding of this study can useful for:
 - a. The Students, to increase their achievement in reading especially narrative text and making them enjoyable to study.
 - b. The Teachers, were expected can be applied in teaching reading and can be guided them to make the students achievement in reading.
 - c. The Researcher, was expected can rich knowledge about annotation strategy and can be guided for the future teacher.
 - d. The Students of University especially at UMSU, are expected can be reference for them to further research in different object.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Reading Comprehension

According to Danny (2008) reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers. Comprehension, then, is at the heart of any conventional definition of reading. Comprehension and reading comprehension, however, are concepts that, to a certain degree, defy specific definition. What does it mean to comprehend? Some might say comprehension is the act of understanding. That brings up the question: what understands? The dictionary says that comprehension is the ability to know or grasp ideas with the mind. Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text. Moreover, Reading comprehension is one of the Indonesia language skills that must be developed at school. This is because the reading comprehension has become something important and indispensable for the students because students' success largely depends on their ability to read.

Reading comprehension ability in this context refers to the ability of students to grasp the information or ideas presented by the authors through readings so he can interpret ideas that they have discovered. Reading comprehension is essentially a process of building understanding of a written discourse. Moreover reading comprehension is an activity or activities undertaken by the reader to connect new information with old information in order to gain new knowledge. In addition, it is also done to link information and gain new knowledge.

1.1 Types of Reading

There are some of types in reading, it include :

A. Intensive Reading

Intensive Reading sometimes called Narrow Reading, may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of Narrow Reading on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

B. Extensive Reading

Extensive reading was carried out to achieve a general understanding of a text. Extensive reading as occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, reading for gist and skipping unknown words. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

2. Level of Comprehension

According to Thomas Barrett quoted by Danny (2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension.

a. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

b. Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the reader's background knowledge.

c. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did this selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read.

Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and student answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

3. Students' Achievement in Reading

Achievement in reading comprehension refers to the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievement test is treated directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions.

The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

4. Description of Narrative

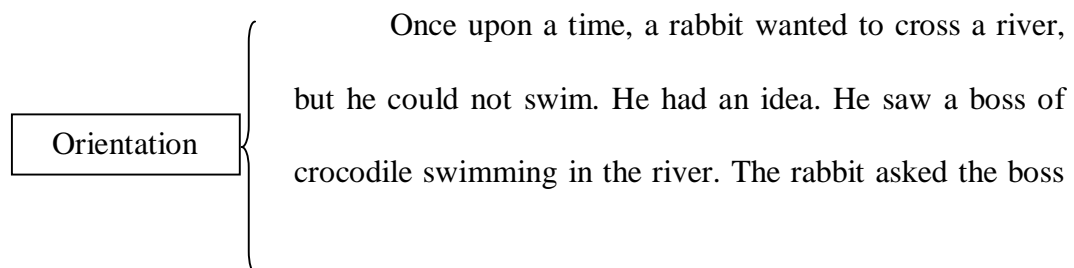
The genre of the text in this unit is narrative. According to Dirgeyasa (2014), the function of narrative genre is to amuse, entertain, and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this historical narrative, writers perhaps lead readers

to think about social issues of a particular period of time. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experience. However, narratives can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

4.1. Generic Structure

Every genre has its own characteristic in terms of the rhetorical structure and textual elements, the narrative writing also has its own rhetorical structure and textual elements. Then each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of narrative writing consists of 1) Orientation, 2) Complication, and, 3) Resolution.

Another Example of Narrative Text



of crocodile, “How many crocodiles are there in the river?”

The boss of crocodile answered, “We are twenty here.”

Complication

“Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

Complication

“All of you are good, nice, gentle and kind, so I want to make a line in order. Later, I will know how kind you are,” said the rabbit.

Resolution

Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one... two... three... four... until twenty, and finally he thanked all crocodiles because he had crossed the river.

5. Description of Annotation

Annotation is an active reading strategy that improves comprehension. (Muthia, 2013). In other word, annotation requires the students to understand what he or she is reading and then put it into their own words. Annotation is an interactive strategy which helps readers to comprehend the text. It can be used to improve comprehension and encourage active reading. Annotation is a reading that students can, and do, adopt, a use in subjects such as social studies, literature, and science. It can be a particularly useful strategy to use in science classes to encourage students to focus their attention on science content because it helps

students visualize as they read so that it is easier for students to understand the content and become involved and engaged with the text.

Annotation activity is viewed as an effective strategy that could be used to improve students abilities of reading comprehension (Nizar, 2016). An annotation is characterized as a datum created and added by a third party to the original document. As a reading strategy, annotating involves creating place markers to signal important information. It may involve underlining or highlighting stretches of a text, and appending notes to them. Annotation can enhance comprehension and learning because it requires readers to pay more attention and to engage in higher level cognitive processing. Annotating is especially helpful in working with written arguments because it bridges the gap between reading to argue and writing arguments. Annotation is an efficient writing to learn strategy in reading and rereading to improve foreign language learning.

5.1. Procedure of Teaching Reading by Using Annotation

There were some procedures in teaching reading by using annotation strategy, as follows:

a. Before Reading

First, students read title and subtitles (if applicable). Later on, they examined any illustrations that were included. Then, they examined the print (bold, italics, etc.). As these components were being examined, wrote questions and made predictions or connections near the text.

b. During Reading

First, students marked word, phrase, sentence that can be key words or difficult words that need further information. The important information was marked in the text by creating a coding system of circles, squares and underlining. In the margin, students write prediction, opinion, and summaries of the texts with or their own words. They also write a connection, concept that show cause and effect relationship or similar and difference case arrows, ask and analyze of the authors craft, how the author use the language, a judgment about the logic, clarity, or validity of the argument, and the question they want to ask in the classroom discussion in the margin. Then, readers look for pattern or repetition in the text.

c. After Reading

After students wrote in the margin, they reread annotations and drew conclusions. Next, they examined patterns and repetition to determine possible

meanings which was presented in the text. The last, they found out what the title might mean.

5.2. The Advantages of Teaching Reading by using Annotation

There are some advantages of annotation strategy in teaching reading, namely:

1. Annotation helps readers concentrate. Otten quoted by Heniarti that by annotating readers can deliberately engage the author in conversation and questions, and stop to argue, pay a compliment, or clarify an important issue in order to maintain their concentration of what they are reading.
2. Annotation helps readers pay attention to and understand important points. Wesley quoted by Heniarti that annotating makes identifying the authors most important points, recognizing how they fit together, and noting readers response become easier. Annotating also enables the readers to catch and understand implied meaning in the text.
3. Annotation helps readers to lessen the load of working memory since Harvey and Daniels quoted by Heniarti, annotating gives place for readers to hold their thinking. Therefore, overload of working memory can be avoided.
4. Readers annotation can be proof of understanding and reminder.

5.3. The Disadvantages of Teaching Reading by Using Annotation

There are some disadvantages of annotation strategy, namely:

1. The students need more much time in forming a groups.
2. The students make a noisy when a teacher determine some groups.
3. Classroom need large room in teacing reading.

C. Previous Related Study

In this study, it related to the previous study. There were two previous studies which related to my research, such as:

Liu (2015). In this study, the author investigated insights of 15 college students majored in English as they explored their own use of annotation strategy and how they applied this strategy in effective reading process. As an action research, the report is an attempt to explore the role played by annotation in reading comprehension in English as a Foreign Language (EFL) classrooms. By means of learner diaries, the researcher found that annotation, as an efficient writing-to-learn strategy, is able to help EFL learners to research a deeper level of engagement and to encourage active reading. The findings also suggest that reading strategy training can be integrated with reading tasks in the EFL classrooms.

Nizar (2016) many students suffer of online reading difficulties because of their low abilities of text comprehension. Several educators tried to set strategies to support learners during their online reading. In current work, we present an online reading environment where students can enroll in virtual reading class, to

read and annotate their documents. Based on students' annotation traces, we build their personality profiles which reflect their level of reading performance. Given the students' reading abilities, we share the annotations of skilled readers with those having problems of text comprehension. The experimental results show the efficiency of the proposed approach to support learners with low reading abilities.

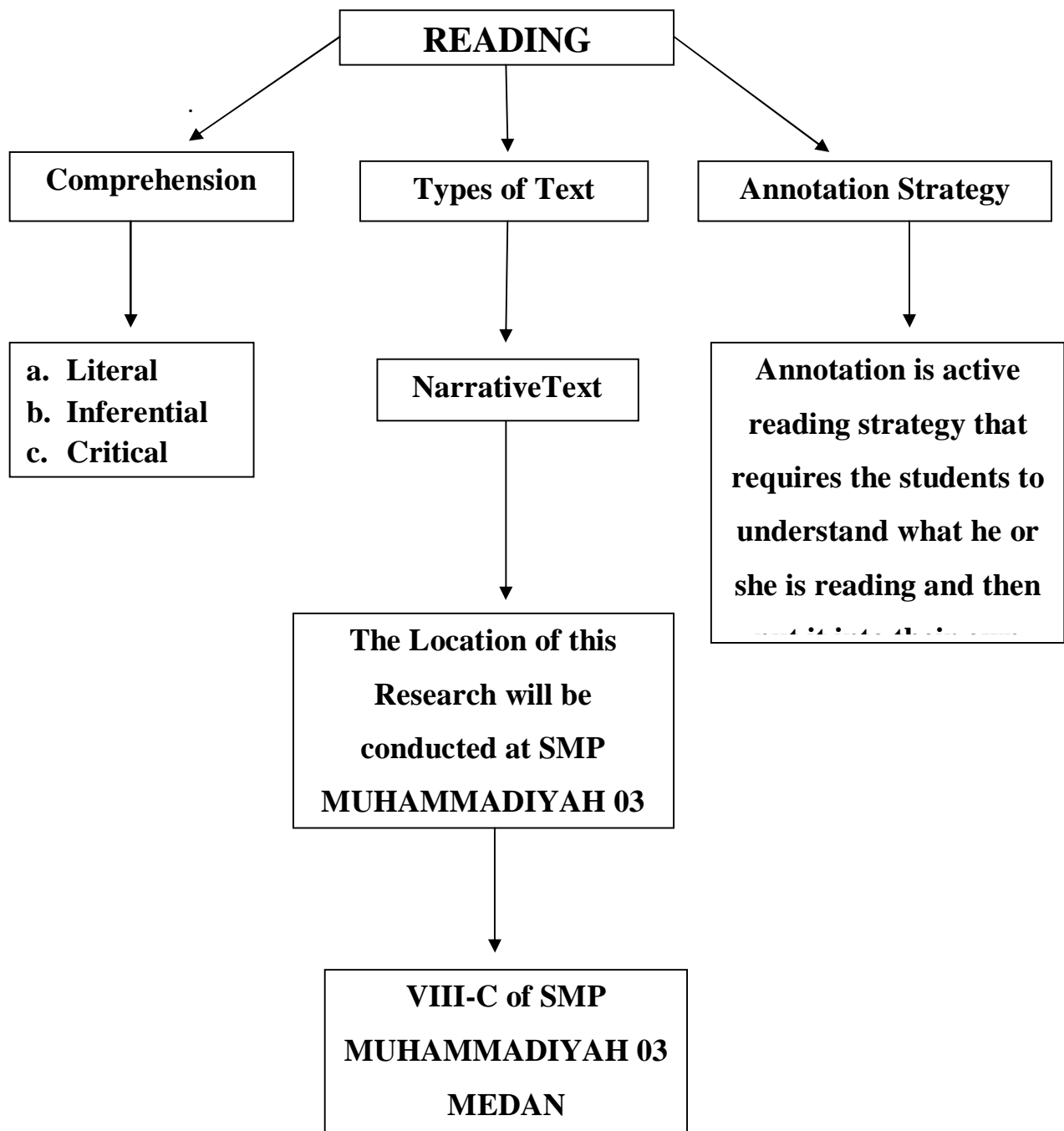
D. Conceptual Framework

Reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Reading involves two main processes identifying words and comprehending connected text. It is essential that students build a memory store of words they can recognise instantly without the need for decoding. To become competent readers, students need to learn effective strategies for identifying all words in print and for comprehending text. Literacy instruction must therefore include explicit teaching and practice in these essential strategies to enable all students to read fluently, confidently and with understanding.

Annotation is an interactive strategy which helps readers to comprehend the text. It can be used to improve comprehension and encourage active reading. Annotation is a reading that students can, and do, adopt, a use in subjects such as social studies, literature, and science. It can be a particularly useful strategy to use in science classes to encourage students to focus their attention on science content because it helps students visualize as they read so that it is easier for students to

understand the content and become involved and engaged with the text. As a reading strategy, annotating involves creating place markers to signal important information.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMP Muhammadiyah 03 Medan. It was located at Jl Abdul Hakim Tj Sari No.2 Medan at eight grade students at Academic Year 2017/2018. This school was chosen because the researcher found some problems in teaching reading especially narrative text, and annotation strategy had not been conducted this school yet.

B. The Subject of the Research

The subject of the research was eight grade students at SMP Muhammadiyah 03 MEDAN which consisted of 38 students included of 23 boys and 15 girls. It was found that the students had low ability in reading comprehension on narrative text. Based on the observation from the teacher to know students improvement in reading comprehension especially narrative text.

C. Research Design

This research was conducted by using classroom action research (CAR). According to Ary (2010) Action research is about taking action based on research and researching the action taken. Action research has been used in a variety of settings, including schools, hospitals, health clinics, community agencies, government units, and other environments. It can be used to enhance everyday

work practices, to resolve specific problems, and to develop special project and programs.

Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions. In this chapter, we focus on the use of action research in education. According to David (2000) Action research is concerned with social practice aimed towards improvement a cyclical process pursued by systematic enquiry a reflective process participative determined by the practitioners. There were some steps in classroom action research, namely:

1. Reflect. Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include review of the literature. This phase is also referred to as identifying and limiting the topic.
2. Plan. A plan is developed for taking action and for gathering information and data in order to observe or capture the experience or monitor the practice. It is in this phase that the research questions and methods are explicated.
3. Act. The researcher implemented the plan or changes a practice and collected data. Data may be collected from a variety of sources.
4. Observe. The researcher synthesized and analyzed the data. Key issues related to the problem are identified. This leads to reflection once more.

D. The Procedure of the Research

According to David (2000) Action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting. It is normal for a project to go through two or more cycles in an iterative process. Improvement is brought about by a series of cycles, each incorporating lessons from previous cycles.

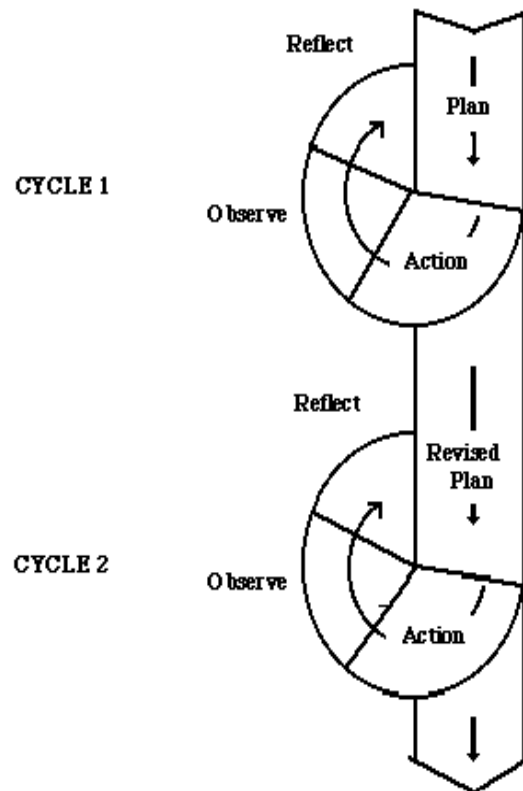


Figure 3.1 Action research as a cyclical process by David (2000)

a. Cycle 1

The procedure of research is conducted within two cycles that consisted of four meeting. Each of cycles had four steps, the steps were called planning,

action, observation, and reflection. But, if it did not increase students' reading comprehension, the cycles were continued on and on to the next cycle until the result had found.

1) Planning

- a) Observed and analyzed the class to get the information about the situation of the class. Not only about it, but also including the interaction between teacher and students.
- b) Interviewed the students to obtain their problem in improving reading comprehension.
- c) Selected the collaborator who helps the researcher in analyzing the weakness in the learning process.
- d) Prepared research instrument, such as observation, interview sheet to observe the process of teaching and learning and the material.
- e) Made the lesson plan and designing the scenario of teaching and learning by using Annotation strategy.
- f) Distributed the texts that were read and discussed by students in the first cycle.
- g) To know how far the students' achievement in reading comprehension without applying Annotation strategy by pre-test.
- h) Prepared the test to measure the result of the study.

2) Action

- a) Teacher gave pre-test to the students in order to know how far the students' achievement in reading comprehension without applying Annotation strategy.
- b) A teacher explained about the material of narrative text and refreshed their new vocabulary related to the text.
- c) Teacher prepared a chart on the whiteboard to write difficult word and main idea.
- d) Teacher wrote the title of the passage on the whiteboard, and then the teacher asked the students to write vocabulary and found main idea.
- e) Teacher repeated this process and asked the students to read.
- f) Teacher asked the students to make summary statement or about their statement about the story.

3) Observation

The function of observation was to find out the information in the classroom when the teaching and learning process goes on in the class. As the observer, the teacher and researcher observed the learning process. It means that, all activities, students' behavior and classroom wrote in the study and observation sheet.

4) Reflection

Reflection was the feedback process from all of the steps had been conducted. The researcher and observer discussed about the act of implementation and decided to conduct the next cycle if it is necessary to get better result.

b. Cycle II

Based on reflection in cycle one, the researcher decided to apply this strategy in teaching and learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problems that is found in cycle one.

1) Planning

The detail procedures of cycle as follows:

- a) Identified the new problem in cycle one based on the result of reflection
- b) Revised the scenario of teaching and learning in reading comprehension by using Annotation strategy.
- c) Revised the lesson plan.
- d) Prepared the suitable for the test.
- e) Designed of the instruments such as observation, interview sheet.
- f) Prepared the material of narrative text about the text of organization.
- g) In the cycle II, distributed one text to be read in group based on the row seat.

The students needed to work with the text and friends in group. So that, they understood the content of the text.

2) Action

In this second cycle, the teacher focused in the improvement of the first cycle. The procedure was developed. The teacher made some revision of plan based on the need, such as:

- a) Teacher shared the result of the first cycle to the students and discuss about anything problem that related to the study for the first cycle.
- b) Teacher reviewed about the explanation of narrative text.
- c) The teacher guided the students' to make a small group, exactly a group based on the row seat.
- d) Before that, teacher explained the material about text of organization narrative text and refreshed their vocabulary related to the text.
- e) Then, the students were asked to think and write the information.
- f) Teacher asked the students to make summary statement or about their statement.

3) Observation

From the observation, the observer observed when the teaching and learning process go on in the class. So, all activities were noticed in this study.

4) Reflection

After the second cycle had been done, the researcher gave the test to know the progress of the students and interview to know their comment about the teaching and learning process.

E. Instrument for Collecting Data

In this study, there were three instruments used by researcher to collect the data, namely: test, observation, and interview. Test according to Ngalim (2000) that test is measure used to give achievement or the result of students which given by the teacher. The form of test was multiple choice tests. There were 20 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-100 by accounting the correct answer. The correct answer was given 5 points while the wrong answer was given 0 point.

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” It is a more global type of observation than the systematic, structured observation used in quantitative research.

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews were used to gather data from people about opinion beliefs, and feelings about situations in their own words. They were used to be understand the experiences people have and the meaning they make of the rather than to test hypotheses. Interviews may provide information that can be obtained through observation, or they can be used to verify observation.

F. Technique of Analyzing the Data

This research applied quantitative and qualitative data. The qualitative data were obtained and analyzed to see the progress of the students reading comprehension and narrative text by using annotation strategy. Mean was the most widely used measure of central tendency. In order to know the mean of the

students score of each cycle, the researcher applied formula supported by Ary (2010).

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = mean

\sum = sum of

X = raw score

N = number of cases

Moreover, the following formula below used to classify the number of the students who were competence to write narrative text supported by Ngalim (2000).

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

Notes:

P = the percentage of those who get the point 70

R = the number of those who get the point 70 or above

T = the total number of the students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

Before conducting the first cycle, the pre test was given in the first meeting. The pre test was multiple choice tests while doing the pre test, there were few students who felt confused because she difficult to answer the questions although they didn't ask the researcher. They were very busy to look for the meaning of unfamiliar word in dictionary when they read the text. Most of them cheated it difficult to comprehend the text. The total number of students in that class was 38 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post test I were conducted in four meetings. The second cycle including post test II was conducted in four meetings.

B. Data Analysis

1. Quantitative

The quantitative data were taken from the students' score in doing multiple choice tests. Before the researcher continued post test I, so the researcher evaluated students' achievement in reading comprehension in pre test. To know the improvement of students' score in pre test, it can be seen in table 4.1 below:

Table 4.1
The Students' Score in Pre-test

No	Students' Initial	Score
1	AA	40
2	AS	55
3	CO	35
4	DA	40
5	DAF	30
6	DW	30
7	DWR	35
8	DT	40
9	DM	30
10	EF	40
11	FP	30
12	GA	35
13	HY	30
14	IA	40
15	IP	30
16	IS	35
17	MM	55
18	MIS	40
19	MIA	40
20	MK	55
21	MRR	30
22	MSA	55
23	MRS	30
24	NY	40
25	NK	40
26	PKS	30
27	RA	30
28	RP	30
29	SA	40
30	SS	40
31	SH	55
32	SDS	35
33	SD	40
34	TM	35
35	TA	30
36	VP	40
37	WC	40
38	WYT	40
Total		1445
Mean		38.02

From the table of pre-test, the total score of students was 1445 and the number of students who took the test was 38 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1445}{38} = 38.02$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The mean of students was 38.02 and to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{0}{38} \times 100\% = 0\%$$

Table 4.2
The Calculation of Students' Score in Pre-test

Students	Criteria	Number	Percent
P2	Failed	0	0%

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 38.02. No one students passed in pre-test session (0%). It can be concluded that the students' achievement in reading comprehension is still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. Then the researcher has to continue in post test I. In post test I there were four

meetings in teaching reading comprehension on narrative text. The result of students' score in post test I can be seen in table below:

Table 4.3
The Students' Score in Post Test I

No	Students' Initial	Score
1	AA	75
2	AS	70
3	CO	70
4	DA	55
5	DAF	65
6	DW	70
7	DWR	70
8	DT	60
9	DM	65
10	EF	60
11	FP	65
12	GA	70
13	HY	65
14	IA	75
15	IP	70
16	IS	70
17	MM	70
18	MIS	60
19	MIA	75
20	MK	70
21	MRR	70
22	MSA	70
23	MRS	70
24	NY	55
25	NK	55
26	PKS	65
27	RA	65
28	RP	70
29	SA	75
30	SS	55
31	SH	70
32	SDS	70
33	SD	60
34	TM	70
35	TA	65
36	VP	75
37	WC	60

38	WYT	55
Total		2525
Mean		66.44

From table above, the total score of students in post test I was 2525 and the number of students who follow the test were 38 students, so the students mean was:

$$\bar{X} = \frac{2525}{38} = 66.44$$

From the analysis above, the mean of students score were 66.44. And number of students who have competence and got above 70 were 21 students and who got down 70 were 17 students. It means that there was improvement in reading comprehension on narrative text in post test I after applying annotation strategy. To know the calculation of students in reading comprehension in post test I by applying formula:

$$P_1 = \frac{21}{38} \times 100\% = 55.26\%$$

$$P_2 = \frac{17}{38} \times 100\% = 44.74\%$$

Table 4.4
The Calculation of Students' Score in Post test I

Students	Criteria	Number	Percent
P2	Failed	17	44.74%
P1	Passed	21	55.26%

From the table above, the result showed the improvement of the students score from the pre-test to the first cycle. The pre-test was 0% (no one students) who get below 70 points. The first cycle was 55.26% (twenty one students) who

got below 70 points. There was an improvement 55.26%. It means that there was improvement significant in cycle I and students achievement in reading comprehension on narrative text increase significant by applying annotation strategy. Even though improvement occur in cycle I but still consider unsuccessful because there were some students failed in reading, so the researcher continued in post test II. To know the result of students score in cycle II can be seen in table below:

Table 4.5
The Students' Score in Post test II

No	Students' Initial	Score
1	AA	90
2	AS	80
3	CO	85
4	DA	75
5	DAF	80
6	DW	95
7	DWR	85
8	DT	75
9	DM	80
10	EF	75
11	FP	80
12	GA	85
13	HY	80
14	IA	90
15	IP	95
16	IS	85
17	MM	80
18	MIS	75
19	MIA	90
20	MK	80
21	MRR	95
22	MSA	80
23	MRS	95
24	NY	75
25	NK	75
26	PKS	80
27	RA	80

28	RP	95
29	SA	90
30	SS	75
31	SH	80
32	SDS	85
33	SD	75
34	TM	85
35	TA	80
36	VP	90
37	WC	75
38	WYT	75
Total		3145
Mean		82.76

From table above, the total score of students in post test II was 3145 and the number of students who follow the test were 38 students, so the students mean was:

$$\bar{X} = \frac{3145}{38} = 82.76$$

From the analysis above, the mean of students score were 82.76. And number of students who have competence and got above 70 were 38 students. It means that there was improvement in reading comprehension on narrative text in post test II after applying annotation strategy. To know the calculation of students in reading comprehension in post test I. To know the calculation of students in reading comprehension in post test II by applying formula:

$$P_1 = \frac{38}{38} \times 100\% = 100\%$$

Table 4.6
The Calculation of Students' Score in Post test II

Students	Criteria	Number	Percent
P1	Passed	38	100%

Based on the table above, the mean of students score was 82.76 and the percentage was 100%. The result showed that post test II better than post test I and pre-test. It can be concluded that annotation strategy can improve students' achievement in reading comprehension on narrative text. In post test II no one students failed in reading comprehension, so the researcher stopped in cycle II. To know the result of students' score from pre-test, post test I and post test II can be seen in table below:

Table 4.7
The Result of Students' Score

No	Students' Initial	Pre-test	Post test I	Post test II
1	AA	40	75	90
2	AS	55	70	80
3	CO	35	70	85
4	DA	40	55	75
5	DAF	30	65	80
6	DW	30	70	95
7	DWR	35	70	85
8	DT	40	60	75
9	DM	30	65	80
10	EF	40	60	75
11	FP	30	65	80
12	GA	35	70	85
13	HY	30	65	80
14	IA	40	75	90
15	IP	30	70	95
16	IS	35	70	85
17	MM	55	70	80
18	MIS	40	60	75
19	MIA	40	75	90
20	MK	55	70	80

21	MRR	30	70	95
22	MSA	55	70	80
23	MRS	30	70	95
24	NY	40	55	75
25	NK	40	55	75
26	PKS	30	65	80
27	RA	30	65	80
28	RP	30	70	95
29	SA	40	75	90
30	SS	40	55	75
31	SH	55	70	80
32	SDS	35	70	85
33	SD	40	60	75
34	TM	35	70	85
35	TA	30	65	80
36	VP	40	75	90
37	WC	40	60	75
38	WYT	40	55	75
Total		1445	2525	3145
Mean		38.02	66.44	82.76

Based on the result above showed that improvement significantly students' achievement in reading comprehension on narrative text. It can be proven that pre-test one one students who got point up 70. The percentage of students' reading competence increase when annotation strategy was applied. In cycle I, there were 21 students (55.26%) who got point up 70 and in cycle II there were 38 students (100%). It can be concluded annotation strategy can increase students' achievement in reading comprehension on narrative text and can helps the students in applying this strategy when they study reading. To make the data clearly, it can be seen in chart below:

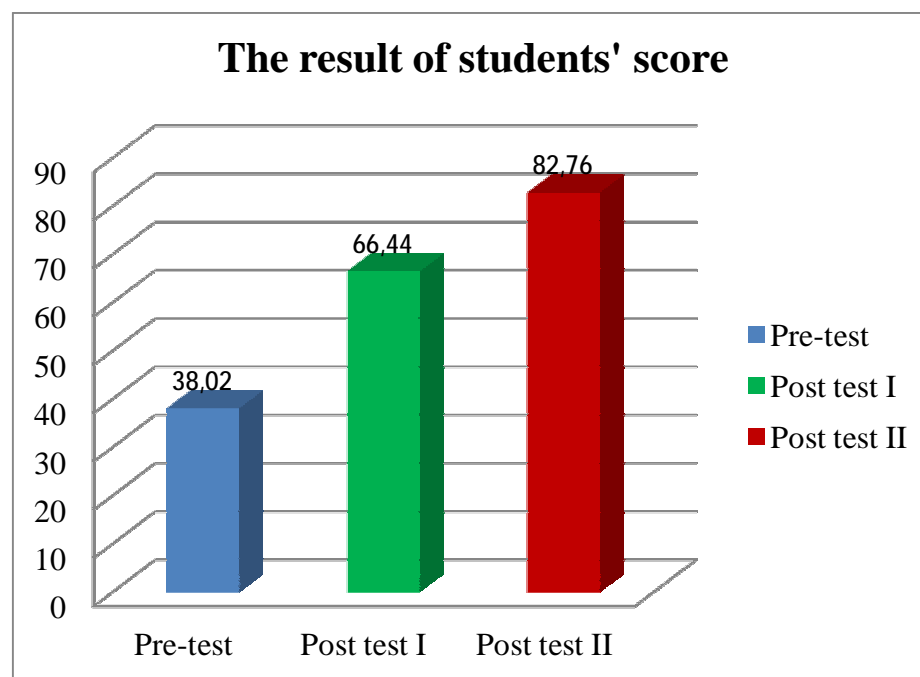


Chart 1: The result of students' score

2. Qualitative

In qualitative data there are two kinds namely observation and interview sheet. In observation sheet were filed by English teacher as collaborator of this study. Based on the observation, it was concluded that teaching learning process by applying annotation strategy ran well. The situation of teaching learning process was comfortable and enjoyable because annotation strategy created effective and interactive situation which made a good environment and teaching learning process especially reading comprehension on narrative text. Besides annotation strategy make students brave in saying their opinion and made students active in group discussion. Interaction and communication between students and teacher in teaching learning process were very good especially when students asked something what they did not know about the story which made enthusiasm

to know deeply and the students' attention were focused and serious to the teachers explanation. Based on the result observation sheet, it can be concluded that annotation strategy can improve and increase students' achievement in reading comprehension on narrative text and it can be seen in Appendix v .

The interview sheet was used was conducted to teacher and students in two session. In the first session conducted before applied annotation strategy. The students were interview about their comments about reading and their difficult in comprehending the text. The result showed that the most of students did not like reading in English subject. The difficulties were finding when students difficult to read abjad. Difficulties were be finding and they cannot read the text fluently. In the second session the students were interviewed their comments after applying annotation strategy. Based on the result of interview that annotation strategy can make students know meaning the text and made students enjoy and relax study English. In addition, the students said that they want to improve their reading comprehension by using annotation strategy because procedure using annotation strategy made them easy to comprehend the text.

The Activities in Cycle I

In cycle I, there were four meeting in teaching learning process reading comprehension on narrative text.

1. Planning

Planning was arrangement for doing something. In planning, it was considered everything that was related to the action that was done and prepared

everything that was needed teaching and learning process. The researcher prepared lesson plans which used Annotation strategy. Then the researcher prepared reading materials in the English text book for class VIII. And the last the researcher made the test to measure the result of the study. In the observation sheet the researcher chooses the English teacher in the school.

2. Action

After the researcher planned something to do research, in each meeting the researcher explained about the material of narrative text and refreshed their new vocabulary related to the text. After that, the researcher prepared a chart on the whiteboard to write difficult word and main idea. Then, the researcher wrote the title of the passage on the whiteboard, and then the researcher asked the students to write vocabulary and found main idea. Repeated this process and asked the students to read. Finally, the researcher asked the students to make summary statement or about their statement about the story. At the last, the researcher gave post test I in cycle I to the students to know improvement the students' achievement after applying annotation strategy.

3. Observation

In observation, the researcher evaluated the students' score in reading comprehension in cycle one. The result showed that there were improvement from pre-test to post test I. The total of students' score in post test I were 2525 and the differences of score from pre-test to post test I were 55.26%. It means that

annotation strategy can improve students' achievement in reading comprehension on narrative text.

4. Reflection

In this stage, the researcher reflected on everything that she had done and made conclusion. The result of the first cycle showed that there were some students failed in passing KKM. So, the researcher continued the next cycle in cycle II to make all of the students passed of KKM.

The Activities in Cycle II

In cycle II the researcher refreshed from cycle I because it found some problems from the students in reading comprehension.

1. Planning

Planning in cycle I, the researcher revised the scenario of teaching and learning in reading comprehension by using Annotation strategy. Then, the researcher revised the lesson plan. After that, the researcher prepared the suitable for the test. Moreover, the researcher designed of the instruments such as observation, interview sheet. Then, the researcher prepared the material of narrative text about the text of organization. In the end in cycle II, the researcher distributed one text to be read in group based on the row seat. The students needed to work with the text and friends in group. So that, they understood the content of the text.

2. Action

Researcher shared the result of the first cycle to the students and discussed about anything problem that related to the study for the first cycle. Then, researcher reviewed about the explanation of narrative text. After that, researcher guided the students' to make a small group, exactly a group based on the row seat. Moreover, Researcher Before that teacher explained the material about text of organization narrative text and refreshed their vocabulary related to the text. In addition, researcher the students were asked to think and write the information. At the last, researcher asked the students to make summary statement or about their statement.

3. Observation

In observation, the researcher evaluated the students' score in reading comprehension in cycle two. The result showed that there were improvement from pre-test to post test II. The total of students' score in post test II were 3145 and the differences of score from pre-test to post test II were 100%. It means that annotation strategy can improve students' achievement in reading comprehension on narrative text.

4. Reflection

In this stage, the researcher reflected on everything that she had done and made conclusion. The result of the second cycle showed that no one students failed and below 70. All of the students passed and up 70. So, the researcher

stopped here because the students' achievement can increase in reading comprehension on narrative text.

C. Discussions

Based on the data and data analysis above, several things can be arranged based on the problem that the students in SMP Muhammadiyah 03 Medan at academic year 2017/2018 had lack of vocabulary until they have difficult in reading text, and also the students still had low motivation till they did not have spirit and interest in reading. And the researcher was used Annotation Strategy to improve their reading skill in narrative text and the students got 66.44 with 55.26% or 70 score, where the students had 38.02 with 0% or no one students had 70 score before the researcher used Annotation Strategy. So, Annotation Strategy significantly improved the students' achievement in reading comprehension on narrative text at eight grade of SMP Muhammadiyah 03 Medan.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Having analyzed the data, it was found that Annotation Strategy significantly improved the students' achievement in reading comprehension of narrative text. The conclusion could be drawn as follows there was improvement of students' achievement in reading comprehension. Based on the data that have presented in the previous chapter. It which showed the mean of the students. In the pre-test showed with 38.02 with 0% (no one students) who got 70 and the first cycle showed 66.44 with 55.26% (twenty one) who got 70. It means that annotation strategy can increase students' achievement in reading comprehension on narrative text at eight grade of SMP Muhammadiyah 03 Medan.

B. Suggestion

In relation to the conclusions, suggestion were staged as follows:

- a. The Students, to increase their achievement in reading especially narrative text and making them enjoyable to study.
- b. The Teachers, were expected can be applied in teaching reading and can be guided them to make the students achievement in reading.
- c. The Researcher, was expected can enrich knowledge about annotation strategy and can be guided for the future teacher.

- d. The Students of University especially at UMSU, are expected can be reference for them to further research in different object.

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APPENDIX I**LESSON PLAN**

School	: SMP Muhammadiyah 03 Medan
Subject	: English
Class/Semester	: VIII/II
Skill	: Reading
Genre	: Narrative Text
Time	: 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functional text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. To know the text of narrative
2. To identify the meaning of the words in the text
3. Answer the question based on narrative text

IV. Objective

1. The students are able to know the text of narrative
2. The students are able to identify the meaning of the words in the text
3. The students can answer the question based on narrative text

V. Teaching Material

A Narrative text, titled “Cinderella and Snow White”

- ✓ Defenition of Narrative text: a type written text that tells about a story of one character or more which has a choronological certain time.
- ✓ The purpose of the text is to entertain or to amuse the readers or listeners about the story.
- ✓ Kind of Narrative text :
 1. Legend : Sangkuriang, Malin Kundang, etc.
 2. Fable : Monkey and crocodile.
 3. Fairy tale : Cinderella, Snow white, Pinocchio, etc.

Test 1 : Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Test 2 : Cinderella

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stepmother and her two stepsisters. They were exceptionally bossy. Her mother was dead, so her father had married the lady who she called as stepmother. Every one of the things about Cinderella was a slip-up in her stepmother's eyes. Not just bossy lady, her stepmother was cold blooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got. Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was

similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella.

“Cinderella, come here revolting!” Said her stepmother. “Yes mother!” addressed Cinderella. “Clean my room, and Bathroom, keep in mind cook for lunch, now!” “However mother, I’m wiped out!” said Cinderella. “I couldn’t care less!” addressed her stepmother. There was a welcome to every one of the young ladies in that town to go to the royal residence. What’s more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, “Shouldn’t something be said about me mother!” And the answer would be “Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!”

Cinderella hurried to her room and cried. “Gracious God, why they are so merciless. Help me!” Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. “Try not to be pitiful wonderful. I will help you!” said pixie. The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes. Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and

affection at the initial introduction and said “she would be my wife” But Cinderella was utilizing a cover on that gathering. “Who are you excellence!” asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. “Hold up... ” asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. “I would discover you!” said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe. Nobody can be fit to the glass shoe. Until he went to Cinderella’s home. Be that as it may, her stepmother didn’t permit Cinderella out from room. Sovereign was depressed that her stepsisters was not that young lady. Until ruler saw Cinderella startlingly.

“Hey you, please come!” So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. “You are that young lady. I accept!”

After that minute, the sovereign had hitched to Cinderella. What’s more, they live cheerfully until the end of life.

VI. Teaching Strategy

✓ Annotation

VII. Media and Source

✓ Media : Copies of article from the internet

✓ Source : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	Students' Activities	
I.	<p>a. Opening</p> <p><i>Apperception</i></p> <ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students <p><i>Motivation</i></p> <ol style="list-style-type: none"> 4. Teacher gives briefly explain the target of standard competence and the basic competence 	<ol style="list-style-type: none"> 1. Students respond the teacher's instruction 2. Students start to pray 3. Students listen to their names 4. Students comprehend what the teacher's explain 	10'
II.	<p>b. Main Activities</p> <p><i>Exploration</i></p> <ol style="list-style-type: none"> 1. Teacher tells the student that the topic of the lesson is Narrative Text and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the material or not <p><i>Elaboration</i></p> <ol style="list-style-type: none"> 3. Teacher explain some instructions for making a group discussion (a group based on the row in the class) 4. Teacher divides the text and make a chart of insruction on the blackboard that consists of: <p><i>Before Reading the Text</i></p> <p>First, students read title and subtitles (if applicable). Later on, they examine any illustrations that are included. Then, they examine the print (bold, italics, etc.). As</p>	<ol style="list-style-type: none"> 1. Students pay attention to the teacher's explanation 2. Students give the questions or comment whether do not understand the material to the teacher 3. Students pay attention to the teacher's instruction to make a group discussion. 4. Students start to discuss with their group and try to write down their predictions on the blackboard. 5. Students read the 	1'10''

	<p>these components are being examined, write questions and make predictions or connections near the text.</p> <p><i>During Reading the Text</i></p> <p>First, students mark word, phrase, sentence that can be key words or difficult words that need further information. The important information is marked in the text by creating a coding system of circles, squares and underlining. In the margin, students write prediction, opinion, and summaries of the texts with or their own words. They also write a connection, concept that show cause and effect relationship or similar and difference case arrows, ask and analyze of the authors craft, how the author use the language, a judgment about the logic, clarity, or validity of the argument, and the question they want to ask in the classroom discussion in the margin. Then, readers look for pattern or repetition in the text.</p> <p><i>After Reading the Text</i></p> <p>After students write in the margin, they reread annotations and draw conclusions. Next, they examine patterns and repetition to determine possible meanings which is presented in the text. The last, they find out what the title might mean.</p> <p>Confirmation</p> <p>5. Teacher concludes the result and emphasize about the lesson that has been learned</p>	<p>whole text together</p> <p>6. Students fill out the last chart of instruction.</p> <p>7. Students cooperate with the teacher to know the true or false about their prediction.</p> <p>8. Students answer the exercises.</p> <p>9. Students pay attention to the teacher's explanation</p>	
III.	<p>c. Closing:</p> <p>1. Teacher closes the meeting.</p>	<p>1. Students pay attention to the teacher's</p>	10'

		explanation.	
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IX. Evaluation

The direction of evaluation:

- a. Every correct answer : 1
- b. Maximum Score : 100

$$S = \frac{R}{N} \times 100$$

Notes:

S = Scoring

N = Number of Test Items

R = Number of Correct Answer

Medan, Januari 2018

Teacher

Researcher

(Annisa Hutasuhut S.Pd)

(Anggi Syafira)

Headmaster of SMP Muhammadiyah 03

(Salmawati, S.Pd)

APPENDIX II

Pre-test and Post-test 1

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. Comparative
2. To tell the plot, the writer uses...
 - a. a rhetorical question and an exclamation
 - b. time sequences

- c. contrastive evidences
 - d. past tense
3. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
 4. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon
 5. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage
 6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. because she loved them very much
 - b. as a result of forcing attitude from them
 - c. because her parents were dead
 - d. because she were afraid of the dwarfs
 7. The communicative purpose of this text is...
 - a. to inform the readers about important and newsworthy events
 - b. to entertain readers with fairy tale
 - c. to share an account of an unusual event
 - d. to persuade readers to accept his/her opinions
 8. The organization of the text above is...
 - a. abstract, orientatin, crisis, incident,coda

- b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. description, background events, sources
9. The dwarf said, “If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
- a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
10. Snow White ran from house ...
- a. At night
 - b. At midday
 - c. At midnight
 - d. In the morning

Cinderella

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her strict mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother. Every one of the things about Cinderella was a slip-ups in her stepmother's eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got. Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella. “Cinderella, come here revolting!” Said her stepmother. “Yes mother!” addressed Cinderella. “Clean my room, and Bathroom, keep in mind cook for lunch, now!” “However mother, I'm wiped out!” said Cinderella. “I couldn't care less!” addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What's more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, "Shouldn't something be said about me mother!" And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!" Cinderella hurried to her room and cried. "Gracious God, why they are so merciless. Help me!" Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful. I will help you!" said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes. Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife" But Cinderella was utilizing a cover on that gathering. "Who are you excellence!" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up... " asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe. Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that as it may, her stepmother didn't permit Cinderella out from room. Sovereign was depressed that her stepsisters was not that young lady. Until ruler saw Cinderella startlingly. "Hey you, please come!" So amazingly that Cinderella is the singular

case out of many others who can fit to the glass shoe. “You are that young lady. I accept!”

After that minute, the sovereign had hitched to Cinderella. What’s more, they live cheerfully until the end of life.

1. What is the title of that text?

- a. Cinderella
- b. Timun Mas
- c. Princess
- d. Roro Jonggrang

2. What is the character of Cinderella’s step mother?

- a. Kind
- b. Good
- c. Cruel
- d. Friendly

3. How many step sisters that Cinderella has?

- a. Two
- b. Three
- c. Five
- d. Seven

4. What kind of work that Cinderella’s step mother wants?

- a. Wash clothes
- b. Sleeping

- c. Watching Tv
 - d. Shopping
5. What Cinderella has to go to a party?
- a. Expensive shoes
 - b. Cheap shoes
 - c. Glass shoes
 - d. Black shoes
6. Why the prince asks Cinderella to be his wife?
- a. Because she can fit glass shoes
 - b. Because she is cruel
 - c. Because she is the only woman in the party
 - d. Because cinderella is friendly woman
7. Who changed Cinderella?
- a. Her step mother
 - b. Her step sister
 - c. Her pixie
 - d. Her parents
8. What kind of text above?
- a. Descriptive text
 - b. Recount text
 - c. Narrative text

d. Explanation text

9. How many people in that text?

a. 1

b. 2

c. 3

d. 4

10. Who is the main character in that text?

a. Step mother

b. Step sister

c. Cinderella

d. Neighbour

APPENDIX III**Post-test II****TEST 1****Malin Kundang**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it “Batu si Malin Kundang”. We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

2. What is the text about?
 - a. The legend of the old woman
 - b. The legend of Malin Kundang
 - c. The most of popular legend in west-sumatera
 - d. The legend of the sailor
3. Where did the story take place?
 - a. At the ocean
 - b. At the lake
 - c. At the river
 - d. At the jungle
4. What is the main idea of the first paragraph above?
 - a. An old woman and a son lived in a village
 - b. A son was named Malin Kundang
 - c. An old woman and a son loved each other
 - d. They lived ever after
5. Which of the following statement is wrong according to the text above?
 - a. Malin Kundang had been cursed by his mother
 - b. An old woman finally met with her son happily

- c. Malin Kundang is a good sailor
 - d. Malin Kundang became a rich man
6. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...
- a. Mother and her daughter
 - b. Mother and her son
 - c. Father and mother
 - d. Friendship
7. "You'll never be safe now. You and your money will turn to stone."
- The underlined word refers to...
- a. A son
 - b. The sailor
 - c. Malin Kundang
 - d. an old woman
8. What lesson can we learn from the story?
- a. Do not ever forget our parents
 - b. Do not be a greedy
 - c. Do not be an arrogant people
 - d. Be your self
9. Which is paragraph show resolution based on the text?
- a. Paragraph 6
 - b. Paragraph 5
 - c. Paragraph 4

d. Paragraph 3

10. What is the opposite of “near”?

a. Quite

b. Calm

c. Far

d. slow

11. How is the character of Malin Kundang?

a. Smart

b. Stubborn

c. Foolish

d. Greedy

TEST 2



The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He felt in like with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

12. What is the text about?
 - a. The man who living in the shore in North Sumatera
 - b. The tale of lake toba
 - c. The man’s hobby is fishing
 - d. The man was a farmer
13. What is the main idea of the first paragraph above?
 - a. There was a man who was living in north Sumatra

- b. The man was living in the complicated place
 - c. The man likes hunting in the jungle
 - d. The man likes fishing
14. Which of the following statement is false according to the text above?
- a. The gold fish have changed to the beautiful princess
 - b. The man has one daughter
 - c. The man happily ever after
 - d. His wife became a huge golden fish back
15. What is the purpose of the text above?
- a. To retell the story between the man and a fish
 - b. To know the reader about the man who was living in North Sumatera ago
 - c. To describe the lake in North Sumatera
 - d. To inform the reader about the tale of lake toba
16. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
- a. Father and sister
 - b. Husband and wife
 - c. Father and daughter
 - d. Father and his friend
17. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The underlined word means...
- a. Agreement

- b. Appointment
 - c. Application
 - d. Aproximately
18. What lesson can we learn from the story?
- a. Take care of your self
 - b. Fullfil you have a promise
 - c. Always believe your friend
 - d. Obeying your mother's advice
19. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". What does the word "you" in the sentence refer to?
- a. The daughter
 - b. The golden fish
 - c. The man
 - d. Someone else
20. Why did daughter want to come back to home after met his father?
- a. Because, her mother asked to her come back to home
 - b. Because, a big disaster will be happen
 - c. Because, her father said that she was a fish
 - d. Because, her father asked to her bring his lunch
21. What did her mother do after know the reason why her daughter cry ?
- a. Asked her husband to run up the hills
 - b. Suggest her daughter to run up the hills

- c. She was crying and screaming
- d. She was angry

APPENDIX IV**Key Words Post-test I**

1. a
2. d
3. c
4. b
5. d
6. c
7. b
8. c
9. b
10. d
11. a
12. c
13. a
14. a
15. c
16. a
17. c
18. c
19. d
20. c

Key Words Post-test II

1. b
2. a
3. a
4. b
5. b

6. b
7. c
8. a
9. c
10. b
11. b
12. a
13. c
14. d
15. b
16. b
17. b
18. c
19. c
20. b

APPENDIX V

OBSERVATION SHEET

No.	OBSERVER	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	Teacher's capability in opening the class (How the teacher greets the students)		ü				ü
2.	Teacher's giving motivation in the teaching and learning process (How the teacher gives the apperception before starting the teaching and learning process)		ü				ü
3.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)			ü			ü
4.	Teacher's teaching material clearly (It is about the clearness of the teacher's teaching)		ü			ü	
5.	The systematically teaching performance (It is about appropriateness with the lesson plan)		ü			ü	
6.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)		ü			ü	
7.	Teacher's ability in closing the class (It is about how the teacher closes the class and gives summary)		ü			ü	
8.	The student's attention to the teacher's explanation (It is about whether the students are focus and serious to the students' explanation)		ü			ü	
9.	Motivation and enthusiasm of students in teaching learning process (It is about the curiosity and the enthusiasm of the students during the learning process)		ü			ü	
10.	Student's bravery in saying their opinion (There is comment and opinion from students during the learning process)	ü				ü	
11.	Student's interaction in group discussion (It is about the activity of each students in their group and their activeness)	ü				ü	
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support the students' understanding)		ü			ü	

13.	Teacher and students' role in teaching learning process (Teacher's role in controlling the class and group and students' role in the class and group)		ü			ü	
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Note:

Points 1 = Bad
 2 = Good
 3 = Very Good

Signature

(AnnisaHutasuhutS.Pd)

APPENDIX VI

Interview Sheet**Interview report with the teacher in the first session**

NO	Question	Answer
1.	What do you think about this class in learning process?	I think this class is good enough to respond learning and more active in learning
2.	Do they like English subject?	Almost all students in this class like English but they need a lot of time to learn English is good and true
3.	Do you find out the difficulties in teaching reading, miss?	Yes, sometimes I find difficult to teach reading
4.	How did you teaching reading to the students in the classroom?	I mix strategy fun to be understand student

Interview report with the teacher in the last session

NO	Question	Answer
1.	What did you think about method which I have implemented to them in teaching reading, namely Annotation strategy in the classroom?	I think Annotation Strategy gives them concrete tools to be able to interact with the text and find small immediate succeeded, the more students practice effective reading strategies the more natural they will become, and the close to absorbing text they will get and annotation should help the reader during and after reading

Interview report with the student in the first session

NO	Question	Answer
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