

THE EFFECT OF APPLYING ANNOTATING STRATEGY ON COMPREHENSION OF GRADE XI STUDENTS AT SMAN 8 PADANG IN READING MONOLOGUE TEXTS

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Abstrak

Artikel ini membahas pengaruh *Annotating Strategy* terhadap pemahaman siswa kelas XI di SMAN 8 Padang dalam membaca teks monolog. Jenis penelitian adalah penelitian eksperimen dengan desain yang disebut *non-equivalent control group*. Data penelitian berupa nilai Reading Comprehension Test dan dianalisis secara statistik dengan menggunakan *t-test*, *Effect Size*, dan ANOVA. Dari pengujian hipotesis dengan *t-test* ($t_0 = 14.95$, $df = 60$, $\alpha = 0.05$, dan $t_t = 2.00$), dapat disimpulkan bahwa ada perbedaan signifikan antara dua kelas sampel, dan strategi menganotasi yang digunakan kelas eksperimen membawa pengaruh yang lebih baik dibanding strategi yang digunakan kelas kontrol. Dari perhitungan *Effect Size* ($ES = 3.60$, $r \text{ BESD} = 0.87$) diketahui bahwa strategi menganotasi berpengaruh besar pada pemahaman membaca. Dari perhitungan ANOVA ($F_0 = 2.45$, $df = 2/99$, $\alpha = 0.02$ dan $F_t = 4.82$) dapat disimpulkan bahwa strategi menganotasi baik digunakan dalam membaca ketiga jenis teks yang diajarkan, yakni *Hortatory Exposition*, *Narrative* dan *Spoof*.

Kata Kunci: Strategi Menganotasi, Pemahaman, Teks Monolog

A. Introduction

EFL students need to perform well in reading since reading is important for learning both language and content information. With the importance of reading as rationale, it is stated in Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) that students are expected to read with understanding two kinds of text, which are functional and monologue text. Unfortunately, many students perceive reading monologue texts as a difficult thing since they cannot comprehend what the texts are about although they are able to read them aloud.

Based on the researcher's preliminary study and interview with English teachers at SMAN 10 Padang, it was found that only 50 to 60% of grade XI students performed well in answering all comprehension questions following the text given to them. A more severe case was found at SMAN 8 Padang, where only approximately 30 % students were able to answer all the comprehension questions well.

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The difficulty in achieving comprehension is caused by several factors. Westwood (2008:33-37) states that they are lack of background knowledge, lack of vocabulary, inability to understand main ideas and supporting details, overload of working memory and lack of knowledge about effective reading strategies. Based on the factors, one researchable problem on which the research was focused on is to what extent or how significant the effect of applying a particular reading strategy, in this case annotating strategy, on students' comprehension.

Annotating is a reading strategy that requires readers to write in the margin of the text as they are reading. O'Donnell (2004:82) says that annotating is marking the text to identify important information and record the readers' ideas in order to comprehend a difficult text. In addition, Holschuh and Aultman (2009:134) define annotating as an effective reading strategy that involves reading with pencil in hand, and includes a variety of marking techniques that range from underlining and highlighting words and passages to writing notes, questions, comments, inferences, examples and opinions in the margins of the text.

Applying annotating strategy during reading will lead to some advantages. Firstly, it helps readers concentrate. Otten (2013) states that by annotating readers can deliberately engage the author in conversation and questions, and stop to argue, pay a compliment, or clarify an important issue in order to maintain their concentration of what they are reading. Secondly, it helps readers pay attention to and understand important points. Wesley (2001) states that annotating makes identifying the author's most important points, recognizing how they fit together, and noting readers' response become easier. Annotating also enables the readers to catch and understand implied meaning in the text. The next advantage is that it helps readers to lessen the load of working memory since according to Harvey and Daniels (2009:120), annotating gives place for readers to hold their thinking. Therefore, overload of working memory can be avoided. Finally, readers' annotation can be proof of understanding and reminder.

Considering the problem and advantages of annotating proposed by the experts above, this research aimed to find out whether annotating strategy significantly affects grade XI students' comprehension in reading monologue texts taught at senior high school, and to know the extent of its effects.

B. Research Methodology

To get empirical data, the researcher used a quantitative approach. Then, the design of the research was one of quasi experimental designs which is called the nonequivalent control group design. This design was chosen because it does not require researchers to assign students randomly into groups or classes. Gay et.al (2009:259) also suggest that the use of quasi experimental designs will make it easier for researchers to gain permission to include schoolchildren in the study. There were two groups taken as the investigated groups in this research. The first group was the experimental group while the second group was the control group. Both groups were pre-tested and post-tested.

There were two variables investigated in this research, namely independent variable and dependent variable. According to Gay et.al (2009:147), independent variable is a behavior that is believed to influence other behavior while dependent

variable is a behavior as the result of the independent variable. Based on the definition, annotating strategy is the independent variable and students' comprehension in reading monologue text is the dependent variable.

The population of this research was grade XI students at SMAN 8 Padang enrolled in 2013/2014 academic year. The samples of this research were selected by using cluster sampling technique. The researcher selected two clusters of sample from nine classes available randomly by using lottery technique. The samples were XI IPA 3 as experimental group and XI IPA 4 as control group.

For this research, reading comprehension test was the research instrument. The test was used for both pre-test and post-test. It consisted of 40-item, 5-alternatives multiple choice questions for six different texts (two for each kind of texts). The test was designed based on the test specification, which covers seven features proposed by Brown and Abeywickrama (2010:246) namely topic, main idea, specifically stated detail, implied detail/ inference, reference, vocabulary in context and excluding fact not written.

The data was collected by administering pre-test at the beginning of the research and post-test after giving treatment to the sample groups. The treatment for the experimental group was annotating strategy while the control group used retelling strategy. Before the data was analyzed statistically by using t-test, effect size and ANOVA, the normality of the data and the homogeneity of the variance were ensured.

C. Research Findings and Discussion

1. Research Finding

The data of this research was students' scores in the reading comprehension test given as pre-test and post-test. In the pre-test, the highest score of experimental group was 80 and the lowest score was 45. The sum of scores was 2135 and the mean was 62.79. Whereas, in the control group, the highest score was 80 and the lowest score was 45. The sum of scores was 2202.5 and the mean was 62.93. In the post-test, the highest score of experimental group was 97.5 and the lowest score was 77.5. The sum of scores was 3020 and the mean was 88.82. Whereas, in the control group, the highest score was 82.5 and the lowest score was 52.5. The sum of scores was 2340 and the mean was 66.86.

After the pre-test scores were collected, the normality testing was done to calculate the value of L . It was found that the value of L_0 for experimental group is smaller than L_t , $0.1174 < 0.1497$. The value of L_0 for control group is also smaller than L_t , $0.0626 < 0.1478$. Therefore, the groups' scores were interpreted as normally distributed. Then, homogeneity testing was done to check the homogeneity of the variance. It was found that the value of F_0 was smaller than the critical value of $F (F_t)$, $1.24 < 2.39$, at $\alpha = 0.02$ in two tailed or non-directional test by df 30: 30. This indicated that both groups were homogenous.

Both of the groups' scores and variance were proven to be normally distributed and homogenous. Therefore, the scores were tested by using t-test, and it was found that the critical value of $t (t_t)$ at $\alpha = 0.05$ in two tailed or non-directional test by df 60 is 2.00. Since the calculated value of t is smaller than the critical value, $t_0 < t_t$ or $-0.07 < 2.00$, it can be concluded that the groups were in

the same level at the beginning of the research. The calculated value of t (t_0) is in the H_0 accepted area.

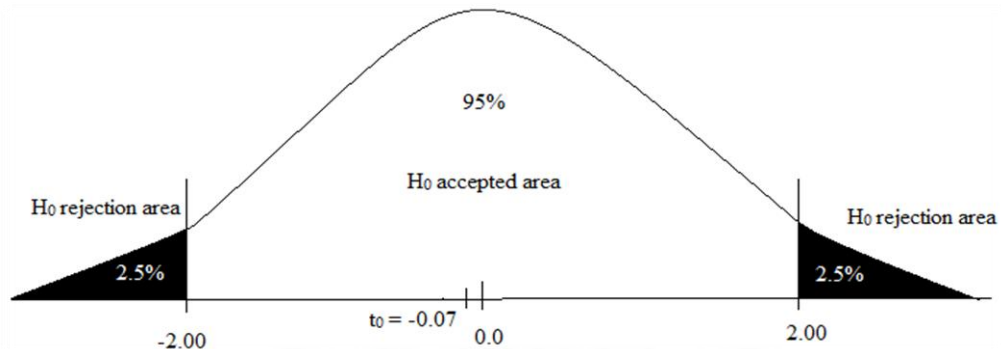


Figure 1
The Graph of Hypothesis Testing Based on Pre-test Scores

Similar with the procedure of analyzing pre-test scores, in analyzing post-test scores, the normality testing was done first. It was found that the value of L_0 for experimental group is smaller than L_t , $0.100053 < 0.1497$. The value of L_0 for control group is also smaller than L_t , $0.1050 < 0.1478$. Therefore, the groups' scores were interpreted as normally distributed. For homogeneity testing, it was found that the value of F_0 was smaller than the critical value of F (F_t), $2.35 < 2.39$, at $\alpha = 0.02$ in two tailed or non-directional test by df 30: 30. This indicated that both groups were homogenous.

Since both of the groups' scores in the post-test and variance were also proven to be normally distributed and homogenous, the scores were tested by using t-test to see whether their scores were different to say that annotating as the treatment was effective. The critical value of t at $\alpha = 0.05$ in two tailed or non-directional test by df 60 is 2.00. Since the calculated value of t is larger than the critical value on positive side, $t_0 > t_t$ or $14.95 > 2.00$, it can be concluded that experimental performed better than control group in answering comprehension test given. When $t_0 > t_t$, it means that the calculated value of t (t_0) was in the H_0 rejection area. Therefore, the alternative hypothesis (H_1) was supported, and the null hypothesis (H_0) was rejected.

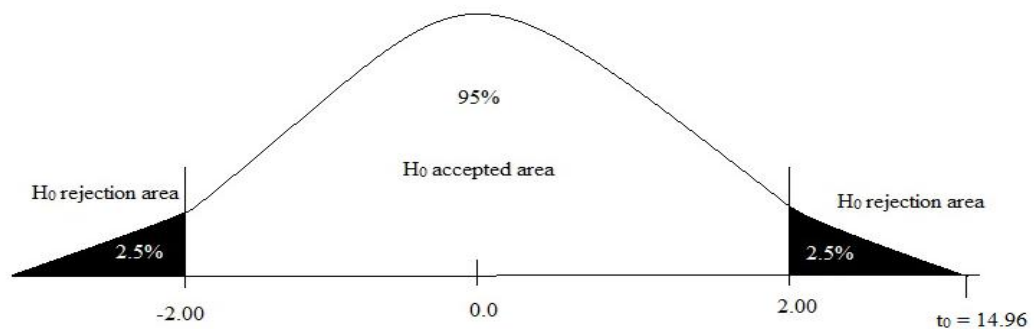


Figure 2
The Graph of Hypothesis Testing Based on Post-test Scores

However, the data provided this far was not enough to say that annotating was effective to some extent. To answer the question about how effective the treatment was, the effect size calculation was done. The value of ES for this research is 3.60, and the r BESD is 0.87. The $r = 0.87$ means that the effect of the treatment is large. Therefore, it can be concluded that annotating as the treatment used in the research was very effective to help students read monologue texts.

Since there were three types of text used for this research, it was necessary to know the effect of annotating on them. Therefore, ANOVA was used to determine whether students' scores of experimental group in hortatory exposition, narrative and spoof are different or not. It was found that the critical value of F at $\alpha = 0.02$ in two tailed or non-directional test by df 2: 100 is 4.82. Since the calculated value of F is smaller than the critical value, $F_0 < F_t$ or $2.45 < 4.82$, it can be concluded that annotating strategy was good to be used in reading those three texts since there was no significant difference between students' score for each text.

2. Discussion

This research was conducted to see how effective applying annotating strategy on grade XI students' comprehension of monologue text is. The data obtained through post-test showed that the mean of the two groups were different. The t -test also showed that there was significant difference between those groups, experimental performed better than control group. Thus, it could be concluded that annotating strategy significantly affected grade XI student's comprehension in reading monologue texts taught at senior high school since there was significant difference in comprehension of students who annotated during reading with students who did not. The calculation of effect size provided further information about the effectiveness of annotating strategy. It was found that annotating strategy gave large effect on comprehension. It was also found that the strategy was good to be used in reading the three types of text, hortatory exposition, narrative and spoof.

Annotating during reading helped students concentrate and stay focused. They engaged in the reading process and actively involved in understanding the text. They found important information more easily since they were accustomed to mark important point. This is in line with Shere et.al in Zywica and Gomez (2008:157) who state that annotating helps readers because they will learn how to identify the most essential information.

D. Conclusions and Suggestions

Based on the data analysis, it can be concluded that annotating strategy significantly affects the comprehension of grade XI students at SMA N 8 Padang enrolled in 2013/2014 academic when reading monologue texts. The effect is so large that it can be said that the strategy is very effective. In other words, based on the finding of this research, the researcher can support the alternative hypothesis (H_1) and reject the null hypothesis (H_0).

Based on the result of the study, the researcher suggests as follow:
(1) teachers should teach and help students to use annotating strategy in reading in

order to be strategic readers, (2) For the next researchers, it is suggested to be well prepared and have more meetings to achieve better result.

Note: This article is written based on the writer's thesis with guidance from Drs. Zainuddin Amir, M.Pd and Delvi Wahyuni, M.A

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