

## CHAPTER I

### INTRODUCTION

This chapter described the reasons for conducting the research and it deals with several points: introduction that concerns with background of the study, statement of the problem, aims of the study, scope of the study, significances of the study, and definition of terms as will be elaborated in the following section.

#### **A. Background of Study**

Language is a means of communication in Indonesia, English is one of the compulsory subjects taught in junior high school and it is also as the second language of many countries in the world. English is an international language, people from almost all over the world use English for their communication that is why English is very important language. There are four skills that should be mastered namely reading, listening, speaking, and writing. Reading is one of really important for students to be mastered in English because it stores many information, knowledge, experience, and culture to the readers with the text. Most people often ignore the reading skills whereas reading very recommended because some early readers, reading can feel like a race. They think that the faster they read, the better the reader they are. However, a people who is reading too fast is missing out on a lot. They often skip, forgot key elements in the story or text, and ignore punctuation. It is important for children to read at a good pace so that they can read the text accurately and really comprehend what they are reading. Reading

is the process of constructing meaning through dynamic interaction among readers in written language, in line with the reading situation.

As English learners must know the four skills of language consist of reading, listening, speaking and writing which should be learned by students. Those language skills are found in school curriculum. The curriculum of junior high school states that learning English in junior high school consist of reading, listening, speaking and writing should be taught with integrated. In Indonesia, not all of the citizen can speak English, although English already studied by Indonesian people from kindergartens until university, but English is used just for formal occasion not in informal occasion that cause only a few Indonesian people can speak English. The Indonesian students start learning English at the elementary school as the local content and the process continues at Senior High School and university. In fact, now, English is also taught in some kindergartens. The introduction of English Language Teaching in primary schools might have been the world's biggest policy development in education (Johnstone, 2009).

In addition , Harmer (2007:99) states that many people read the text either for their careers, for study purpose or just pleasure. According to Mikulecky and Linda (2004:2), the best way to become a better reader is by reading a lot. Most teachers are not detect of the important of reading. Some of them still only ask the students to read without their students comprehend the text or not. Therefore, it makes the students very difficult to find main idea in the text, even the synonym and antonym of the text.

The students can be a good reader if they can reach the goal of reading it self. As Nunan (2003) states that the goal of reading is comprehension. Reading comprehension refers to the ability to understand information presented in written form. Mendonca (2012) states reading comprehension is the level of understanding comes from readers interaction between the text and how they use their knowledge outside the text. In order to pass the examination, the students are expected to be good in reading.

One of the most important skills to teach students begin to work on close reading is how to annotate texts. Erin Lynch (2018) teaching annotation strategies will help students keep track of key ideas while reading, helping formulate thoughts and questions for deeper understanding, forecasting analyzing and interpreting texts, encouraging the reader make inferences and draw conclusions about text, and allowing the reader to easily refer back to the text without rereading the text in its entirety.

Students are taught to read with a purpose, and they should also be taught to annotate with a purpose. Teaching students to annotate with a purpose will help them focus on what is most important about the text that reading. When teaching annotation can instruct students to use the following symbols; Underline key ideas and major points, write a ? next to anything that is confusing, such as unfamiliar words or unclear information, circle key words or phrases, put an ! next to surprising or important information or information that helps you make a connection.

To improve students' reading comprehension needs an appropriate strategy/technique helping them as solution for their problems. So to achieve the success in language teaching learning process especially English, the appropriate teaching and learning strategy is one of important factors in all language teaching. Actually, there is a strategy that can help the students to improve their reading comprehension, called annotating text strategy. It is a learning strategy which is done by the students.

According to Rona and David annotating text is generative in nature and has metacognitive, cognitive and affective components. Annotating is summing up information in a text or article by writing brief key points in the margins. Annotating text is defined as adding comments or notes and underlining about difficult words, phrases, or ideas in order to provide their definition or meaning in a particular context. It is an active reading strategy that improves comprehension and the beginning of the learning and remembering processes.

For the reason, the writer is interested in doing research based on the existing problem. Besides, the writer also found some symptoms indicating students' reading comprehension. These symptoms can be seen in the following phenomena:

1. Some of the students are not able to identify the main idea in reading text.
2. Some of the students are not able to answer the questions in reading text.

3. Some of the students are not able to identify language features in reading text.

4. Some of the students do not feel concentrated to mark key point of the text.

5. Some of the students do not feel encourage to underline important ideas in reading text.

6. Some of the students do not feel motivated to summarize the text

English is considered as instrument for expressing meanings. Based on the concept and the function as stated in the couse outline the teaching of English at second grade aims to develop the language skill. Reading is described as a set of interrelated skills needed to learn from reading in order to comprehend meaning from varied texts. “English Language Arts” generally refers to the skills needed to comprehend and communicate effectively.

During the early primary years that children will learn to read. That is, children will learn to decode and comprehend a relatively narrow range of texts. From the intermediate grades forward, schools and teachers have a different expectation. The expectation is that readers will have the requisite skills necessary for reading-to-learn (Yore, Shymansky, Henriques, Chidsey, & Lewis, 1997). With decoding and other basic skills in place, most learners use reading as the most fundamental tool in learning from then on. From early adolescence throughout the life course, successful learners apply reading-to-learn skills to newly encountered text in school, in the workplace, on the Internet—in short,

everywhere—to learn (Gomez & Gomez, 2007). At MTs Ma'arif Bakung Udanawu Blitar , English subject is taught aside from the other subjects. Many reading methods have been used in teaching English in classroom and using annotating text strategy. Based on the background above Annotating also includes writing notes in the margin, these notes might be thoughts or questions about the text. This process of annotating helps the reader keep track of ideas and questions and supports deeper understanding and encouraging the reader to make inferences and draw conclusions about the text, the writer tries to raise the case of her thesis entitled; *The Effectiveness of Using Annotating Text Strategy to Students Reading Comprehension of The Second Grade of Mts Ma'arif Bakung Udanawu.*

### **A. Statement of the Problem**

Based on the background above, the formulated research problem as follows “Is there any significant difference on the students reading comprehension before and after being taught by using Annotating Text Strategy to Students of The Second Grade of Mts Ma'arif Bakung Udanawu?”

### **B. Aims of the Study**

In general, the purpose is about the find out the influences of Annotating Text Strategy in teaching reading English. The study has some as follows, “To find out the effectiveness before and after using Annotating Text Strategy in teaching reading to Students of The Second Grade of Mts Ma'arif Bakung Udanawu .”

### **C. Scope and Limitation of the Study**

This study focuses in effectiveness of Annotating Text Strategy in teaching reading comprehension ability, especially student's reading comprehension ability for narrative text by using Annotating Text Strategy.

The writer limits the problem areas in specific one which focuses on the student's reading comprehension of the second grade students at Mts Ma'arif Bakung Udanawu.

### **D. Significance of the Study**

The result hopefully helping to understanding about English teaching and learning in reading comprehension, especially Annotating Text Strategy and give students to overcome the difficulties in teaching reading and give motivation to make the student improve their skills reading be better.

### **E. Definition of Term**

In order to get the same perception about the key terms used in this research, it is important to explain the definitions of key terms which are used in this research. The key terms which are important for this research:

#### **1. Reading Comprehension**

Reading comprehension is understanding the text that is read, or process to built meaning from the text that is read.

## **2. Annotating Text**

Holschuh and Aultman ( 2009: 134 ) Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text.

## **3. Recount Text**

Recount text is a reading material in which students will comprehend it by using Annotating Text Strategy. Recount text is text with some problem which lead the climax and then turn into a solution to a problem. The purpose of recount text is entertain the readers about story.