

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the result of reviewing related literature used in this study that provide previous study and studies and information concerned with the research problems. It consists of: reading, annotating text strategy, and hortatory exposition text.

#### **A. Reading**

##### **1. Definition of Reading**

Reading is one of the most important skills in learning language, part of writing, speaking and listening. It plays an important role in guiding students to be successful in learning language, especially in learning a foreign language. Reading is an activity with a purpose. A person may read to gain information or verify existing knowledge or to critique a writer's idea or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read and it may also for enjoyment, or to enhance knowledge of the language being read.

There are many various definitions of reading, and each expert defines the term of reading differently. Nuttal (1982: 4) defines that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way that the reader gets a message from a text by having interaction between perception of graphic symbols that represent

language and the reader's language skills, cognitive skills and the knowledge of the word. Heilman (1981:4) states that reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with certain ideas or meanings about the messages intended by the writer.

According to Tarigan (1990:7), reading is a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Patel et al (2008:113) reading is the most useful and important skill for people. Reading is a source of joy. Good reading is that which keeps students regular in reading which provides him both pleasure and provides. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. There are two kinds of reading, they are:

a. Silent Reading

Silent reading usually used to understand the result of reading that is done.

b. Oral Reading

Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

According to Kalayo Hasibuan (2007), reading is an interactive process that goes on between the reader and the text, resulting in incomprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning of the text that they read. Reader's knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Sociolinguistics competence: knowledge about the different type of text and their usual structure and content.
- c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across a sentence, as well as the ability to recognize how coherence is used to maintain the messages' unity.
- d. Strategic competence: the ability to use several strategies

Based on the explanation above, to establish a reading process is very important, it means that reading needs a clear purpose to get the best understanding about the content of the text of books in which the reader reads.

## **2. Definition of Reading Comprehension**

Reading can not be separated from comprehension because the purpose or the result of the reading activity is to comprehend what has

been read. Reading without understanding what has been read is useless. Readers' ability to understand the authors' message is influenced by their background knowledge. It is stated by Burnes and Page (1985:46) that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message. Besides, Reading comprehension is a multi-components, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types). It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that the writer uses. That is why the reading comprehension section is always given along with the vocabulary section.

Urquhart and Weir (1998:84) states that comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literature. According to Olson and Diller (1982:42), reading comprehension is a term used identifies those skills needed to understand and apply information contained in written material. This statement also supports by Harris and Sipay (1980:179) that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills permits that people to acquire and exhibit information gained as a consequence of reading printed language. It is clear that

reading is not merely recognizing the written symbols in the text but also reading comprehension, which is getting the clear ideas of both explicit and implicit messages.

Understanding information in the text and changing the knowledge that a reader uses to understand it are also included in reading comprehension (McNeil, 1992). It is an act of understanding or the capacity to understand that requires information from context and combines disparate elements into a new whole using schemata to interpret a text to construct meaning. Therefore, reading comprehension is a process of making inferences, activating, appropriate concepts, relating new information with the old one, creating picture images, and reducing the information in the text to the main idea.

Based on McNeil (1992:16), comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al (2011:55), reading is a means of transferring information between the writer text means extracting the required information from it as efficient as possible. Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Therefore, reading comprehension is a complex process, by which a reader tries to construct the meaning and message encoded in graphic language by the writer. It is an interaction between the writer and the reader. Based on the explanation above, the writer concludes that reading comprehension is a process to convey the message or information from the reading text.

From the definition above, reading comprehension is the activity to get the information from the written text. In reading, if we want to understand the content of the texts that we read, we must have good comprehension in reading. The comprehension skills are taught in several ways. There are comprehension exercises which help students to understand the text.

### **3. The Component of Reading**

King and Stanley (1989) stated that there are 5 components of reading they are:

#### **a. Finding main idea**

Main idea is the main topic that is being discussed in a paragraph.

Finding main idea is not always in the first sentence. It can be in the middle or the last sentence of the paragraph.

#### **b. Finding factual information**

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for

junior and senior high school students. It usually appears with question words.

c. Guessing vocabulary in context

It means that the students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

d. Reference word

Reference word is repeating the same word or phrase several times after it has been used, students can usually refer to it rather than repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as her, him, it, them, her, him, and many others.

e. Inference.

The important thing that is needed in reading is understanding. King and Stanley stated that the first things that must be understood are those which are usually stated, but not all information stated in reading the text. There is also implied information. So the reader has to understand the implied information.

#### **4. The Teaching of Reading**

Teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand the knowledge and give new knowledge (Brown, 2000:7). Brown (2000:7) also says that teaching

cannot be defined apart from learning, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning to get knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions on how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher must help the students getting or acquiring the second language that is English.

## **B. Active**

### **1. Definition of Active**

According to Merriam Webster English Language Learner Dictionary, active have 3 (three) definition:

- a. Doing things that require physical movement and energy
- b. Involved in the activities of a group or organization : participating in an action or activity
- c. Involving action or participation

Based on Shay Nicole (2019), Active is reading stands for asking questions, making connections, tracking down important information, inferring or predicting, visualizing and evaluating and synthesizing. It will help students to better understand what they are reading and allowing to apply what they have read. So, students can be a more successful in a better reader, speaker, writer, etc.



Active in reading takes place when students are proactively involved in the reading of a text. It is more than reading words in black and white and answering questions afterward. But, here the student engagement is important in order to optimize learning. So, the teacher gets the students involved in what they are reading and students are more likely to better understand the meaning within the text.

## **C. Motivation**

### **1. Definition of Active**

According to Merriam Webster English Language Learner's Dictionary, motivation has 3 (three) definition:

- a. The act or process of giving someone a reason for doing something:  
the act or process of motivating someone
- b. The condition of being eager to act or work: the condition of being motivated
- c. A force or influence that causes someone to do something

As stated by Elliot (2000:332), motivation can be defined as an internal state that arouses us to action, pushes us in particular directions and keeps us engaged in certain activities. It is an essential condition of learning. It refers to an effort to engage students so they will gain the aims of the learning. Motivating the students to read the text during the teaching and learning process is one of the teacher jobs. Guthrie and Wigfield's model of reading engagement in Vacca and Vacca (2009:97)

calls for instruction that not only underscores the importance of the students' growth in conceptual knowledge, their use of comprehension strategies, and social interaction in the classroom but also student motivation. Sardiman (2007:89) divides the motivation into 2 kinds, they are:

a. Intrinsic motivation

The intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will learn by themselves.

b. Extrinsic motivation

The motivation that comes from outside of the students is called extrinsic motivation. The students have to be stimulated to learn the material by something such as a reward. This kind of motivation is needed to make a good condition of learning.

The students in reading need the motivation to increase the interest of reading so that they have the urge to read. Without motivation, the students simply will not develop into a mature reader. It can be said that motivating students to read is an important factor in reading comprehension because it will help them to understand what they read.

#### **D. Determination of Minimum Mastery Criterion (KKM)**

Based on the assessment guide of education unit of senior high school launched by the Ministry of Education and Culture (2017), assessment is the

process of collecting and processing information to measure student learning outcomes and KKM (Minimum Mastery Criteria) is the lowest threshold criteria given to the students achieving KKM completeness. It is usually set at the beginning of the new school year and some education units have the same character.

A student has been competent or not is not compared to the achievements of his friends or group, but it is compared to the Minimum Mastery Criterion (KKM). Participants who have reached the Minimum Mastery Criterion are called complete and can continue learning to get to the next competency, while students who have not reached the Minimum Mastery Criterion must take a remedial. In this case, the results of deliberation MAN 3 Tulungagung determined that a passing grade of the school agreement (KKM) for the English language education is 75.

**Figure 2.1 Passing Grade of School Agreement at MAN 3 Tulungagung**

**KURIKULUM MADRASAH ALIYAH NEGERI 3 TULUNGAGUNG TULUNGAGUNG**

REVISI  
TAHUN PELAJARAN 2018 / 2019

KEMENTERIAN AGAMA  
**MADRASAH ALIYAH 3 TULUNGAGUNG**  
Tanen Kotak Pos 2 Rejotangan Telp. (0355) 371113  
TULUNGAGUNG 66293

**KRITERIA KETUNTASAN MINIMAL (KKM) KELAS X, XI DAN XII PEMINATAN MIA REGULER**

NO	MATA PELAJARAN	KELAS			
		X		XI	
		SMT 1	SMT 2	SMT 3	SMT 4
<b>KELOMPOK A (WAJIB)</b>					
1	Al-Quran-Hadits	75	75	75	75
2	Aqidah-Akhlak	75	75	75	75
3	Fiqh	75	75	75	75
4	SKI	75	75	75	75
5	PPKn	75	75	75	75
6	Bhs.Indonesia	75	75	75	75
7	Bhs. Arab	75	75	75	75
8	Matematika	75	75	75	75
9	Sejarah Indonesia	75	75	75	75
10	B.Ingggris	75	75	75	75
<b>KELOMPOK B (WAJIB)</b>					
11	Seni Budaya	75	75	75	75
12	Penjaskes	75	75	75	75
13	Prakarya	75	75	75	75
<b>PEMINATAN MATEMATIKA DAN SAINS</b>					
1	Matematika	75	75	75	75
2	Biologi	75	75	75	75
3	Fisika	75	75	75	75
4	Kimia	75	75	75	75
<b>MATA PELAJARAN PILIHAN DAN PENDALAMAN</b>					
1	Geografi	75	75	X	X
2	Ekonomi	X	X	75	75

## **E. Annotating Text Strategy**

### **1. Definition of Annotating Text Strategy**

Make students engage with conversations of the texts that they read is a good thing, whether with teachers, friends, parents or with themselves. It will make students think about what they have read and then strive to make meaning of that text for themselves to see the value of what they are reading and to form new ideas about who they are and how they fit into the world in which they live. Annotation is an interactive strategy which helps readers to comprehend the text. It can be used to improve comprehension and encourage active reading. Likewise, Carol Porter-O'Donel (2004) states that annotating is a writing-to-learn strategy for use while reading or rereading. It helps readers reach a deeper level of engagement and promotes active reading, in a way readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.

According to Zywica and Gomes (2008) annotation is a reading that students can, and do, adopt, use in subjects such as social studies, literature, and science. It can be a particularly useful strategy to use in science classes to encourage students to focus their attention on science content because it helps students visualize as they read so that it is easier for students to understand the content and become involved and engaged with the text.

Annotating is writing to learn strategy used while reading or rereading. According to Blachowicz, Camille and Ogle, Donna (2008), annotating while reading a particular text is helpful to make notes on the information and ideas that help answer the questions that have been asked. It is also helpful to make notes when reading for general information, or when reading a textbook for a particular content area. An easy way to help students engage actively with informational texts that they want to read in some depth is to teach them a simple annotation system.

Based explanation above, annotating text is to identify important information and record the reader's ideas. Then, annotations make it easy to find important information quickly when the students look back and review a text.

## **2. The Procedures of Annotating Text Strategy**

To apply the annotating text strategy, several procedures are needed. These are some activities which are suggested to apply annotation strategy in informational text:

a. Some activities are suggested by Carol Porter-O'Donnell (2004):

### **(1) Before Reading**

First, students read the title and subtitles (if applicable). Later on, they examine any illustrations that are included. Then, they examine the print (bold, italics, etc.). As these components are

being examined, write questions and make predictions or connections near the text.

(2) During Reading

Students mark word, phrase, sentence that can be key words or difficult words that need further information. The important information is marked in the text by creating a coding system of circles, squares and underlining. In the margin, students write predictions, opinions, and summaries of the texts with their own words. They also write a connection, concept that shows cause and effect relationship or similar and difference case arrows; ask and analyze of the authors craft, how the author use the language; a judgment about the logic, clarity, or validity of the argument; and the question they want to ask in the class discussion in the margin. Then, readers look for patterns or repetition in the text.

(3) After reading

After students write in the margin, they reread annotations and conclusions. Next, they examine patterns and repetition to determine possible meanings which are presented in the text. The last, they find out what the title might mean.

## Figure 2.2 Annotating Text Bookmark By Carol Porter-

O'Donnell (2004)

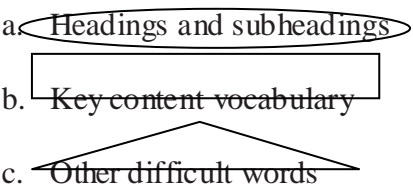
<u>Before Reading</u>	
<ul style="list-style-type: none"> <li>➤ Examine the front and back covers (books)</li> <li>➤ Read the title and subtitles</li> <li>➤ Examine the illustrations</li> <li>➤ Examine the print (bold, italics, etc)</li> <li>➤ Examine the way the text is set up (book, short story, diary, dialogue, article, etc)</li> </ul>	
<u>During Reading</u>	
<u>Mark in the text</u>	<u>Write in the margins</u>
➤ Characters <input type="checkbox"/>	➤ Summarize
➤ When (setting) ◇	➤ Make predictions
➤ Where (setting) ◇	➤ Formulate opinions
➤ Unfamiliar Words ?	➤ Make connections
➤ <u>Important Information</u>	➤ Ask questions
	➤ Analyze the way the author writes
	➤ Write reflections/reactions/comments
	➤ Look for patterns/repetitions
<u>After Reading</u>	
<ul style="list-style-type: none"> <li>➤ Reread annotations—draw conclusions</li> <li>➤ Reread introduction and conclusion—try to figure out something new</li> <li>➤ Examine patterns/repetitions—determine possible meanings</li> <li>➤ Determine what the title might mean</li> </ul>	

- b. Annotating procedure in the classroom by Zywica & Gomez (2008):
- (1) Explain the overall goals of annotation and explains how the students will benefit from using by the teacher.
  - (2) Asks the students, about the paragraph, give it a clue about the text, etc.
  - (3) Distribute the steps for annotated a text.
  - (4) Before describing the steps, asks students what they think for each step, then describe it.
  - (5) Tells to the students that sometimes students will only use some of the annotation steps because not all steps are appropriate or

can be found in reading texts. So, students here can use several appropriate steps based on what text is read and analyzed.

- (6) After describing each of the annotation steps, the teacher can give hands out copies of the first reading assignment.

**Figure 2.3 Annotation Symbol by Zywica & Gomez (2008)**

- 
- a. Headings and subheadings
  - b. Key content vocabulary
  - c. Other difficult words
  - d. Important facts or main ideas
  - e. Supporting ideas (evidence)
- ➔
- f. Arrow = procedural words
  - g. Def = definitions provided in the text
  - h. \* = other points of transition (words)
  - i. Concl = major conclusions drawn
  - j. Inf = inferred information
  - k.  $\ominus$  = important formula or equation
  - l. ? = confusing information

The descriptions of each symbol by Zywica & Gomez (2008):

- a. A circle around headings and subheadings



Headings and subheadings usually symbolize a major point of transition. The headings and subheadings foreshadow what the next section is going to be about and show when the topic might be changing. Headings and subheadings should be circled.

- b. A rectangle around key content vocabulary

Key content vocabulary is essential to understanding the content of the reading. Often these words may be bolded or italicized, but not always. These words should have a box drawn around them.

- c. A triangle around other difficult or confusing words

These words are up to the individual student to choose and there is no right or wrong answer and the teacher can encourage her students to the triangle as many words as necessary. Note to teachers: Sometimes students don't know a word when they see it written but will know it when they hear it. Also, some words may have multiple meanings, which can be confusing. This is why it's important to talk about other difficult and confusing words, as well as vocabulary words.

- d. A double-underline for main ideas (claims) or important facts.

The main idea is the most important concept from a particular section of a text. It may be a single sentence, part of a sentence, or a combination of two or more sentences. The main idea will tell about the rest of the paragraph or section is about. The main

ideas may often relate to headings and subheadings that have been circled. Note to teachers: It is up to you to decide how you want students to find main ideas. Some teachers will ask for one main idea per paragraph, while others ask for one or two for each section. It is also best to ask students to double-underline one complete sentence in the beginning. As students advance you can ask them to find multiple phrases or sentences that make up the main idea.

e. A single-underline for supporting ideas (evidence)

Supporting ideas back up the main idea and provide more information about the main idea. Note to teachers: Typically teachers will ask for a certain number of supporting ideas for each main idea (e.g., two or three).

f. Draw an arrow next to procedural words

A procedural word is any word that gives direction and asks the reader to complete a task (e.g., writes, measure, pour, draw, create). Procedural words are typically found within laboratory or activity instructions. By pointing out procedural words, the student will know when they need to do something. An arrow should be drawn next to or above any of these words.

g. Write def next to definitions within the text

Definitions may be embedded in the text for other difficult words that are not bolded or part of the key content vocabulary

for the lesson. These definitions marked by writing def in the margin or space next to or above the definition.

- h. An asterisk next to transition words or phrases within the text

Similar to headings and subheadings, transitions note a change is occurring. Transitions can be words (e.g., however, first) or they can be phrases (e.g., on the other hand, in 1944). These transitions are signals indicating that something is about to change, as the subject, date, or condition. An asterisk should be drawn next to transitions. Note to teachers: Although you may easily recognize transitions, your students probably will not. Often students get confused about what they have read because they missed an important transition.

- i. Write concl next to any major conclusions

Conclusions are usually found at the end of a paragraph, section, or reading. They often summarize a large portion of the preceding text. Not every text will have conclusions. Concl should be written next to or above any conclusions in the text.

- j. Write inf next to inferred information

An inference is part of the text that assumes the reader already knows something or has already learned about a specific topic. When an inference appears in the text, inf should be written in the margin or space next to or above it. Note to teachers:

Students will struggle with this step. Keep in mind that you may have to point these out to students, particularly in the beginning.

- k. An equal sign with a circle around it next to important formulas or equations

All important equations or formulas should be labeled this way to help students to easily find information when answering questions or solving problems.

- l. A question mark next to confusing information

A question mark should be drawn in the margin or space next to any sentence or paragraph that is confusing or unclear. A question mark can also be placed anywhere there is a question about the text. Note to teachers: Encourage students to do this every time they read. You can then see where students are struggling and easily address questions.

### **3. The Advantages of Annotati Text Strategy**

According to Zywica & Gomez (2008:157), the benefits student will get from annotating are:

- a. Annotation can be a particularly useful strategy to encourage students to focus their attention on content.
- b. Annotation helps students visualize as they read, which in turn makes it easier for students to understand the content and become involved and engaged with the text.

- c. Annotation shows critical information for quick reference by students.
- d. By using annotation, students begin to build a reading style that will help them with future reading to prepare them for more advanced readings assigned
- e. If students can not read, they can not learn from the text presented to them. Annotation not only helps students to read and retain information, but it may also help them to eventually read faster and more accurately because they will learn how to identify the most essential information.

## **F. Hortatory Exposition Text**

### **1. Definition of Hortatory Exposition Text**

Butt (2000:241) states that Exposition is a factual text that is used to persuade people to a particular point of view. Hortatory exposition text is one kind of non-fiction text. It is included in the persuasive text in the form of exposition

There are two kinds of exposition text according to Gerot & Wignell (1994). They are analytical exposition and hortatory exposition. There are differences between hortatory and analytical exposition text. Analytical exposition text has a purpose to inform the reader something in the case. So, the generic structure of the texts is thesis, argument, reiteration or conclusion. On the other hand, the hortatory exposition has

a purpose to explain to the readers that something should or should not happen. Because of the purpose above, the generic structure of hortatory is different from analytical exposition texts. The generic structure of hortatory is a thesis, argument, and recommendation. In short, exposition text persuades readers through giving information and argument about the issue. But, both of them are almost similar, the differences are in the last paragraph. In the analytical exposition, the last paragraph contains reiteration, whereas the hortatory exposition contains a recommendation for the students.

According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. It is the aim of hortatory text that is to persuade the reader that something should or should not be the case. In hortatory exposition text, the writer put some argumentation to strengthen their opinion or idea. The argument or reason is to support the opinion that usually discusses the current issue surround us which the argument based on the fact or theory.

## **2. The Generic Structure of Hortatory Exposition Text**

Every text has specific structures that differentiate one to others. A hortatory exposition text consists of these following structures (Gerot and Wignell, 1994:209):

a. Thesis

Thesis is the announcement of the issue of concern. Thesis is put on the beginner paragraph that consists of the introduction of the main idea that will be discussed. In this part, the writer takes their position in the text.

b. Argument

Arguments contain of the reasons of doing something. Argument here is supporting details of the text that consist of argumentations, opinions, reasons to concern. Those are is used to strength the thesis

c. Recommendation

Recommendation is the statement of what ought to happen. Recommendation is put on the last paragraph that contains a statement of what something should or should not be the case.

### **3. Language Feature of Hortatory Exposition Text**

Language features of hortatory exposition text are (Gerot and Wignell, 1994:210):

a. Focus on generic human and non-human participants, except for speaker or writer referring to self

b. Use of:

(1) Mental Processes: to state what the writer thinks or feels about the issue

for example: realize, feel, appreciate

(2) Material Processes: to state what happens

for example: is polluting, should be treated

(3) Relational Process: to state what is or should be

for example: doesn't seem to have been, is

(4) Use of simple present tense

Common grammatical patterns in hortatory exposition include:

- Abstract nouns, e.g. culture, etc.
- Action verbs, e.g. value, etc.
- Connectives, e.g. first, second, etc.
- Modal auxiliaries: Should, ought to, had better

**Figure 2.4 Hortatory Expositions Text**

<b>The Importance of Reading</b>	
Thesis	I personally think that reading is a very important activity in our life. Why do I say so?
Argument I	Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazines, newspapers, etc.
Argument II	Secondly, by reading we can get a lot of news and information about something happening in any part of the world which can we see directly.
Argument III	Another reason, reading can give us pleasure too. When we are tired, we read books, novels, comics,



	newspapers or magazines on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.
Argument IV	The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.
Recommendation	From the facts above, it is obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary, we can say reading is truly important in our life.

#### 4. Related Study

The research about comprehends reading using annotating text strategy had been done by Heniarti Sri Agusta, Zainuddin Amir, and Delvi Wahyuni (2014) “ *The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students at Sman 8 Padang in Reading Monologue Texts*”. This research explains the application of annotating text strategy in comprehending reading that conducted the research in the academic year 2013/2014. They used the annotating text strategy on reading comprehension ability to investigate the effectiveness of using annotating text strategy on the reading comprehension of XI IPA at student SMAN 8 Padang. The result of data shows that students who use

annotating text strategy had a large effect on improving reading comprehension. It can be seen from the result of the test between the experiment and the control group.

Another study of annotating text strategy was conducted by Ardiyan Syah (2013). He examines the use of annotating text strategy to improve the students' reading comprehension of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013. The finding of the research reveals that the Annotating Text strategy is to improve the students' reading comprehension of the grade XI students of MAN Bawu Jepara in the Academic Year 2012/2013. The result of the Annotating Text strategy, there is an improvement in the students' reading comprehension.

All of the results showed that annotating text strategy is a suitable way to increase students in reading text like; Hortatory Exposition, Narrative, and Spoof. In this study, the researcher only focuses on the implementation of annotating text strategy in improving students' reading comprehension in hortatory expositions text.