

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is the activity of looking at reading material and the process of understanding the contents of the text aloud or silently. Reading is more than just a reader-text exchange. Reading can define as being almost the same as reading comprehension. This is described as "a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended."

When students learn English, there are four skills should be mastered, one of the skills which have important function for the students is reading. Reading is an important part that needs to be developed and nowadays, it can't be denied that learning reading is very crucial. Reading is a process that must be attended to and integrated to every class (Purwanto, 2021). By reading, students can develop and enlarge their knowledge.

In addition, reading can be viewed as a process of extracting information from a text and interpreting it. Reading comprehension is incredibly intricate, requiring a wide range of cognitive abilities that work together in highly effective ways.

The students need to understand the vocabulary, grammar, reading, spelling, and pronunciation of English. The ability to communicate in English on a daily basis is the present curriculum's definition of junior high school English literacy. They must be aware that the goal of teaching English is to help students improve

reading comprehension. However, in practice, a large number of students struggle to understand what they read.

Some strategies for learning reading can be implemented by the teacher and the students. One of the strategies is by using Annotation text. Zywica and Gomez (2008) define that annotation is a process of marking up a text so it will be manageable. Students annotate to draw attention to significant statements or details, such as the text's primary idea, supporting details, crucial words, definition, or transition.

Simpson and Nist in Ariansyah and Fitrawati (2013) explain that annotation is one of reading strategies to improve reading comprehension. Students are able to comprehend what they are reading and express it in their own words with the help of annotations. Some steps are implemented to annotate the text. First, students are given the task of reading the title and interpreting it using their prior knowledge. Second, students are told to read the book again and annotate any key ideas or information. Students can rewrite the idea or important information in their own words.

Zywica and Gomez (2008) add that annotation assists the students visualize what they read. Besides, it helps the students comprehend the text, become engaged and involved in the text. It also assists the students build the reading style that will be used for next reading. If they can deconstruct or evaluate the text they are reading, they will prepare for the next reading, such as reading in later grades, at college or at work.

Based on researcher's observation at SMP Swasta Hosana Medan, the researcher found that many student still read a text in English and didn't know many the meaning of vocabularies from the text and they also sometimes have difficulty understanding the content of the recount text. The teacher uses manual method, namely by telling the students to ask directly in which sentence or in which word the students do not understand. The students had difficulties in remembering where in the text they don't know the meaning, where they don't understand the sentence, or where they have forgotten the meaning of the words because of their lack of vocabulary. The problems were already happened also in that school while they studied about recount text.

There was a study have been conducted on teaching reading using annotating strategy. Ayu Rahadiyanti (2023), in her research with the tittle "The Influence of Using Annotating Strategy Towards Students Reading Comprehension In Recount Text At Eight Grade Students of SMP N 1 Talang Padang". The researcher found that the students had little interest in reading. The teacher in the class always uses the same strategy to teach all kinds of reading text, making students passive in the class.

However, after looking at many previous studies, there are still some areas that haven't been studied much, especially when it comes to using annotation in reading recount texts at the Junior High School level in Medan. Most of the earlier research focused on descriptive or narrative texts and was done in different schools or regions Because of this, it's important to look into how students at SMP Swasta

Hosana Medan apply these annotation when read recount texts, and also understand the reasons behind their choices.

1.2 Research Problem of the Study

Based on the problems identification, it is necessary to formulate the problems on this research as:

1. What annotation do the students make in reading recount text in grade 8 at SMP HOSANA MEDAN?
2. Why do the students make annotation the way they do?

1.3 Objective of the Study

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problems. The objectives of this research are:

1. To uncover the annotation that students make in reading recount text in grade 8 at SMP HOSANA MEDAN
2. To discover the reasons why the students make the annotation the way they do in reading recount text

1.4 Scope of the Study

This research focuses on analyzing the students annotation in reading recount text and the reason why they make the annotation. The study will be conducted in grade 8 at SMP Swasta Hosana Medan. The observation and analysis will emphasize the actual classroom practices of the teacher without limiting the steps

to any specific theoretical framework. The findings will be compared to relevant theories in the discussion section.

1.5 Significances of the Study

Findings of the study are expected to offer theoretically and practically significances.

1. Theoretically

This study aims to enhance the existing theories of reading comprehension by integrating annotating strategies as a key method for improving students' understanding of recount texts. It seeks to demonstrate how annotating can facilitate deeper engagement with texts, thereby contributing to theoretical frameworks that emphasize active reading strategies.

2. Practically

a. For English teacher

The findings from this study will serve as a practical guide for teachers in implementing the annotating effectively. By understanding the actual steps applied in the classroom, teachers can adapt and improve their teaching techniques to enhance students' reading comprehension.

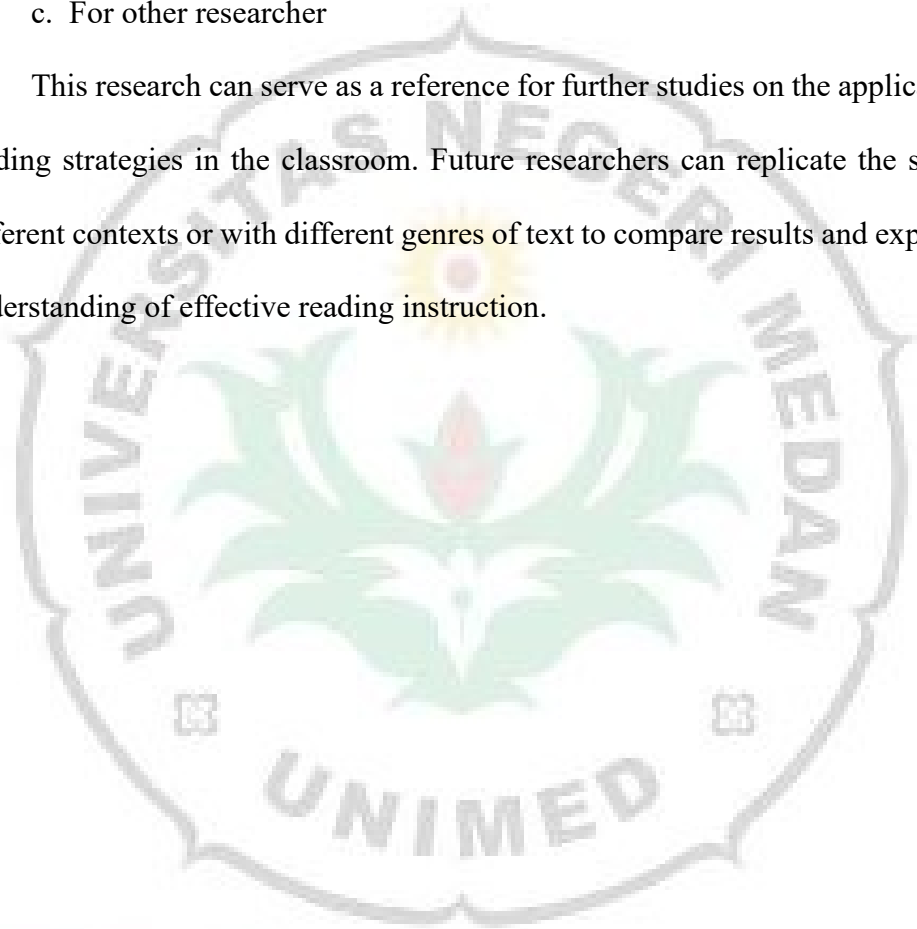
b. For students

Learning through the annotating strategy can help students develop the ability to identify key information, understand text structure, and actively engage with

reading materials. This strategy can also improve their retention and comprehension of recount texts.

c. For other researcher

This research can serve as a reference for further studies on the application of reading strategies in the classroom. Future researchers can replicate the study in different contexts or with different genres of text to compare results and expand the understanding of effective reading instruction.



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