

## ABSTRACT

**Simanungkalit, Agnes Kanisya, Registration Number 2213321065, Students' Annotation in Reading Recount Text at Grade 8 Of SMP Swasta Hosana. A Thesis. English and Literature Department Faculty of Languages and Arts, Universitas Negeri Medan, 2025.**

Reading comprehension is an essential skill for junior high school students, particularly in understanding recount texts that involve vocabulary comprehension, text structure, chronological order, and language features. This study aimed to identify the types of annotations made by students in reading recount texts and to explain the reasons why students make annotations. This research employed a descriptive qualitative design. The data were collected from students' annotated worksheets, classroom observation, and semi-structured interviews with six selected students of grade VIII-B at SMP Swasta Hosana Medan. The data were analyzed through data condensation, data display, and conclusion drawing. The findings revealed that students made various types of annotations, including vocabulary annotation, structural annotation of recount text, transition word annotation, question annotation, and grammar or tense annotation. These annotations were used to translate unfamiliar vocabulary, identify the generic structure of recount texts, follow the sequence of events, clarify unclear information, and recognize past tense verb forms. Furthermore, the interview results showed that students made annotations to help them understand the text more clearly, maintain focus while reading, avoid confusion, and engage more actively with recount texts. Overall, the findings indicate that annotation functions as an effective reading strategy that supports students' reading comprehension and active engagement with recount texts.

**Keywords:** Annotation, Recount Text, Reading Comprehension, Students' Annotation