

**THE CORRELATION BETWEEN ANNOTATING TEXT STRATEGY
MASTERY AND READING COMPREHENSION AT THE FIRST
YEAR STUDENTS' OF SMAN 11 PEKANBARU**



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PEKANBARU
1434 H/2013 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Meri Febrianti 2013: The Correlation between Annotating Text Strategy Mastery and Reading Comprehension at the First Year Students' of SMAN 11 Pekanbaru.

The research has three formulations of the problems: how is students' annotating text strategy mastery, how is students' reading comprehension in narrative text, and whether or not there is a significant correlation between students' annotating text strategy and reading comprehension in narrative text.

The research was administered at SMAN 11 Pekanbaru. The subject of the research was the first year students at SMAN 11 Pekanbaru, and the objective of the research is to find out the correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru. This research design is correlational study.

The total number of population was 300 students. Because the number of population was large, the researcher took 10% of the population as sample. In the case, the researcher used random sampling technique, it is 30 students. In collecting data the researcher used questionnaire and test. The questionnaire was used to obtain the students' annotating text strategy mastery and test was used to find out the students' reading comprehension. The data collected were analyzed with linear regression techniques with the least square method and product moment by using SPSS 16.0 version.

From the data analysis, which has been seen that r_o is 0.591 and df is 28. Based on the r_{table} , it can be analyzed that r_o is higher than r_{table} either at level of 5% or at 0f 1%. In other words, we can state ($0.361 < 0.591 > 0.463$), so that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is a significant correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.

ABSTRAK

Meri Febrianti (2013). Hubungan antara Penguasaan Strategi Annotating Text dan Pemahaman Membaca Siswa Tahun Pertama SMAN 11 Pekanbaru.

Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana penguasaan strategy annotating text, bagaimana pemahaman membaca siswa dalam teks narasi, dan apakah ada hubungan yang signifikan antara penguasaan strategy annotating text siswa dan pemahaman membaca mereka dalam teks narasi.

Penelitian ini diadakan di SMAN 11 Pekanbaru. Subjek dari penelitian ini adalah pada siswa kelas X SMAN 11 Pekanbaru, dan objek dari penelitian ini adalah untuk mencari hubungan antara penguasaan strategi annotating text dan pemahaman membaca siswa tahun pertama SMAN 11 Pekanbaru. Adapun jenis penelitian adalah penelitian korelasi.

Dari keseluruhan jumlah populasi adalah 300 siswa. Di karenakan jumlah populasinya sangat banyak, peneliti mengambil 10% sebagai sampelnya. Dalam hal ini, peneliti menggunakan teknik random sampling, jadi sampelnya sebanyak 30 siswa. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Adapun angket digunakan untuk mengetahui penguasaan strategi annotating text siswa dan tes digunakan untuk mencari pemahaman membaca siswa. Dalam hal ini peneliti mengumpulkan data melalui teknik regresi linear dengan metode kuadrat terkecil dan product moment melalui SPSS versi 16.0.

Berdasarkan analisis yang telah dilakukan, dapat dilihat bahwa r_0 adalah 0.591 and df nya adalah 28. Berdasarkan r table, dapat di analisis bahwa r_0 lebih tinggi dari r table pada level 5% atau pada 1%. Dengan kata lain dapat kita katakan ($0.361 < 0.591 > 0.463$), jadi peneliti dapat menyimpulkan bahwa H_0 ditolak dan H_a diterima. Ini berarti bahwa ada hubungan yang signifikan antara penguasaan strategi annotating teks dan pemahaman membaca pada siswa tahun pertama SMAN 11 Pekanbaru.

ميري فيبريانتى (2013): العلاقة بين استيعاب استراتيجيات Annotating Text و فهم القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 11 .

الأولية، حصل بعض الطلاب على النتائج المنخفضة في درس القراءة، تأتي هذه المشكلة بسبب عدة عوامل منها: بعض الطلاب لا يقدر على تعيين في أداء هذه البحث لمناقشة المشكلات السابقة.

عقد هذا البحث بالمدرسة المتوسطة العالية الحكومية 11 . هذا البحث طلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 11 باكنبارو بينما الهدف في هذه البحث العلاقة بين استيعاب استراتيجيات Annotating Text و فهم القراءة سة المتوسطة العالية الحكومية 11 باكنبارو. كانو هذا البحث

الأفراد في هذا البحث 300
10
لعينات هذا البحث باستخدام عينة عشوائية و هي نحو 30 طالبا. في جمع البيانات استخدمت الباحثة الاستبيان و الاختبار. يستخدم الاستبيان لمعرفة استيعاب استراتيجيات Annotating Text و يستخدم الاختبار لمعرفة فهم الطلاب في القراءة. تجمع الباحثة البيانات بواسطة تقنية ارتداد مستقيم على طريقة مربع صغير و فرودوك مومين

بالأساس على تحليل البيانات كشفت الباحثة أن r_0 هي 0 591 df هي 28.
يمكن تحليلها أن r_0
1 5
(0 < 591 < 463)، لذلك استنتجت الباحثة أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة و أن هناك العلاقة بين استيعاب استراتيجيات Annotating Text و فهم القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 11 .

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most gracious and the most merciful

In the name of Allah that is gracious and merciful. Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him.

The paper is submitted to fulfill a partial requirement of getting undergraduate degree at English Education Department of State Islamic University Sultan Syarif Kasim of Riau.

The title of this thesis is The Correlation between Annotating Text Strategy Mastery and Reading Comprehension at the first year students of senior high school 11 Pekanbaru.

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Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amien....

Pekanbaru, 01 March, 2013

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the activities that is done by English learners. Brown states that, there are four skills that the students should master them at the end of their learning process, they are listening, writing, speaking, and reading¹. Reading is one of the important language skills that should be master by the students. Reading can help students to improve their knowledge, experience, and getting much information from the written materials.

According to Kalayo Hasibuan reading is to gain information, knowledge and critique a writer's ideas and style². 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. The activity of reading is the key for students to increase their knowlegde and to get success in their life. With reading, the student will get valuable things. On the other hand, if they have good ability in reading, they will have a better chance to be successful in their study.

Reading is an active process which consists of recognition and comprehension skill³. Therefore, reading is a complex skill. In reading, the students need comprehension skill. Reading comprehension is defined as the level

¹ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall, Inc Engliwood Cliffs, 1994).pp.29

² Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru:Alaf Riau Graha UNRI Press, 2007), p.114

³ M, Patel F and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique*. (Jaipur: Sunrise Publishers and Distributors, 2008). p. 113

of understanding of a written language. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Davies and Widdowson say that the aim of reading is to develop in the language learner the ability to comprehension of the text⁴. To develop the reader comprehend of the text reader have to know which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Senior High School level are strongly expected to know the strategy for reading skill to comprehend the reading text as well.

Especially for reading, SMAN 11 Pekanbaru is taught based on the curriculum. The goal of learning English for the first year students for reading is “the students are able to understand meaning in functional written text as well as simple and short essay in the forms of narrative, descriptive, and news item to interact in daily contexts”⁵. There are some basic competences for the first year students in reading:

1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably in daily contexts.
2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably in daily context in the forms of written narrative, descriptive, and news item.

According to school based curriculum, the standard competence of learning English refers to the capability of reading and comprehending the

⁴ Davies, A. and Widdowson, H.G. *Reading and Writing* In I.P.B Allen and S. Pit Corder 1974. p. 172

⁵ Depdiknas 2006. Kurikulum Tingkat Satuan Nasional (KTSP) 2006

meaning of the text accurately, fluently, and contextually in the text forms: narrative, descriptive and news items. In this research, the researcher focuses on the narrative text according to Syllabus and Lesson Plan of SMA⁶.

SMAN 11 Pekanbaru is one of the Senior High Schools in Pekanbaru. This school uses KTSP (school bases curriculum) as a guide in teaching-learning process that also includes Reading subject. Reading is taught twice a week with duration of time 45 minutes for one meeting. It means that they have to learn English 160 minutes in a week. As a target that must be achieved in KKM standard is 65 for English. We can conclude that SMAN 11 Pekanbaru already carries out the teaching-learning process based on KTSP that prioritizes to develop language skills including Reading skill.

Reading is one of the subjects has been already taught since the first grade. In other words, they have been studying English for a long time, it means they should know a good learning method and strategies to learn English especially in reading comprehension. In this school, students are taught some strategies and techniques to understand reading text, for example, the students have been taught how to identify main idea and topic sentence, generic structure narrative text and additional information. From the explanation above, it can be seen that students have been learning reading maximally. Ideally, students are able to identify information, language features, and generic structure of narrative text. In short, students do not have any problems with their reading skill. Although the students had been taught reading comprehension by using the way which has been

⁶ Tim Penyusun. Kurikulum Tingkat Satuan Pendidikan SMAN 11 Pekanbaru, (Unpublised:2012)

explained above, but students' reading comprehension is still far from the expectation of curriculum itself.

Based on the writer' observation at SMAN 11 Pekanbaru, the writer found some problems faced by the students in learning reading. The first is students were not able to answer the question and found out moral message from narrative text because students did not understand yet the meaning of narrative text. It was caused by the limitation of students' vocabulary. Besides that, some of the students were not able to define the generic structure of narrative text, such as: most of the students did not have problem to find orientation, but some of them still had ambiguity to find complication and resolution. Furthermore, students also had difficulty analyzing the language features mostly used in narrative text, such as: simple past, relative pronoun and adverb.

To improve students' reading comprehension needs an appropriate strategy or 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 components⁷. Annotating is summing up information in a text or article by writing brief key points in the margins. Annotating text is defined as adding

⁷ Flippo, Rona F and Caverly, David C. *Handbook of College Reading and Study Strategy Research* (New York: Routledge, 2009).pp. 133

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 encouraged to underline important ideas in reading text.
6. Some of the students do not feel motivated to summarize the text.

The writer considers that reading is very important in studying English, so the writer is interested in carrying out a research entitled” **The Correlation between Annotating Text Strategy Mastery and Reading Comprehension at the First Year Students’ of SMAN 11 Pekanbaru**”.

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

a. Annotating text strategy

According to Rona and David annotating text strategy is generative in nature and has metacognitive, cognitive and affective components. Carol Porter O'Donnell says that annotating text strategy is a writing to learn strategy used while reading or rereading. Annotating text strategy is a learning strategy that is done by the students. And other opinion, Barbara Kirkwood states that annotating text strategy is summing up information in a text or article by writing brief key points in the margins.⁸ In this research means, the students can find main idea or key word from the text, and understand give summaries from the text.

b. Reading Comprehension

Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Richard, reading perceives the written text in order to understand its content.⁹ Reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and his knowledge. In other words, reading comprehension is a process by which the reader constructs the understanding of ideas of the text. In this study,

⁸ <http://new.ipfw.edu/dotAsset/126257.pdf>

⁹ Richards, Jack C., et al., *Longman Dictionary of Language Teaching and Applied Linguistics*. (Malaysia: Longman Group UK Limited, 1992) p. 221

reading comprehension is the capability of the first year students of SMAN 11 Pekanbaru in understanding or comprehending narrative text.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

1. Some of the students are not able to find main idea in the paragraph.
2. Some of the students are not able to find the factual information.
3. Some of the students have limited of vocabulary.
4. Some of the students are difficult to interpretation the message of the text.
5. Some of the students are not able to identify the reference.

2. The Limitation of the Problem

Based on identification of the problems above, the writer limits the problem on students' annotating text strategy mastery and their reading comprehension. The writer want to find out is there any significant correlation between annotating text strategy mastery and reading comprehension on narrative text at the first year students of SMAN 11 Pekanbaru.

3. The Formulation of the Problem

The problems of this research will be formulated in the following questions:

1. How is students' annotating text strategy mastery at the first year students of SMAN 11 Pekanbaru?

2. How is students' reading comprehension at the first year students of SMAN 11 Pekanbaru?
3. Is there any significant correlation between annotating text strategy mastery and reading comprehension at the first year students' of SMAN 11 Pekanbaru?

D. Objective of the Research

1. The Objective of the Research

- a. To find out annotating text strategy mastery at the first year students of SMAN 11 Pekanbaru.
- b. To find out the reading comprehension at the first year students of SMAN 11 Pekanbaru.
- c. To find out whether there is correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.

2. The Significance of the Research

The research is very important because it will contribute and carry out the following necessities, they are:

- a. To give information to the teachers, and the institutions about the correlation between annotating text strategy mastery and students' reading comprehension.
- b. To give some contributions to the students and teachers in order to improve students' reading comprehension in understanding narrative.

- c. To fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The concepts of Annotating Text

Annotating text is generative in nature and has metacognitive, cognitive and affective components.¹ Annotating text strategy is a learning strategy that is done by the students. According to Carol Porter-O' Donnell (2004)², annotating is a writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.

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. Annotating is a writing to learn strategy used while reading or rereading. According to Camille Blachowicz and Donna Ogle (2008)³, annotating while reading a particular text is helpful to make notes on the information and

¹ Flippo, Rona f and Caverly, David C. *Handbook of College Reading and Study Strategy Research*(New York: Routledge, 2009).pp. 133

² Carol Porter-O'Donnell. 2004. Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. *English Journal* 93(5), (Retrieved on Tuesday, November 10, 2011) at [http://www.csun.edu/~knowlands/Content/Academic_Resources/Reading/Useful_Articles/Beyond the Yellow Highlighter.pdf](http://www.csun.edu/~knowlands/Content/Academic_Resources/Reading/Useful_Articles/Beyond_the_Yellow_Highlighter.pdf)

³ Blachowicz, Camille and Ogle, Donna. *Reading Comprehension: Strategies for Independent Learners*. (New York: The Guilford Press, 2008), p. 121

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.

Annotating text is also direct comprehension monitoring⁴. Marking where comprehension breaks down helps the reader remember where to return to reread and further process the text. Taking notes helps to maintain attention, externally records the reader's understanding, and potentially provides a summary of the main points from the text. Then, according Simpson and Nist annotating means writing notes your text as you read. Readers are usually annotated by writing in the margins (outside edges) of a text. They might also underline or highlight the important passages⁵. When you annotate, you are actively working with the text, helping your comprehension and retention. In other words, annotating will help you understand the text, because you are interacting with it. It will also help you remember the ideas from the text when you discuss it in class or write a paper about it.

Based on the definition 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.

⁴ McNamara, Danielle S. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. (New York: Taylor and Francis Group, 2007), p, 472

⁵ Simpson and Nist, "*Textbook Annotation: An Effective and Efficient Study Strategy for College Students* (retrieved from <http://www.laspositascollege.edu/raw/ReadingStrategies.php> on April 25, 2012)

According to Rona and David annotating text includes the following components: (a) writing brief summaries in the text margins in the students own word, (b) enumerating multiple ideas (e.g. cause and effect relations, characteristic, (c) noting examples in the margins, (d) putting information on graphs and charts if appropriate, (e) marking possible test question, (f) noting confusing ideas with a question mark in the margins, and (g) selectively underlining key word or phrases.⁶

Here are some steps of annotating text⁷:

- a. Mark key points of the text (thesis)
- b. Mark key terms and unfamiliar words
- c. Underline important ideas and memorable images
- d. Write questions or comments in the margins
- e. Write personal experiences that relate to text
- f. Mark confusing sections that may require re-reading the text
- g. Underline the sources that were used (if any)

Reading and constructing meaning from a text is a complex and active process, one way to help students slow and develop their critical analysis skills is to teach them to annotate the text as they read. What students annotate can be limited by a list provided by the teacher or it can left up to the students' direction. Suggestion for annotating text can include labeling and interpreting literacy devices (metaphor, simile, imagery, symbol, etc), of course, annotations can also

⁶ Flippo, Rona F and Caverly, David C. *Handbook of College Reading and Study Strategy Research* (New York: Routledge, 2009),pp. 133

⁷ <http://writing.colostate.edu/guides/reading/critread/pop5b.cfm>

include questions that the reader poses and connects to other texts that reader makes while reading.

The role of the teacher is to provide a short passage from a work, the students are reading and explaining. Both the teacher and students cooperate in making efforts of understanding the material that is being taught.

Once the list of categories is completed, the students create a cluster or another visual aid that they can use as reference while writing about their reading. Depending on the class and the responses that emerged, we might continue adding categories and specifics related to the categories as we examine more responses to text. For example, students might make connections to similar personal experiences or their actions in similar situations, but they might add connection to other texts (books, short stories, movies, TV shows, lyrics, artwork, and so forth) on their visuals to remind them of the varied ways of making connection.

The Advantages of Annotating text⁸

Text annotation can have several advantages for the students. It will:

1. Improve concentration, so you will not become distracted and have to reread the text.
2. Provide an immediate self-check for your understanding of the text's key ideas.
3. Help you remember more.
4. Assist you in getting ready for test on the material.
5. Negate the need of time spent in rereading the chapters.

⁸ <http://faculty.catawba.edu/jmbitzer/War/TextAnnotation.pdf>

6. Help you state ideas in your own words.

Based on explanation above, the writer concludes that procedure to annotating text strategy: mark key points of the text, mark key terms and unfamiliar words, underline important ideas and memorable images, writes questions or comments in the margins, write personal experiences that relate to text, make summarize from that text.

2. The Concepts of Reading Comprehension

Reading is one of the most important skills in learning language apart from listening, speaking and writing. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. As we know, reading is activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order 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. Taking those as the consideration, the purpose for reading guides the reader's selection of text.

Many experts have given their definition about what reading really means. According to Harmer, "Reading is an exercise dominated by eyes and brain".⁹ The eyes receive message and brain has to work out the significance of these message, it requires the students to read for meaning. They not only read text, but also understand the meaning of written text being read.

Reading is an active cognitive process of interacting with print and monitor comprehension to establish meaning. Reading is the instantaneous

⁹ Harmer, J. *The Practice English Language Teaching*. (London: Longman, 1991).p,90

recognition of various written symbols, simultaneous association of the symbol with existing knowledge, comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and visual information result in his comprehending message.

According to Burnes and Page reading is an interactive process in which the reader engages an exchange of ideas with an author via text.¹⁰ In other words, readers' understanding of a text is a kind of a change ideas with the author. It is the process expression and reception of meaning as the primary goal of both parties. Futhermore, Kustaryo states that reading is the combination of word recognition, intellect and emotion with prior knowledge to understand the message communicated¹¹.

Nuttal states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way that the reader gets 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 word¹².

According to Kalayo Hasibuan reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses

¹⁰ Burnes, D and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). P,26

¹¹ Kustaryo, S. *Reading Teaching Techniques for College Students*. (Jakarta: Depdikbud, 1988).p, 26

¹² Nuttal, Christine. *Teaching Reading Skill in a Foreign Language*. (New York: McGraw Hill Book Company, 1982).p, 4

knowledge, skills, and strategies to determine what the meaning of the text that they read. Reader's knowledge, skills, and strategies include:

1. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentences.
2. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content.
3. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentence, as well as the ability recognize how coherence is used to maintain the messages' unity.
4. Strategic competence: the ability to use a number of strategies¹³.

Reading cannot be separated from comprehension because the purpose or the result of 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 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' message¹⁴. In addition, 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

¹³ Kalayo Hasibuan and Muhammad Fauzan A . *Op. Cit.* pp.115

¹⁴ Burnes, D and Page, G. *loc cit*, P,46

(interest in text, understanding of text types)¹⁵. 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, reading comprehension section is always given along with vocabulary section.

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

1. Finding Main Ideas

Main idea of the paragraph is how the paragraph develops. Wassman and Risky stated that Paragraph is a group of sentences that develops a particular topic. Identifying the topic that can generally help readers understand the main idea¹⁶. If the students know the main idea of the text, they will know what the text talks about. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as a complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the readers. Main idea can be in the beginning, in the middle or at the end of paragraph.

2. Finding Factual Information

Factual information requires readers to scan a specific detail.

King and Stanley say that while reading the reader must be able to recognize the factual or certain information in detail such as person, reason, purpose,

¹⁵ Harris, Karen R. and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007). p,23

¹⁶ Wassman, R and Risky, L. A. *Effective Reading a Changing World*. (London: Prentice Hall International (UK) Limited, 1993). p,120

result, and comparison¹⁷. The factual information questions are preceded by WH-questions(where, why, what, who, how).

3. Finding the meaning of vocabulary in context. It means that the reader could develop his guessing ability to the word which is not familiar with him or her, by relating the close meaning (synonym) of unfamiliar word to the text and the topic of the text that is read.
4. Identifying reference. The authors use words to avoid repeated words or phrases. King and Stanley stated that recognizing reference words and being able to identify the words or phrases to which they refer to help reader understand the reading text¹⁸. Reference words are usually short and very frequently pronouns, such as: it, she, they, this etc.
5. 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 text. There is also implied information¹⁹. So the reader has to understand the implied information.

An efficient reader is able to understand these implications. Because of that, to establish a reading process is very important, it means that reading needs a clear purpose in order to get the best understanding about the content of the text or books in which the reader reads.

Therefore, reading comprehension is a complex process, by which a reader tries to construct the meaning and message encoded in graphic language by the

¹⁷ King and Stanley. *Building Skills for the TOEFL Test*. (England Longman, 1998). p, 331

¹⁸ *Ibid*

¹⁹ *Ibid*

writer. It is an interaction between the writer and the reader. Based on explanation above, the writer concludes that reading comprehension is a process to convey the message or information from the reading text.

3. The Narrative text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. A narrative text will consists of the following structure: Orientation, complication, and resolution.

a. Orientation

Orientation is introducing the participants and informing the time and the place. This point or orients of the reader in the direction where the writer wants the event to lead. The background information allows them to build up a visual picture of the context. The orientation forms the background for the complication.

b. Complication

This revolves around conflicts or problems that affect the setting, time, or characters. A problem or series of problems interrupt or complicate the live of the characters. The events are evaluated by the character, making it clear to reader that crisis has developed. These problems help to build up the suspense and have to resolve one at a time to stop the story ending in a disastrous way.

c. Resolution

A solution is found for the problem or challenge. The resolution brings the series of events to a close and resolves the main problem, challenge or

situation. The main character has to act to resolve the situation in a believable or satisfying way to stop a disaster occurring.

A narrative is a story containing the setting, the characters, problems, and solutions. The middle of a narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and to build excitement as the story progresses. The plot contains:²⁰

1. Introducing the characters of the story, the time and place the story happened. (Who/what, when, and where). (Orientation)
2. An initiating event, the event that starts the main character off on a series of series of events to solve the problem. (Complication)
3. A series of events in which the main character attempts to solve the problem is solved (Resolution).

4. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research²¹. Besides, we have to analyze what the point that is focused on, informed for the designs, finding, and conclusion of the previous research, that of:

- a. A research from Hendra Permana

According to Hendra Permana (2009) in his research entitled "The Effectiveness of Annotating Through Hypertext to Improve the Motivation and Students' Writing Ability. From the research, he found that there is

²⁰ Sudarwati & Eudia Grace, *Look Ahead An English Course for Senior High School Students Year IX* (Jakarta: Erlangga, 2006), p. 74

²¹ Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: LBS, 2007). P,122

significance increasing students' reading comprehension by using annotating text strategy.

b. A research from Asim Sakar

According to Asim Sakar, in her research entitled "Effectiveness of hypermedia Annotations for foreign language reading. This research examined the effectiveness of using an annotation strategy through audio visual media and text.

B. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research:

There are: 1. Variable X is annotating text strategy mastery.

Annotating text strategy mastery is an independent variable.

2. Variable Y is reading comprehension.

Students' reading comprehension is dependent variable.

To measure each variable, the writer identifies them in some indicators as follows:

1. The procedures of annotating text strategy mastery (X variable)²²:
 - a. The student feels concentrated to mark key points of the text
 - b. The student feels assisted to mark key term and unfamiliar words
 - c. The student feels encourage to underline important ideas and memorable images

²² Simpson, Michele and Nist, Sherie. 1990. Textbook Annotation: An Effective and Efficient Study Strategy for College Students. *Journal of Reading*, 34. 123. (Retrieved on Tuesday, July 19, 2012) at <http://www.jstor.org/stable/40032053>

- d. The student feels helped to write questions or comments in the margin
 - e. The student feels helped to write personal experiences related to text
 - f. The student is motivated to summarize the text
2. The indicators of students' reading comprehension (Y variable)²³:
- a. The students are able to find factual information
 - b. The students are able to identify main idea
 - c. The students able to locate the meaning of vocabulary in context
 - d. The students are able to identify reference
 - e. The students are able to make inference from reading text

C. The Assumption and Hypothesis

1. The Assumption

In this study, the writer assumes that the students who are taught by using Annotating text strategy mastery have better reading comprehension achievement. Furthermore, the better implementation of annotating text strategy in reading subjects, is the better students' reading comprehension will be.

2. The hypothesis

Ho: There is no significant correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.

Ha: There is significant correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.

²³ Sillabus kelas X SMAN 11 Pekanbaru (Unpublished: 2012)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was categorized as a correlational study. Correlational study involves collecting data in order to determine whether, and what degree, a relationship exists between two or more quantifiable variables.¹ The purpose of a correlational study is to determine relationship between variables or to use this relationship to make predictions.² This research consisted two variables, dependent and independent variable. The students' annotating text strategy mastery which was symbolized by "X" as independent variable and dependent variable was the students' reading comprehension which was symbolized by "Y".

B. Time and Location of the Research

This research was carried out at Senior High School 11 Pekanbaru. The research was conducted from November to December 2012.

C. Subject and Object of the Research

Subject of this research was the students at the first year of Senior High School 11 Pekanbaru, and the object of this research was annotating text strategy mastery and reading comprehension.

D. Population and Sample of the Research

The population of the research was the first year students of SMAN 11 Pekanbaru in 2012-2013 academic years. They were 300 students. If the population is bigger than 100, the sample is better to take about 10-15% or 20-

¹ Gay, L. R and Peter Airasian. 2000. *Educational Research*. Sixth Edition, (New Jersey: Von Hoffmann Press), P.345.

² Ibid.

25% or more than it of the population. In this research, the writer took 10% of the population as the sample. ³The technique used in this research was proportional random sampling. The specification of the population can be seen on the table below:

Table 3.1 The population of the sample

No	Class	Populasi and Sample	
		Students	Sample
1	X1	30	3
2	X2	30	3
3	X3	30	3
4	X4	30	3
5	X5	30	3
6	X6	30	3
7	X7	30	3
8	X8	30	3
9	X9	30	3
10	X10	30	3
Total		300	30

E. Technique of Data Collection

In collecting the data, the researcher used the techniques as follows:

1. Questionnaire

The researcher used questionnaire because the researcher wanted to investigate the students' annotating text strategy mastery. The questionnaire dealt with respondents' opinion in responding, there were 20 items given to the students

³ Suharmi, Arikunto. *Prosedure Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006).P. 134

in annotating text strategy, and every item was measured by using scale always (5), often (4), sometimes (3), seldom (2), and never (1). With range score 5-4-3-2-1 for each.

2. Test

In this research, the researcher used multiple-choice as a form of assessment in which respondents were asked to select one or more choices from the list. By using multiple-choices, the researcher wanted to find out the students' reading comprehension. The result of the test was taken as the data of the research. Before the test was given to the students, it was tried out to 30 students at the first year of SMAN 11 Pekanbaru. The test consisted of 25 questions. The students had identified the correct answer. According to Heaton, it was to know whether the test items fulfilled the standard level of difficulty (<0.30 and >0.70) and the discrimination index⁴. The try out was conducted to see the reliability of the test. The item difficulties show how easy or difficult a particular item is. The items that were too difficult (<0.30) and too easy (>0.70) were revised. The standard level of difficulties was measured by using formula:

$$f.v = \frac{R}{N}$$

f.v = The facility value

R = The number of correct answer

N = The number of respondents

⁴ J.B. Heaton, *Writing English Language Test* (New York: Longman inc, 1991). P.179

If the index of facility value between 0.30 and 0.70 the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or too difficult for the students. So, it should be changed to the new items that are more appropriate.

F. Technique of Data Analysis

In this research, to know there is correlation between annotating text strategy mastery and reading comprehension or not. The data were analyzed by using Regress Linear. The formula can be seen as follows⁵:

$$Y = a + b X$$

Where:

Y = Dependent variable

a = Constanta Interpreception

b = Coefficient

X = Independent variable

$$a = \frac{(\sum Y)(\sum x^2) - (\sum x)(\sum xy)}{n \sum y^2 - (\sum y)^2}$$

$$b = \frac{N \sum xy - (\sum x)(\sum y)}{N \sum y^2 - (\sum y)^2}$$

In the process of data, the researcher used the SPSS Program (*statistical package for the society science*) 16.0 version for windows⁶. SPSS is one of the computer programs used to manufacture the statistical data.

⁵ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2004). P. 136

Then, because data from annotating text strategy is ordinal data, so the researcher should change them into interval data by using formula⁷:

$$T_1 = 50 + 10 \frac{(x_i - \bar{x})}{SD}$$

Where:

X_i = variable data ordinal

\bar{X} = Mean (Rata-rata)

SD = Standard Deviation

G. The Validity and The Reliability of the Test

a. Validity and Reliability of the Questioner

The questioner consisted of 20 items, which should be answered by respondents (students). The students should choose one of five categories to answer the questions. They were always, often, sometimes, seldom, never.

b. Validity and Reliability of the Test

1. Validity

According to Hughes⁸, a test is said to be valid if it measured accurately what it is intent to measure. According to Gay⁹, validity is the appropriateness of the interpretations made for the test score. Furthermore, Gay says that there are kinds of validity. They are content validity, criterion-related, and construct validity. All of them have different usage and function.

⁶ Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.95

⁷ Hartono, *Analisis Item Instrument* (Bandung: Nusa Media, 2010), p.126

⁸ Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 1989) p.22

⁹ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6th Ed (New Jersey: Prentice-Hall Inc, 200), p. 161

The tests given to the students were based on the material that they had learned.

2. Reliability

According to Gay¹⁰, reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as easy tests, short-answer test, performance and product tests, and projective test, we are concerned with interjudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

To measure the reliability of the instrument in variable y (students' reading comprehension), the writer used internal consistency through the formula of Kuder Richardson 20 as follows¹¹:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Where:

k: the number of the items in the test

p_i : the proportion number of students' who answer item i

q_i : 1- p_i

S_t^2 : variance total

¹⁰ Ibid, p. 175

¹¹ Sugiono, *Metode Penelitian Kuantitatif dan R & D* (Bandung: Alfabeta, 2010), p. 174

The students' ability was classified according to the score they got from the test. Then, their ability was classified into four levels. The levels of ability are as follows:

Table 3.2 The Classification of Students' Score

The Score Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Adapted from Suharsimi Arikunto¹²:

¹² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 2009) p.245.

CHAPTER 1V

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher presented the research finding that was obtained through analyzing the data. It was about correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru. The researcher found that there were two kinds of variable in this research, namely: independent variable (X) and dependent variable (Y). Independent variable referred to the students' annotating text strategy mastery which was investigated by using questioner, there were 20 items given to the students, and every items was measured by using scale (always, often, sometime, seldom, never) with range score 5-4-3-2-1 for each. However, the test for variable Y referred to students' reading comprehension. The test consisted of a topic, which was taken from the students' reading textbook in this school.

The data were presented as the result of questionnaires conducted toward the students. The writer presents the result of questionnaire in the following tables:

1. The Data of Students' Annotating Text Strategy Mastery

To know the data about the students' annotating text strategy, it can be seen in the following table:

Table IV. 1**I feel concentrated to mark key points of the text**

No	Alternative answer	Frequency	Percentage
1	Always	9	30%
	Often	5	16%
	Sometimes	13	44%
	Seldom	3	10%
	Never	-	-
	Total	30	100%

Based on the table above, there are 9 students (30%) who always feel concentrated to mark key points of the text, 5 students (16%) who often feel concentrated to mark key points of the text, 13 students (44%) who sometimes feel concentrated to mark key points of the text, 3 students (10%) who seldom feel concentrated to mark key points of the text, and there is no student who never feels concentrated to mark key points of the text.

Table IV. 2**I feel assisted to mark key term and unfamiliar words**

No	Alternative answer	Frequency	Percentage
2	Always	5	16%
	Often	3	10%
	Sometimes	8	27%
	Seldom	14	47%
	Never	-	-
	Total	30	100%

The table IV.2, shows that there are 5 students (16%) who always feel assisted to mark key term and unfamiliar words, 3 students (10%) who often feel assisted to mark key term and unfamiliar words, 8 students (27%) who sometimes feel assisted to mark key term and unfamiliar words, 14 students (47%) who seldom feel assisted to mark key term and unfamiliar words and there is no student who never feels assisted to mark key term and unfamiliar words.

Table IV. 3

I feel encouraged to underline important ideas and memorable images

No	Alternative answer	Frequency	Percentage
3	Always	5	16%
	Often	4	13%
	Sometimes	14	47%
	Seldom	7	24%
	Never	-	-
	Total	30	100%

Based on the table above, there are 5 students (16%) who always feel encouraged to underline important ideas and memorable images, 4 students (13%) who often feel encouraged to underline important ideas and memorable images, 14 students (47%) who sometimes feel encouraged to underline important ideas and memorable images, 7 students (24%) who seldom feel encouraged to underline important ideas and memorable images, and there is no student who never feels encouraged to underline important ideas and memorable images.

Table IV. 4**I feel helped to write questions or comments in the margin**

No	Alternative answer	Frequency	Percentage
4	Always	12	40%
	Often	3	10%
	Sometimes	7	24%
	Seldom	5	16%
	Never	3	10%
	Total	30	100%

The table IV.4 shows that there are 12 students (40%) who always feel helped to write questions or comments in the margin, 3 students (10%) who often feel helped to write questions or comments in the margin, 7 students (24%) who sometimes feel helped to write questions or comments in the margin, 5 students (16%) who seldom feel helped to write questions or comments in the margin, and 3 students (10%) who never feel helped to write questions or comments in the margin.

Table IV. 5**I feel helped to write personal experiences that related to text**

No	Alternative answer	Frequency	Percentage
5	Always	3	10%
	Often	6	20%
	Sometimes	13	44%
	Seldom	5	16%
	Never	3	10%
	Total	30	100%

From the table above, there are 3 students (10%) who always feel helped to write personal experiences that related to text, 6 students (20%) who often feel helped to write personal experiences that related to text, 13 students (44%) who sometimes feel helped to write personal experiences that related to text, 5 students (16%) who seldom feel helped to write personal experiences that related to text, and 3 students (10%) who never feel helped to write personal experiences that related to text.

Table IV. 6

I feel motivated to summarize the text

No	Alternative answer	Frequency	Percentage
6	Always	7	24%
	Often	2	7%
	Sometimes	10	33%
	Seldom	10	33%
	Never	1	3%
	Total	30	100%

The table IV.6, shows that there are 7 students (24%) who always feel motivated to summarize the text, 2 students (2%) who often feel motivated to summarize the text, 10 students (33%) who sometimes feel motivated to summarize the text, 10 students (33%) who seldom feel motivated to summarize the text, and 1 student (1%) who never feels motivated to summarize the text .

Table IV. 7**I like to give underline for the important point**

No	Alternative answer	Frequency	Percentage
7	Always	7	24%
	Often	4	13%
	Sometimes	14	47%
	Seldom	5	16%
	Never	–	–
	Total	30	100%

Based on the table IV.7, shows that there are 7 students (24%) who always like to give underline for the important point, 4 students (13%) who often like to give underline for the important point, 14 students (47%) who sometimes like to give underline for the important point, 5 students (16%) who seldom like to give underline for the important point, and there is no student who never likes to give underline for the important point.

Table IV.8**I like to write question if I do not understand about reading text**

No	Alternative answer	Frequency	Percentage
8	Always	5	16%
	Often	4	13%
	Sometimes	11	37%
	Seldom	8	27%
	Never	2	7%
	Total	30	100%

The table IV.8, shows that there are 5 students (16%) who always like to write question if I do not understand about reading text, 4 students (13%) who often like to write question if I do not understand about reading text, 11 students (37%) who sometimes like to write question if I do not understand about reading text, 8 students (27%) who seldom like to write question if I do not understand about reading text, and 2 students (7%) who never like to write question if I do not understand about reading text.

Table IV.9

I like making note about the materials given by the teacher

No	Alternative answer	Frequency	Percentage
9	Always	6	20%
	Often	6	20%
	Sometimes	8	27%
	Seldom	8	27%
	Never	2	6%
	Total	30	100%

The table IV.9, shows that there are 6 students (20%) who always like making note about the materials given by the teacher, 6 students (20%) who often like making note about the materials given by the teacher, 8 students (27%) who sometimes like making note about the materials given by the teacher, 8 students (27%) who seldom like making note about the materials given by the teacher , and 2 students (6%) who never like making note about the materials given by the teacher.

Table IV.10**I like to write down the ideas from the reading text**

No	Alternative answer	Frequency	Percentage
10	Always	8	27%
	Often	6	20%
	Sometimes	8	27%
	Seldom	5	16%
	Never	3	10%
	Total	30	100%

The table IV.10, shows that there are 8 students (27%) who always like to write down the ideas from the reading text, 6 students (20%) who often like to write down the ideas from the reading text, 8 students (27%) who sometimes like to write down the ideas from the reading text, 5 students (16%) who seldom like to write down the ideas from the reading text, and 3 students (10%) who never like to write down the ideas from the reading text.

Table IV.11**I like marking key points of the text**

No	Alternative answer	Frequency	Percentage
11	Always	5	16%
	Often	3	10%
	Sometimes	14	47%
	Seldom	7	24%
	Never	1	3%
	Total	30	100%

From the table above, there are 5 students (16%) who always like marking key points of the text, 3 students (10%) who often like marking key points of the text, 14 students (47%) who sometimes like marking key points of the text, 7 students (24%) who seldom like marking key points of the text, and 1 students who never like marking key points of the text.

Table IV.12

I like to underline important ideas of the text

No	Alternative answer	Frequency	Percentage
12	Always	3	10%
	Often	3	10%
	Sometimes	10	33%
	Seldom	9	30%
	Never	5	17%
	Total	30	100%

From the table above, there are 3 students (10%) who always like to underline important ideas of the text, 3 students (10%) who often like to underline important ideas of the text, 10 students (33%) who sometimes like to underline important ideas of the text, 9 students (30%) who seldom like to underline important ideas of the text, 5 students (17%) who never like to underline important ideas of the text.

Table IV.13**I like to make connection between previous knowledge and new information from the text**

No	Alternative answer	Frequency	Percentage
13	Always	6	20%
	Often	5	17%
	Sometimes	10	33%
	Seldom	6	20%
	Never	3	10%
	Total	30	100%

From the table above, there are 6 students (20%) who always like to make connection between previous knowledge and new information from the text, 5 students (17%) who often like to make connection between previous knowledge and new information from the text, 10 students (33%) who sometimes like to make connection between previous knowledge and new information from the text, 6 students (20%) who seldom like to make connection between previous knowledge and new information from the text, and 3 students (10%) who never like to make connection between previous knowledge and new information from the text.

Table IV.14**I like to give a response in Learning reading material text**

No	Alternative answer	Frequency	Percentage
14	Always	2	7%
	Often	5	17%
	Sometimes	13	43%
	Seldom	6	20%
	Never	4	13%
	Total	30	100%

The table IV.14, shows that there are 2 students (7%) who always like to give a response in Learning reading material text, 5 students (17%) who often like to give a response in Learning reading material text, 13 students (43%) who sometimes like to give a response in Learning reading material text, 6 students (20%) who seldom like to give a response in Learning reading material text, 4 students (13%) who never like to give a response in Learning reading material text.

Table IV.15**I like making summary of the material in order to make easy in reviewing the material**

No	Alternative answer	Frequency	Percentage
15	Always	1	3%
	Often	9	30%
	Sometimes	7	24%
	Seldom	10	33%
	Never	3	10%
	Total	30	100%

Based on the table IV.15, shows that there is 1 student (3%) who always likes making summary of the material in order to make easy in reviewing the material, 9 students (30%) who often like making summary of the material in order to make easy in reviewing the material, 7 students (24%) who sometimes like making summary of the material in order to make easy in reviewing the material, 10 students (33%) who seldom like making summary of the material in order to make easy in reviewing the material, and 3 students (10%) who never like making summary of the material in order to make easy in reviewing the material.

Table IV.16

I like making the conclusion after reading English textbook

No	Alternative answer	Frequency	Percentage
16	Always	2	7%
	Often	3	10%
	Sometimes	9	30%
	Seldom	11	36%
	Never	5	17%
	Total	30	100%

The table IV.16, shows that there are 2 students (7%) who always like making the conclusion after reading English textbook, 3 students (10%) who often like making the conclusion after reading English textbook, 9 students (30%) who sometimes like making the conclusion after reading English textbook, 11 students (36%) who seldom like making the conclusion after reading English textbook, and 5 students (17%) who never like making the conclusion after reading English textbook.

Table IV.17**I like to write symbol in the margin**

No	Alternative answer	Frequency	Percentage
17	Always	9	30%
	Often	7	24%
	Sometimes	11	36%
	Seldom	3	10%
	Never	–	–
	Total	30	100%

From the table above, there are 9 students (30%) who always like to write symbol in the margin, 7 students (24%) who often like to write symbol in the margin, 11 students (36%) who sometimes like to write symbol in the margin, 3 students (10%) who seldom like to write symbol in the margin, and there is no student who never like to write symbol in the margin.

Table IV.18**I like circle confusing word of the text**

No	Alternative answer	Frequency	Percentage
18	Always	11	36%
	Often	3	10%
	Sometimes	8	27%
	Seldom	2	7%
	Never	6	20%
	Total	30	100%

From the table above, there are 11 students (36%) who always like circle confusing word of the text, 3 students (10%) who often like circle confusing word

of the text, 8 students (27%) who sometimes like circle confusing word of the text, 2 students (7%) who seldom like circle confusing word of the text, and 6 students (20%) who never like circle confusing word of the text.

Table IV.19

I am interested in negotiating meaning on the idea of the text

No	Alternative answer	Frequency	Percentage
19	Always	5	17%
	Often	4	13%
	Sometimes	6	20%
	Seldom	7	23%
	Never	8	27%
	Total	30	100%

From the table above, there are 5 students (17%) who always interested in negotiating meaning on the idea of the text, 4 students (13%) who often interested in negotiating meaning on the idea of the text, 6 students (20%) who sometimes interested in negotiating meaning on the idea of the text, 7 students (23%) who seldom interested in negotiating meaning on the idea of the text, and 8 students (27%) who never interested in negotiating meaning on the idea of the text.

Table IV.20**I like to review the materials given by the teacher**

No	Alternative answer	Frequency	Percentage
20	Always	6	20%
	Often	4	13%
	Sometimes	10	33%
	Seldom	6	20%
	Never	4	14%
	Total	30	100%

The table IV.20, shows that there are 6 students (20%) who always like to review the materials given by the teacher, 4 students (13%) who often like to review the materials given by the teacher , 10 students (33%) who sometimes like to review the materials given by the teacher, 6 students (20%) who seldom like to review the materials given by the teacher, and 4 students (14%) who never like to review the materials given by the teacher.

Table IV. 21**The Recapitulation of the Students' Annotating Text Strategy Mastery**

Table	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
T.1	9	30%	5	16%	13	44%	3	10%	-	-
T.2	5	16%	3	10%	8	27%	14	47%	-	-
T.3	5	16%	4	13%	14	47%	7	24%	-	-
T.4	12	40%	3	10%	7	24%	5	16%	3	10%
T.5	3	10%	6	20%	13	44%	5	16%	3	10%
T.6	7	24%	2	7%	10	33%	10	33%	1	3%
T.7	7	24%	4	13%	14	47%	5	16%	-	-
T.8	5	16%	4	13%	11	37%	8	27%	2	7%
T.9	6	20%	6	20%	8	27%	8	27%	2	6%
T.10	8	27%	6	20%	8	27%	5	16%	3	10%
T.11	5	16%	3	10%	14	47%	7	24%	1	3%
T.12	3	10%	3	10%	10	33%	9	30%	5	17%
T.13	6	20%	5	17%	10	33%	6	20%	3	10%
T.14	2	7%	5	17%	13	43%	6	20%	4	13%
T.15	1	3%	9	30%	7	24%	10	33%	3	10%
T.16	2	7%	3	10%	9	30%	11	36%	5	17%
T.17	9	30%	7	24%	11	36%	3	10%	-	-
T.18	11	36%	3	10%	8	27%	2	7%	6	20%
T.19	5	17%	4	13%	6	20%	7	23%	8	27%
T.20	6	20%	4	13%	10	33%	6	20%	4	14%
Total	117	389%	89	296%	204	683%	137	455%	53	177%

In order to clarify the data, the researcher also tried to find out the data of the students' annotating text strategy mastery by using the following formula:

$$MX = \sum \frac{FX}{N}$$

Based on the table, it has been know that:

Always FX = 117

Often FX= 89

Sometimes FX= 204

Seldom FX= 137

Never FX= 53

Table IV.22
The Data of the Questioner of the Students' Annotating Text Strategy

Mastery

No	Name	Score
1	Student 1	71
2	Student 2	41
3	Student 3	42
4	Student 4	40
5	Student 5	65
6	Student 6	40
7	Student 7	55
8	Student 8	42
9	Student 9	75
10	Student 10	55
11	Student 11	60
12	Student 12	45
13	Student 13	45
14	Student 14	40
15	Student 15	75
16	Student 16	58
17	Student 17	76
18	Student 18	85
19	Student 19	57
20	Student 20	39
21	Student 21	68
22	Student 22	56
23	Student 23	39
24	Student 24	75
25	Student 25	60
26	Student 26	78
27	Student 27	75
28	Student 28	40
29	Student 29	60
30	Student 30	76

2. The Data of Students' Reading Comprehension

In the multiple choice test, the students should answer the questions correctly. The researcher gave 25 items and the value of each item was 5. The test consisted of reading comprehension text. The students had to read the text carefully, and then chose the correct answer based on the text.

After collecting and calculating the data, the researcher can show the reading comprehension in narrative text as in the following table:

Table IV. 23**The Students Score and the Categories of Reading Comprehension**

No	Name	Correct Answer	Score	Category
1	Students 1	20	80	Very Good
2	Students 2	19	76	Good
3	Students 3	17	68	Enough
4	Students 4	18	72	Good
5	Students 5	17	68	Enough
6	Students 6	17	68	Enough
7	Students 7	18	72	Good
8	Students 8	15	60	Enough
9	Students 9	21	84	Very Good
10	Students 10	18	72	Good
11	Students 11	19	76	Good
12	Students 12	17	68	Enough
13	Students 13	16	64	Enough
14	Students 14	17	68	Good
15	Students 15	23	92	Very Good
16	Students 16	17	68	Enough
17	Students 17	21	84	Very Good
18	Students 18	22	88	Very Good
19	Students 19	18	72	Good
20	Students 20	18	72	Good
21	Students 21	18	72	Good
22	Students 22	17	68	Enough
23	Students 23	18	72	Good
24	Students 24	20	80	Very Good
25	Students 25	18	72	Good
26	Students 26	21	84	Very Good
27	Students 27	19	76	Good
28	Students 28	23	92	Very Good
29	Students 29	17	68	Enough
30	Students 30	21	84	Very Good

Based on the table above, it is known that the highest score is 92 and the lowest score is 60, from the result of reading comprehension test above, there are

9 students who got very good scores, 12 students who got good, 9 students who got enough score.

B. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru. This research had two variables, X and Y. The researcher used SPSS 16 for Windows to measure, calculate, and analyze the data of those variables.

1. The Students' Annotating Text Strategy Mastery

Since the purpose of this study was to answer formulated problems on the correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru. It is needed to look for the result after the obtained data were measured. Below is the presentation of computing the obtained data.

Always	FX	=	117 x 5	= 585
Often	FX	=	89 x 4	= 356
Sometimes	FX	=	204 x 3	= 612
Seldom	FX	=	137 x 2	= 274
Never	FX	=	53 x 1	= 53

The recapitulation is:

117+89+204+137+53	=600 (N)
585+356+612+274+53	=1880 (F)

It can be calculated by using formula as follows:

$$P = \frac{F}{N} \times 100:5$$

$$P = \frac{1880}{600} \times 100:5$$

$$P = 62 \%$$

Therefore, the percentage of the students' annotating text strategy is 62%.

It can be concluded that the students' annotating text strategy in reading comprehension at SMAN 11 Pekanbaru is enough level.

Moreover, to get data of mean, maximum, median and standard deviation of variable X "annotating text strategy" and variable Y "students' reading comprehension", the researcher used SPSS 16.0 to calculate and analyze the data gained from those variables.

Table IV.24

Descriptive Statistics

Mean	57.7667
Standard Deviation	14.90356

From the table above, the distance between mean (Mx) and Standard Deviation () is too far. In other words, the scores obtained are normal.

2. The Students' Reading Comprehension

Table 1V.25

Descriptive Statistics

Mean	74.6667
Standard Deviation	8.15933

From the table above, the distance between mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

To make clearer about the percentage of students' reading comprehension, it can be seen in the following table:

Table 1V.26

The Percentage of the Students' Reading Comprehension

No	Categories	Frequency	Percentage (%)
1	Very Good	9	30%
2	Good	12	40%
3	Enough	9	30%
4	Less	–	–
5	Bad	–	–
	Total	30	100%

The table shows the frequency of score ranges of respondents in reading comprehension. 30% of the respondents is classified into very good level, 40% of respondents is classified into good level, 30% of respondents is classified into enough level, there is no respondents is classified into less and bad level.

a. Changing Ordinal Data Into Interval Data

To get data dealing with the correlation between annotating text strategy mastery and reading comprehension, the data of annotating text had to be changed into interval scale since it was analyzed by using regression formula:

$$T_1 = 50 + 10 \frac{(x_i - x)}{SD}$$

1. The ordinal data of 71 of the first group was changed into interval data by

$$\text{using the formula: } T_1 = 50 + 10 \frac{(71 - 57.766)}{14.903}$$

$$= 58.880$$

2. The ordinal data of 41 of the second group was changed into interval data

$$\text{by using the formula: } T_2 = 50 + 10 \frac{(41 - 57.766)}{14.903}$$

$$= 38.749$$

3. The ordinal data of 41 of the second group was changed into interval data

$$\text{by using the formula: } T_3 = 50 + 10 \frac{(42 - 57.766)}{14.903}$$

$$= 39.420$$

And so on in: in appendix

b. Linearity Test

The hypothesis tested is:

Ho : The distribution of the data studied does not follow a linear form

Ha : The distribution of the observed data follows a linear form

Basic decision making:

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ha is rejected

By using SPSS 16.0 the following result are obtained.

Table IV.27**Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	673.382	1	673.382	14.996	.001 ^a
	Residual	1257.285	28	44.903		
	Total	1930.667	29			

a. Predictors: (Constant), annotating text strategy

b. Dependent Variable: Reading Comprehension

From the calculation, it is obtained that linearity test of F count is 14.996 with a degree of probability 0.001. Since the probability of < 0.05 then the distribution of observed data follows a linear form (H_a is received, H_o is rejected). In the other words, the regression model can be used to predict the annotating text strategy.

This suggests that to find the significance of the correlation between two variables can use the product moment correlation formula.

c. Regression Equation

For more details of the calculation of regression coefficients with SPSS 16.0 computer program, it can be seen in the following table:

Table IV.28
Coefficient Regression Linear

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	55.989	4.976		11.252	.000	45.797	66.182
	Annotating text strategy	.323	.083	.591	3.873	.001	.152	.494

a. Dependent Variable:
Reading Comprehension

$$Y = 55.989 + 0.323X$$

The result are obtained by analysis of the linear regression equation $Y = 55.989 + 0.323X$. It means that every one-unit increase occurred in the variable X (annotating text strategy), then there is an increase in the variable Y (Reading comprehension) for 0.323.

3. The Correlation between Annotating Text Strategy Mastery and Reading Comprehension

After altering ordinal data into interval data, then the interval data obtained through the questionnaire of the annotating text strategy and test for investigating the reading comprehension were analyzed by using SPSS. 16.0 version to obtain the regression.

There are two hypothesis in this research; they are the alternative Hypothesis (Ha) and null Hypothesis (Ho). The Ha is there is a significant correlation between annotating text strategy and reading comprehension. Whereas, the Ho is there is no significant correlation between annotating text strategy and reading comprehension. It can be seen following the table:

Table IV.29
The Correlation Between Annotating Text Strategy Mastery and
Reading Comprehension

		Test	Questionnaire
Pearson Correlation	Reading Comprehension	1.000	.591
	Annotating Text Strategy	.591	1.000
Sig. (1-tailed)	Reading Comprehension	.	.000
	Annotating Text Strategy	.000	.
N	Reading Comprehension	30	30
	Annotating Text Strategy	30	30

Based on the table above, the correlation between annotating text strategy and reading comprehension shows the correlation (r) based on Pearson correlation is 0,591. The result of the test from the two variables can be seen in the following table:

Table IV.30

Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 ^a	.349	.326	6.70097

From the table IV.30, it can concluded that correlation coefficient between annotating text strategy (x) and reading comprehension (y) which the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

From the table above, it shows that the correlation coefficient between annotating text strategy mastery and reading comprehension is 0.591. And R square 0.349.

Based on the table IV.30 above, correlation coefficient variable of annotating text strategy and reading comprehension is 0.591. With the sig. (1-tailed) is 0.000. The interpretation is as follow:

1. Ho is accepted if $T_0 \leq T_{table}$ or there is no significant correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.
2. Ha accepted if $T_0 > T_{table}$ or there is a significant correlation between annotating text strategy mastery and reading comprehension at the first year students of SMAN 11 Pekanbaru.

From the table above, it can be seen that r_o is 0.591 and df is 28. The r_o obtained is compared to r_{table} either at level of 5% or 1%. At level of 5%, r_{table} is (0.361) and at level of 1%, r_{table} is (0.463). Based on the r_{table} it can be analyzed that r_o is higher than r_{table} either at level of 5% or 1%. In other words, we can state ($0.361 < 0.591 > 0.463$), so that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is positive and significant correlation between X and Y (students' annotating text strategy and reading comprehension at the first year students of SMAN 11 Pekanbaru).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, in this research about the correlation between annotating text strategy mastery and reading comprehension at the first year students' of SMAN 11 Pekanbaru. Finally, it comes to the conclusion as follows:

1. The students' annotating text strategy is categorized into enough level. It can be seen from the data presentation above that the students' annotating text strategy of the first year students at state senior high school 11 Pekanbaru.
2. The students' reading comprehension is categorized into very good level. It can be seen from the data presentation above that the students' reading comprehension of the first year students at state senior high school 11 Pekanbaru.
3. There is a significant correlation between annotating text strategy mastery and reading comprehension on narrative text at the first year students of SMAN 11 Pekanbaru.

B. Suggestion

Based on the research findings, the researcher would like to give some suggestion, especially for the teacher and the school.

From the conclusion of the research above, it is known that there is a significant correlation between annotating text strategy mastery and reading

comprehension. Therefore, with annotating text strategy, the students will get easy in Learning English especially reading comprehension.

The suggestion are as follows:

1. Suggestion for Teacher

- a. The teacher should construct creative and enjoyable learning for students.
- b. The teacher can encourage students' awareness about the importance of reading for their life.
- c. The teacher should be able to choose the strategies that make students interested in learning English.
- d. The teacher makes reading as habitual activities for students in the school.

2. Suggestion for Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should more often read the English books.
- c. Read the books wherever you are, because "the more you read, the more you get".
- d. The students should do the discussion and share information in order to improve their comprehension in reading the English text.

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