

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting the research, conclusions were drawn to answer the objectives of the study. This study aimed to (1) uncover the annotation that students make in reading recount text in grade 8 at SMP HOSANA MEDAN, and (2) discover the reasons why the students make the annotation the way they do in reading recount text. Based on the research findings and discussion, the following conclusions can be made:

1. The students of grade VIII-B at SMP Swasta Hosana made several kinds of annotations when reading recount texts. These annotations appeared in various forms such as underlining, circling, giving stars, writing symbols or abbreviations, and making short notes or translations in the margins. The first research problem of this study concerns the types of annotations made by students while reading recount texts. The findings reveal that students made various types of annotations during the reading process. Five main types of annotations were identified, namely vocabulary annotation, structural annotation of recount text, transition word annotation, question annotation, and grammar or tense annotation.

Vocabulary annotation was the most frequently used, followed by structural and transition word annotations. These findings indicate that students actively interacted with recount texts by using different annotation strategies to support their reading comprehension.

2. The second research problem focuses on the reasons why students make annotations while reading recount texts. The findings show that students made annotations to help them understand unfamiliar vocabulary, identify the structure of the text, follow the sequence of events, clarify unclear information, and recognize grammatical features such as past tense verbs. In addition, students perceived annotation as a helpful strategy that improved focus, comprehension, and engagement during reading. Overall, annotation functioned as an effective reading strategy that supported students' understanding of recount texts.

5.2 Suggestion

1. For teacher

Teachers are encouraged to integrate annotating strategies in reading activities to help students interact more actively with the text. By guiding students on how to mark important information, identify text structures, and write reflective notes, teachers can enhance students' comprehension and critical thinking in reading.

2. For Students

Students should continue to use annotation as a personal reading habit. By consistently marking key ideas, difficult words, and transition signals, they can strengthen their understanding and retention of reading materials, particularly in recount and other narrative texts.

3. For Future Researchers

It is suggested that future researchers conduct similar studies using different types of texts (such as narrative, descriptive, or expository) or at different educational levels. This will help expand understanding of how annotation contributes to reading comprehension across various contexts and learners.

