ANNOTATION STRATEGY IN EFL CLASSROOM: IS IT EFFECTIVE FOR TEACHING READING?

Oleh:
Zahratul Idami[1), Rena Juliana[2), Fitri Yustika[3)
[1]Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies (IAIN) Langsa
[2]Tarbiyah and Teacher Training Faculty, STAIN Teungku Dirundeng Meulaboh
[3]Al Habib Boarding School
[1]correspondence email: zahra@iainlangsa.ac.id
[2]email: renajuliana@staindirundeng.ac.id
[3]email: fitriyustika339@gmail.com

Abstrak

Penelitian ini bertujuan untuk menemukan efektivitas penggunaan *annotation strategy* dalam pengajaran membaca. Pada penelitian ini, teks deskriptif menjadi salah satu variable yang ingin dilihat. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksperimen. Terdapat dua kelas yang menjadi sampel dalam penelitian yang dilakukan di MAN Terpadu Langsa ini, yaitu kelas eksperimen dan kelas control yang masing-masing terdiri dari 20 siswa. Untuk memperoleh data, *pre-test* dan *post-test* diberikan kepada siswa di kedua kelas tersebut. Terdapat perbedaan yang signifikan yang ditunjukkan dari hasil tes siswa pada kelas eksperimental yang diajarkan dengan menggunakan *annotation strategy* dengan kelas kontrol yang tidak diajarkan dengan menggunakan strategi tersebut. Nilai rata-rata siswa di kelas eksperimen lebih tinggi dibandingkan dengan nilai siswa di kelas kontrol. Hasil *post-test* menunjukkan nilai rata-rata yang diperoleh oleh siswa di kelas eksperimen adalah 76, sementara di kelas control adalah 58. Dengan kata lain, uji hipotesis dengan menggunakan *t-test* menunjukkan bahwa *t-value* lebih besar daripada *t-table*. Nilai *t-value* adalah 13,09, sementara *t-table* = 5% dengan *df* 38 adalah 2.02 < 13.09 > 2.71. Hal ini menunjukkan hipotesis alternatif diterima. Berdasarkan hasil tersebut dapat disimpulkan bahwa *annotation strategy* efektif digunakan untuk pengajaran membaca.

Kata Kunci: *Annotation strategy*, Membaca, Teks Deskriptif

1. INTRODUCTION

In learning English, there are four skills should be mastered, one of the skills which have important function for the students is reading. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Students also need to be taught how to read well, thus, they are able to master and read some reading exercises. Through reading, the students can get benefits that also give the impact to other language skills. Reading involves a complex process of decoding written symbols in order to construct meaning or comprehension. It is used as a means of communication, sharing information and ideas.

Furthermore, while learning reading, the students should understand the written information effectively and efficiently. They also need to master and comprehend not only the structure of the sentences in the text but also the meaning explicitly and implicitly.

In reading, one of the text genres learned by high school students is descriptive text. According to Kane (2005:352), "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception." Based on researchers' pre-observation in MAN Terpadu Langsa, the students in the eleventh grade did not indicate a good capability in reading comprehension especially in a descriptive text. They got low score and could not answer the questions well. The researchers found that most of the difficulties faced by students were in finding information related to arguments in the text. They could not get the point, details and implicit meaning (inference) of the text that resulted they could not understand the text. It happened because they could not comprehend and distinguish some significant information the text they read.

To consider the condition above, the researchers must be prepared with good strategy of learning to improve their ability of reading comprehension. Based on the problem above, the objective of this research is to find out whether annotating text strategy is effective to improve the students' reading comprehension at eleventh grade students of MAN Terpadu Langsa. Annotation has variety of marking strategies by underlining and highlighting words and passages from the text given. These strategies help students in writing notes, questions, comments, inferences, examples and giving opinions from the text (Holschuh and Aultman, 2009).

The steps in annotating texts are divided into several activities. First, students will be guided

to activate their background knowledge by read the title and interpret the picture in the texts. Second, students read the text twice and mark up the important idea and information in the text, such as; definition, examples, cause and effect, unknown vocabulary and passages that generate a strong positive or negative response. Then, students put the information in the chart or margin and, write it into their own word. After encoding the information in their words, students and teachers discuss the difficulties faced by students in previous steps. Next, students sum up each paragraph by their own word. At last, students write their description and opinion about the topic or thing which is discussed. Since the activities above engage learners in making meaning, it will help students to be able to comprehend the texts.

In line with this research, Hartini (2019) conducted a research about the implementation of annotation strategy in teaching reading. In her classroom action research, she had 30 students for the sample and achieved 70% of the students got passed The Minimum Mastery Criterion-*Kriteria Ketuntasan Minimum (KKM)*. Besides, Ariansyah and Fitrawati (2013) also conducted a research about this strategy. They found that this strategy could help students in reading exposition text. However, there were the differences between those previous researches and this research. In this experimental research, the different genre of the text was chosen and it had two classes as the sample with the amount of students was 40.

2. RESEARCH METHOD

This research used quantitative research method. Phakiti (2014: 8) states that this research method is used to "determine a relationship between two or more variables. It is related to numerical data, measurement, and statistical analysis".

This research might be described as an experimental research with pretest – posttest design which focuses on treatment and outcome (Freed, Hess and Ryan, 2002:312). In this design, a pre-test was administered and then followed by separate methodological treatments to a number of different groups of pupils. After a fixing period of time a post-test was given.

Population and Sample

According to Hanlon and Larget (2011) state population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. The population in this research was the eleventh grade students of MAN Terpadu Langsa. The researchers chose two classes as object of the research. Meanwhile, sample is a subset of individuals from a given population. In this case, the researchers took sample from eleventh grade students of MAN Terpadu Langsa which has two classes,

experimental class and control class. From both classes were taken 40 students from the attending list using purposive sampling technique; 20 students from the former, and 20 students from the latter.

Technique of Collecting Data and Instrument

To collect the data, the researchers used reading comprehension tests as instruments. The tests were done to find out the effectiveness of using annotation strategy to improve students' reading ability in descriptive text at the eleventh grade of MAN Terpadu Langsa. The researchers applied two tests namely pre-test and post-test for the experimental and control class. Pre-test was given to both classes before doing an experimental research or before teaching by using annotation strategy in the experimental class. Then post-test was also given after doing the treatment. Whereas, control class was not be given the treatment using annotation strategy, but a conventional strategy was implemented in the class. Lastly, after the researchers administered the post-test to know their competences, then the students' score was analized by using some statistical formulas.

3. RESULT AND DISCUSSION

The subjects of this research were divided into two classes. They were experimental class (XI IPA 3) and control class (XI IPA 5). Before the activities were conducted, the researchers determined the materials and lesson plan of learning. Learning in the experimental class was conducted by adding treatment assessing the students' reading comprehension in descriptive text by annotation strategy, while the control class without using annotation strategy. After the data were collected, the researchers analyzed it. The first data analysis is from the pre-test score of control class and experimental class. It is used to know that the student's competence in reading comprehension in descriptive text. Another analysis data is from the post-test score conducted in the end of control class and experimental class teaching. It is used to prove the truth of hypothesis that has been formulated.

The pre-test in experimental group was given by asking students to answer the question about descriptive text. The total of questions that given were 10 and the test forms was multiple choices. This test was purposed to know the students' reading comprehension in descriptive text achievement before they got any treatment. The data of the students' achievement before being taught by using annotation strategy could be seen in the following table:

Table 1
The Students' Scores of Pre-test in Experimental Class

No	Name	Pre-test
1	ASY	60
2	AM	40

3	AS	50
4	DL	50
5	DRA	60
6	DU	50
7	ER	50
8	IM	60
9	IMP	70
10	IK	50
11	MKR	40
12	MD	60
13	MI	50
14	ML	60
15	MN	50
16	MH	50
17	MS	70
18	NA	60
19	NM	50
20	RMF	40
	Total	1070

The table 1 above clarified that, in pre-test there were 3 students who got score 40, 9 students who got score 50, 6 students who got score 60 and 2 students who got score 70. The table above shows that the each student's score of pre-test is low. It means that all the students have problem in reading comprehension in descriptive text.

The researchers calculated the mean score of pre-test in experimental class used the following mean formula (Warner, 2013:49):

$$M = \frac{\sum x}{n}$$
$$= \frac{1070}{20}$$
$$= 53.5$$

Then, the researchers gave a treatment process by annotation in teaching reading comprehension skill in descriptive text in experimental class. The researchers applied this method to know the students' reading comprehension skill achievement after the students getting treatment. The researchers did the experiment to the students as many as five times by using annotation strategy. After the five meetings did treatment and test, the researchers got the student's score of post-test in experimental class could be seen in the following table:

Tabel 2
The Students' Scores of Post-test in Experimental Class

NO	Name	Post-test
1	ASY	80
2	AM	70
3	AS	80
4	DL	80
5	DRA	80
6	DU	80
7	ER	70
8	IM	80
9	IMP	80
10	IK	70
11	MKR	70
12	MD	80
13	MI	70
14	ML	80
15	MN	70
16	MH	80
17	MS	80
18	NA	80
19	NM	70
20	RMF	70
	Total	1520

The table 2 above clarified that, in post-test there were 12 students who got score 80, and 8 students who got score 70. Based on students' score of post-test in experimental class, the researchers concluded that the highest score of the test is 80. On the other hand, the lowest score was 70. Then, the researchers calculated the mean score of post-test by the following formula:

$$M = \frac{\sum x}{n}$$
$$= \frac{1520}{20}$$
$$= 76$$

The researchers combined both of students score from pre-test and post-test in experimental class. It is to know the gaining score before and after treatment by using annotation strategy could be seen the following table:

Table 3
The Student's Pre-Test and Post-test Scores in Experimental Class
(Using Annotation Strategy)

No	Name	Pre-test	Post-test	Gained (d) score (Post-test- Pre-test (X)
1	ASY	60	80	20
2	AM	40	70	30
3	AS	50	80	30
4	DL	50	80	30
5	DRA	60	80	20
6	DU	50	80	30
7	ER	50	70	20
8	IM	60	80	20
9	IMP	70	80	20
10	IK	50	70	20
11	MKR	40	70	30
12	MD	60	80	20
13	MI	50	70	20
14	ML	60	80	20
15	MN	50	70	20
16	MH	50	80	30
17	MS	70	80	10
18	NA	60	80	20
19	NM	50	70	20
20	RMF	40	70	30
	Total	1070	1520	450

Different with experimental class, in control class, the researchers did not give any treatment by using annotation strategy, the researchers only gave them material of descriptive text and then the researchers explained about it. The researchers used the conventional method to teach in the control class. After the researchers explained the material the researchers gave them pre-test and post-test. Before post-test was done in control class, the researchers gave pre-test to the control class in order to know the students' reading comprehension in descriptive text. The result of pre-test in control class could be seen in table below:

Table 4
The Students' Scores of Pre-test in Control Class

No	Name	Pre-test
1	AA	50
2	AVM	40
3	AR	40
4	CAT	60
5	CM	60

6	DAT	60
7	DPA	50
8	DMD	40
9	EAZ	40
10	FA	50
11	FQ	50
12	GT	70
13	HNH	60
14	IQV	60
15	KAK	70
16	LN	50
17	MAM	50
18	MF	40
19	MF	60
20	MH	40
	Total	1000

In control class, the score of students was low. It means that students also got problem about reading comprehension in descriptive text. The table above shows that only 2 students got score 70, 6 students got score 60, 6 students got score 50 and 6 got score 40. This condition was similar with the experimental class, but control class did not be given the treatment by using annotation strategy. In this research, the researchers intended to know the differences using annotation strategy and without using annotation strategy in the experimental and control class and the effectiveness of annotation strategy in student' reading comprehension in descriptive text. The researchers calculated the mean of pre-test in control class using this formula:

$$M = \frac{\sum x}{n}$$
$$= \frac{1000}{20}$$
$$= 50$$

Then, the researchers did the post-test in control class. The result of post-test could be seen in table below:

Table 5
The Students' Scores of Post-test in Control Class

No	Name	Post-test
1	AA	60
2	AVM	50
3	AR	50
4	CAT	70
5	CM	60
6	DAT	70
7	DPA	50
8	DMD	40
9	EAZ	50
10	FA	60
11	FQ	60
12	GT	70
13	HNH	60
14	IQV	60
15	KAK	70
16	LN	60
17	MAM	60
18	MF	50
19	MF	60
20	MH	50
	Total	1160

After getting the post-test, the students' score of post-test did not have significant improvement. It was because the researchers only taught and explained the material with the conventional method and the researchers did not use the annotation strategy that suitable with reading comprehension skill. In the table above shows only 5 students got score 70, 9 students got score 60, 6 students got score 50 and only 1 student got score 40. It means that without using annotation strategy, the students' score did not increase. Then, the researchers calculated the mean of post-test score using this formula:

$$M = \frac{\sum x}{n}$$
$$= \frac{1160}{20}$$
$$= 58$$

The researchers combined both of students score from pre-test and post-test in control class. It is to know the gaining score that could be seen in the following table:

Table 6
The Student's Pre-test and Post-test Scores in Control Class
(Without Annotation Strategy)

NO	Name	Pre-test	Post-test	Gained (d) score (Post-test- Pre-test (Y)
1	AA	50	60	10
2	AVM	40	50	10
3	AR	40	50	10
4	CAT	60	70	10
5	CM	60	60	0
6	DAT	60	70	10
7	DPA	50	50	0
8	DMD	40	40	0
9	EAZ	40	50	10
10	FA	50	60	10
11	FQ	50	60	10
12	GT	70	70	0
13	HNH	60	60	0
14	IQV	60	60	0
15	KAK	70	70	0
16	LN	50	60	10
17	MAM	50	60	10
18	MF	40	50	10
19	MF	60	60	0
20	MH	40	50	10
	Total	1000	1160	120

From two tables presented above the researchers can conclude that the experimental class's score (learning reading comprehension in descriptive text using annotation strategy) is higher than the control class's score (without using it) when they had learnt about descriptive text.

As mentioned before, in analyzing the data from the result of pre-test and post-test, the researchers used statistic calculation of the t–test formula with the degree of significance 5% and 1% as follows:

Table 7
The Comparison Scores of each Student of the Experiment Class and Control Class

Students X	Students Y	X	Y	X^2	Y^2
1	1	20	10	400	100
2	2	30	10	900	100
3	3	30	10	900	100
4	4	30	10	900	100
5	5	20	0	400	0
6	6	30	10	900	100
7	7	20	0	400	0
8	8	20	0	400	0
9	9	20	10	100	100
10	10	20	10	400	100
11	11	30	10	900	100
12	12	20	0	400	0
13	13	20	0	400	0
14	14	20	0	400	0
15	15	20	0	400	0
16	16	30	10	900	100
17	17	10	10	100	100
18	18	20	10	400	100
19	19	20	0	400	0
20	20	30	10	900	100
N = 20	N = 20	$\sum X=$ 450	$\sum Y=$ 120	$\sum X^2$ =10900	$\sum Y^2$ = 1200

Based on the data presented in the table 7 above, it can be discussed that the lowest gained from the experiment class (X) is 10 and from the control class (Y) is 0, and the highest gained from (X) is 30 and from (Y) is 10. While the sum of gained score (X) is 450 and (Y) is 120. And the sum of squared of gained score (X) is 1090 and (Y) is 1200

Then, the researchers calculated them based on the step of the t–test. The formulation as follows:

a. Determining Mean of Variable X, with formula

$$M_x = \frac{\sum x}{N\ 1} = \frac{450}{20} = 22.5$$

b. Determining Mean of Variable Y, with formula

$$M_Y = \frac{\sum Y}{N\ 1} = \frac{120}{20} = 6$$

c. Determining of Standard of Deviation Score of Variable X, with formula:

$$SD_x = \frac{\sqrt{\sum x^2}}{N} = \frac{\sqrt{10900}}{20} = 5.22$$

d. Determining of Standard of Deviation Score of Variable Y, with formula:

$$SD_y = \frac{\sqrt{\sum Y^2}}{N} = \frac{\sqrt{1200}}{20} = 1.73$$

e. Determining Standard Error Mean of Variable X, with formula:

$$SE_{mx} = \frac{SD_x}{\sqrt{N-1}} = \frac{5.22}{\sqrt{20-1}} = \frac{5.22}{\sqrt{19}} = \frac{5.22}{4.35} = 1.2$$

f. Determining Standard Error Mean of Variable Y, with formula:

$$SE_{my} = \frac{SD_y}{\sqrt{N-1}} = \frac{1.73}{\sqrt{20-1}} = \frac{1.73}{\sqrt{19}} = \frac{1.73}{4.35} = 0.39$$

g. Determining of Standard Error Mean of difference Mean of Variable Xand Mean of Variable Y, with formula:

$$SE_{Mxmy} = \sqrt{SEmx^2} + SEmy^2 = \sqrt{1.2^2} + 0.39^2$$
$$= \sqrt{1.44} + 0.15$$
$$= \sqrt{1.59}$$

$$= 1.26$$

h. Determining t_o with formula:

$$t_o = \frac{Mx - My}{SE_{Mx-My}} = \frac{22.5 - 6}{1.26} = \frac{16.5}{1.26} = 13.09$$

i. Determining t – *table* in significant level 5% and 1% with *df* formula:

$$df = (N1 + N2) - 2$$
$$= (20 + 20) - 2$$
$$= 40 - 2$$
$$= 38$$

df = 38 (see the table of "t" values at the degree of significant of 5% and 1%)

T_{table} (tt) at significance 5% = 2. 02

T_{table} (tt) at significance 1% = 2. 71

j. Statistic Hypothesis

To prove the hypothesis, the data obtained from the experiment and the control classes were calculated by using the t–test formula with the assumption as follows:

t_0> tt: the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means, there are significant differences between the result of using annotation strategy in teaching reading comprehension skill of descriptive text and without using it.

t_0< tt: the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means, there are no significant differences between the result of using annotation strategy in teaching reading comprehension skill of descriptive text and without using it.

From the result of statistic calculation, it is obtained that the value of t_o is 10.38 and the degrees of freedom (*df*) is 38 obtained from (N1+N2 − 2) = (20 + 20 − 2) = 38. In the table significance, it can be seen that on the *df* 52 and on the degree of significance of 5% and 1% the values of the degree of significance are 2.02 and 2.71. By comparing the values of t_0 = 13.09 and tt = 2.02 and 2.71. So, the researchers made the conclusions of the hypothesis that t_0 is bigger than tt namely 2.02 < 13.09> 2.71, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is a significant difference between using annotation strategy in teaching reading comprehension skill of descriptive text than without using it. If the result of calculation t_0 is higher than tt, t_0> tt, the null Ho is rejected. It means that the experimental technique is accepted and if the result of calculation to is lower than tt, t_0< tt so, the H_0 is accepted. It means that the experimental technique is rejected.

The researchers summarized that t_0> tt, it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. The researchers analyzed the result of calculation that (H_0) is rejected and (Ha) is accepted. It means that

the increasing of the students' reading comprehension skill of descriptive text score by using annotation strategy. It proved that the use of annotation strategy in teaching the students reading comprehension skill of descriptive text is effective.

Discussion of Research Finding

Based on the description of data, the researchers found that the score in experimental class is 76 and control class is 58. It shows a difference between the two means. The result shows that the score of experimental class is better than control class'. In data analysis, the t-table is bigger than t_0. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. So there is significant different between score of students in experimental class (by using annotation strategy) and control class (without using annotation strategy) on students' reading comprehension in descriptive text at the eleventh grade of MAN Terpadu Langsa.

Based on the research method, the teaching learning process was divided into three steps. First step is giving pre-test for the students to know the students' reading comprehension before being taught by using annotation strategy in experimental class and control class. The second step is giving treatment for the student. The treatment is applying annotation strategy in teaching reading descriptive text which the students finding the main idea and summarize each sentence or main idea. The third step is giving post-test for the students to know the students' reading comprehension after they gave a treatment by using annotation strategy.

The result of test from teaching reading comprehension by using annotation strategy shows that students can understand the text. They felt enjoy and more active. It could be seen in the treatment process, the students were more interested in learning when the researchers applied this strategy. They felt enthusiastic and independent to find the main idea and summarize the text. In fact, annotation strategy can improve students' mastery in reading comprehension. When the researchers gave text to the students and asked them to read the text, they were able to understand the content of the text and the main idea in each paragraph from the text. The strategy is also useful for study groups, focusing on efforts, and good by proposing questions.

Based on the explanation above, the annotation strategy is effective for the students on reading comprehension in descriptive text where their summarization of the text can make them understand the content of the text. The findings of the study proved the theory about annotation strategy is effective in teaching reading comprehension in descriptive text.

4. CONCLUSIONS

This study investigated students' reading comprehension in descriptive text using annotation strategy at the eleventh grade students of MAN Terpadu Langsa can improve their reading comprehension score. The result of the study indicates that the improvement of students' achievement in learning reading comprehension in descriptive text using annotation strategy is significant enough. It can be seen from the students' score from the students who used annotation strategy in learning reading comprehension (experimental class) were higher than the students' score who learned without it (control class). Annotation strategy can help the students to improve their competence in reading. It means that annotation strategy had positive effect in teaching reading comprehension in descriptive text.

Furthermore, the testing hypothesis prove that t_0>tt: the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means, there is a significant difference between the result of using annotation strategy in teaching reading comprehension skill of descriptive text and without using it. Thus, based on the findings and the conclusion of this research, it is suggested for teachers to apply this strategy in teaching reading, and it is also not possible to try this strategy to be implemented in teaching other skills of language in EFL classroom in order to create a better learning environment and students' learning achievement.

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