IMPROVING THE VIII A STUDENTS' READING COMPREHENSION BY USING ANNOTATING TEXT STRATEGY AT MTSN 3 JEMBER IN THE 2017/2018 ACADEMIC YEAR

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ABSTRACT

Reading comprehension is an ability to read a text, process it, and understand the meaning. But related to the condition and situation right now, there are some students who still unable to read comprehend a text. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching method or strategy, in this case the researcher used nnotating Text strategy to improve reading comprehension."

In this research the problems are "How can the use Annotating Text Strategy improve the VIII A students' reading comprehension at MTsN 3 Jember in 2017/2018 Academic Year?" and "How can the use Annotating Text Strategy Strategy improve the VIII A students' to be actively involved in English teaching learning process at MTsN 3 Jember in 2017/2018 Academic Year?". The purpose of this research is to improve the VIII A Students' Reading Comprehension by Using Annotating Text Strategy Strategy at MTsN 3 Jember in 2017/2018 Academic Year. The design of the research is Classroom Action Research : which uses reading test and observation checklist as the instruments of the research. The population of the VIII A year students are 22.

The result of reading test in cycle 1 was showed that from 13 students have scored ≥ 70, and the average was 67 while the average result of the observation checklists were 43.18 % active students and 56.82% passive students. It means the result did not achieved the target. It was to revise plan or strategy in cycle 2. In cycle 2 there were 18 students who scored ≥ 70 , then the average was 78 while the result of observation checklists were 17 of 22 students (77.28%) who actively participated or 5 of 22 students (23.72%) who passively participated. It means the target is achieved. The action was stopped because requirement could achieved the target.

Based on the result, it can be concluded that Annotating Text Strategy can improve the VIII A students reading comprehension by monitoring the text. Then it also improve VIII A students' activeness in reading learning process by marking the text at MTs N 3 Jember in 2017/2018 Academic Year.

Key Words: Reading Comprehension and Annotating Text Strategy

ABSTRAK

Pemahaman membaca adalah kemampuan membaca teks, mengolahnya, dan memahami maknanya. Namun terkait dengan kondisi dan situasi saat ini, ada beberapa siswa yang masih belum bisa membaca memahami teks. Untuk menghadapi masalah umum ini, harus ada beberapa cara dan solusi untuk memperbaiki pemahaman bacaan siswa melalui metode atau strategi pengajaran yang ada, dalam hal ini peneliti menggunakan strategi Teks nnotating untuk meningkatkan pemahaman bacaan.

Dalam penelitian ini, masalahnya adalah "Bagaimana Cara Menggunakan Strategi Teks Anotasi Meningkatkan Pemahaman bacaan siswa di MTsN 3 Jember pada Tahun 2017/2018 Tahun Akademik?" Dan "Bagaimana Cara Pakar Strategi Teks Anotasi Memperbaiki Seorang siswa ' untuk secara aktif terlibat dalam proses belajar mengajar Bahasa Inggris di MTsN 3 Jember tahun 2017/2018 Tahun Akademik? ". Tujuan dari penelitian ini adalah untuk meningkatkan Pemahaman Membaca Siswa dengan Menggunakan Strategi Strategi Anotasi Teks di MTsN 3 Jember tahun 2017/2018 Tahun Akademik. Rancangan penelitian ini adalah Classroom Action Research: yang menggunakan daftar periksa tes dan observasi sebagai instrumen penelitian. Populasi siswa kelas VIII A adalah 22 orang.

Hasil uji bacaan pada siklus 1 menunjukkan bahwa dari 13 siswa memiliki skor ≥ 70, dan rata-rata adalah 67 sedangkan hasil rata-rata daftar periksa observasi adalah 43,18% siswa aktif dan 56,82% siswa pasif. Artinya hasilnya tidak mencapai target. Itu adalah untuk merevisi rencana atau strategi pada siklus 2. Pada siklus 2 ada 18 siswa yang mencetak angka ≥ 70, maka rata-rata adalah 78 sedangkan hasil daftar periksa observasi adalah 17 dari 22 siswa (77,28%) yang berpartisipasi aktif atau 5 dari 22 siswa (23,72%) yang berpartisipasi secara pasif. Artinya target tercapai. Aksi tersebut dihentikan karena kebutuhan bisa mencapai target.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa Strategi Teks Anotasi dapat meningkatkan pemahaman pembaca kelas VIII A dengan memonitor teks. Kemudian juga meningkatkan keaktifan siswa dalam proses membaca belajar dengan menandai teks di MTs N 3 Jember tahun 2017/2018 Academic Year.

Kata Kunci: Membaca Pemahaman dan Strategi Teks Anotasi

INTRODUCTION

The importance of learning English could be seen from the fact that most scientific books are written in English. Reading is an activity that look on written text to get an information. Syatriana (2012:1) states "Reading can be said an interactive process". When a student reads a text, she tries to think about the information about and of course, she is going to predict and then appear a question from this activity.

Thinker stated, "Reading comprehension is not just reading with a loud but reading to establish and understand the meaning of the words, sentences, and paragraph sense relationship among the ideas to get an information" (Syatriana, 2012:4). It means that to understand a text the reader should be able to determine the idea of the text.

Based on the objectives of teaching English as stated in the Objectives of English Curriculum of 2006 for junior high school, the students are expected to have the ability to understand and create a variety of short functional text monologue and the essay form of procedure, descriptive, recount, narrative, and report (BNSP, 2006:124).

Although the objectives of the teaching has been stated explicitly, it cannot be denied that the result of reading test in English subject especially to the VIII A students in MTsN 3 Tanggul is below expectation. The researcher did an observation by interviewing the English teacher and she said some of the reading scores are still low because they could not get information from the text . Thus, the researcher gave a reading comprehension test to know the score of reading comprehension. The KKM is 70, but the average of the students' result of the preliminary test is 60.

The problems based on the result of preliminary on English subject in MTsN 3 Tanggul for the VIII A students. They could not get information from the text ,they felt difficult and spend long time to determine the main idea of the text when they read a text. Then the researcher found that the teacher only explained the material then gave them a task. Thus, the process of reading class is passive. Ideally, an effective strategy of teaching reading should be applied in order to stimulate the students' ability in reading comprehension and the class activeness.

Then the researcher find the solving or strategy that can improve their ability to comprehend the text and the class activeness. The researcher believes Annotating Text strategy can solve those problems. Orlich et al (20013:14) " Annotating text is summing up information in a text or article by writing brief key points. It is an active reading strategy that improves reading comprehension and the beginning of the learning and remembering processes". The student take time to understand what he or she is reading and then put it into his or her own words. Thus the students more active in reading process,

Therefore, it is necessary to conduct a classroom action research which focusses on Improving The VIII A Students' Reading Comprehension by Using Annotating Text Strategy at MTsN 3 Tanggul in 2017/2018 Academic Year. Classroom action research is chosen because the researcher permitted by the Headmaster to do a reseacrch and the problems that occur faced by the teacher and students, then Annotating Text strategy has never been applied in here. Thus, the researcher expect that the problems of reading can be solved through the implementation of Annotating Text with the classroom action research.

Based on the discussion above, the researcher is interested in carrying out a study on "Improving The VIII A Students' Reading Comprehension by Using Annotating Text Strategy at MTsN 3 Jember in 2017/2018 Academic Year".

RESEARCH METHOD

This research is a classroom action research (CAR). The design of this research is Kemmis and Mc Taggarat's design. The research subjects are VIII A students of MTsN 3 Jember in the 2017/2018 academic year. In this action research, MTsN 3 Jember especially the class VIII A. Based on the research design, the actions of the research are implemented in four stages they are; planning, implementing, observing and reflecting.

DISCUSSION

The result of the reading comprehension test in the first cycle showed that the average of the result score was bellow expectation. The average of the students was 67 while the KKM is 70. It means that the average had not been achieved and it can be said that it was not successful.

For the reason, the researcher investigated the cause of this matter. The result of the investigation showed that the students didn't understand about Annotating Text strategy and the students still had difficulties using the strategy because it was a new experience for students, because of that problem they tend to make mistakes in trying to comprehend a text using recount text.

Having taken the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching reading comprehension by using Annotating Text strategy to the students. The researcher explained more about the steps of the strategy then gave the example of the steps itself.

In the cycle 2 could be concluded that the whole process of teaching learning was running well, the students cooperate with the teacher, almost of students had initiative by their selves to give questions and answers. Orlich et al (2013:14) stated that annotatig text is a strategy used to understand reading material in imroving students' reading comprehension . It means that Annotating Text strategy can be applied in the teaching reading by using recount text, students can improve their reading comprehension, including the word, sentence, paragraph and text.

It can be showed from the average score in the first cycle was 67 and the second cycle was 78. From the improvement above of the VIII A students that Annotating Text Strategy helps students to concentrate on the text. Then students have to identify the important points, recognizing how the text fit together and also enabled the students to catch implied meaning in the text.

Based on explanation above, the result of this research was after implementing the actions in cycle 1 and cycle 2, that was teaching reading comprehension by using Annotating Text Strategy, it was found that there was improvement on the students' reading comprehension. It could be said that Annotating Text Strategy was able to improve the students' reading comprehension.

The students' participation was still low in teaching learning process in the first cycle. The students used to be passive participant, it can be showed that the percentage was 56,82% for passive students because they only got two checklists.This caused by the researcher did not guide the students to be active students during the teaching and learning process. Then the students did not confident with theirselves to show the result.

In the second cycle the teacher asked the students to make group to make them become more confident in the annonate step. And then the researcher gave reward to the students who were active in the class, were some of ways to enhance the motivation and participation of the students in teaching learning process.

According Carter (2014:349) "Means by using marking a text and annotating a text can improve the reader' activeness in reading process". In the way to understand the meaning they have to mark the written text. Thus in this case the students not only read the text, they have to do the activity it was marking the text while they tried to find the meaning. It made them to be active because they not only read a text.

The result in the second cycle that VIII A students. Activeness was improving proofed by the percentage of active students was 77,28% because they got more than two checklist. The students discussed with their friend about their ideas of the text and some students was excited in marking the text with their style like highlighting the points of the text with some colours. From these statements it could be concluded that the students' become active in the second cycle.

CONCLUSION AND SUGGESTION

CONCLUSION

The use of Annotating Text Strategy can improve the reading comprehension by monitoringthe text. Iit is done by asking the students to annotate the text. The students have to circle, underlined, highlighting, and take a note on the text. These steps force the students to stay focuss and stimulate them to think the idea of the text. With this strategy the students could more understand about the text that they have read, thus they can more easily to find out the answer of the text. Based on the result of the reading comprehension test that was done in cycle 2, it can be coclude that annotating text strategy could improve the VIII A students' reading comprehension by monitoring the text at MTsN 3 Jember in the 2017/2018 academic year.

In other hand this strategy help the class active because the students have to do some activities like annotate and make a short summary, the students not only listent the explanation of the teacher. Thus it can be coclude that Annotating Text Strategy could improve the VIII A students' activeness in learning process by marking the text at MTsN 3 Jember in the 2017/2018 academic year.

SUGESTION

The result of the research shows that the use of Annotating Text Strategy can improve the students' reading comprehension, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

The English teacher is suggested to use Annotating Text Strategy as an alternative strategy in teaching reading to improve the students' reading comprehension since it is interesting they will enjoy reading the text.

The students are suggested to be accustomed to use Annotating Text Strategy because it could improve their reading comprehension, help the students to know the meaning of text and can improve the students score in English.

The suggestion for another researcher that the researcher suggested in this research such as, the other researchers are suggested to conduct a classroom action research to increase the teacher strategy in teaching learning process. Then other researchers are suggested to use Annotating Text Strategy increase the students' reading comprehension ability.

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