



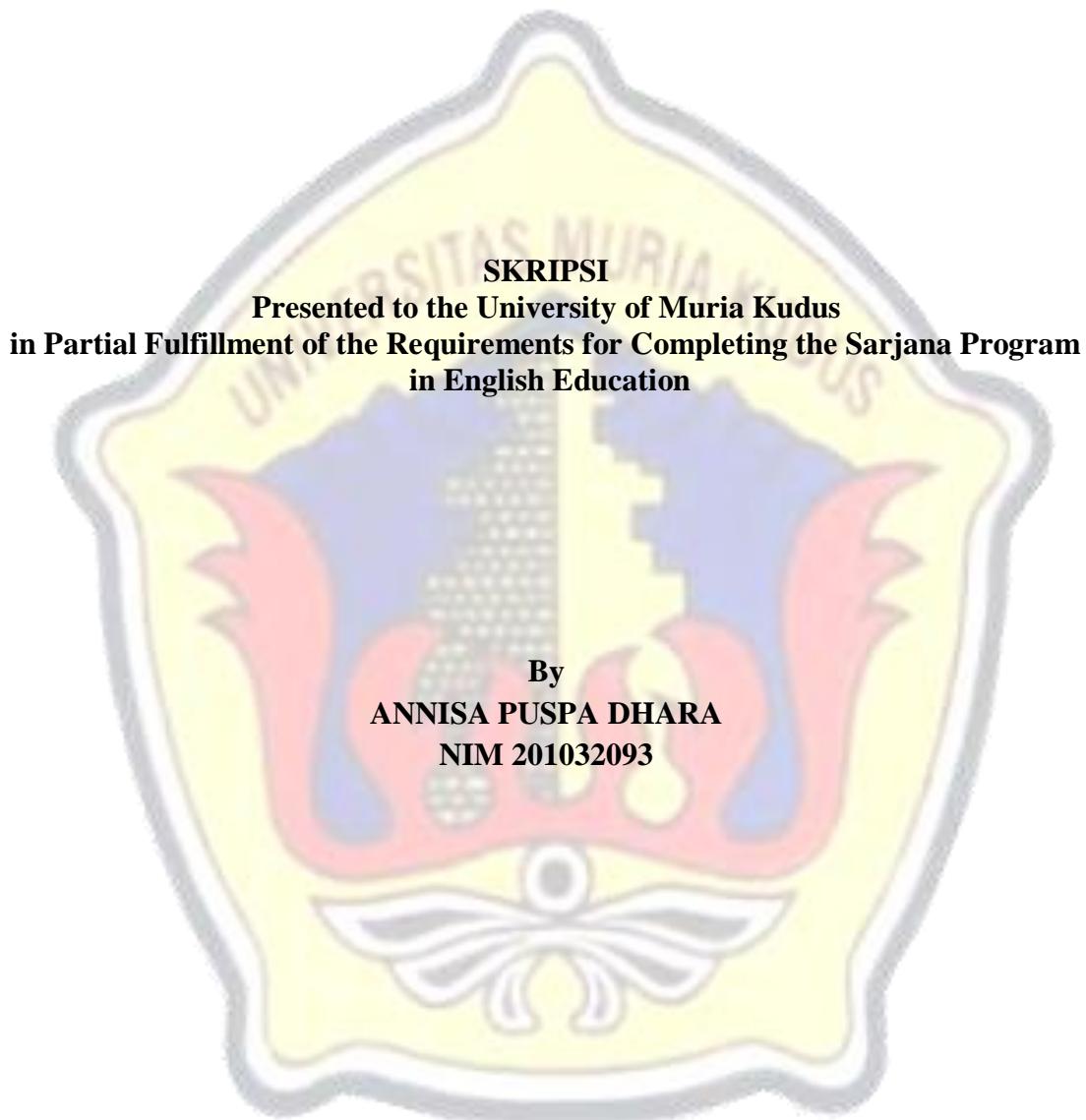
**THE READING COMPREHENSION
OF THE ELEVENTH GRADE STUDENTS
OF MA NU MU'ALLIMAT KUDUS
TAUGHT BY USING ANNOTATION STRATEGY
IN ACADEMIC YEAR 2013/2014**

By
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NIM 201032093

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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2014**

MOTTO AND DEDICATION

MOTTO:

- ❖ Starting something new is not easy, but let's learn and try it.
- ❖ Happiness is yours. Find it and share it, you will be happier.
- ❖ Let your smile change the world, but don't let the world change your smile.

DEDICATION:

To her parents:

“ Mr. Tony & Madam Susiyah”

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Annisa Puspa Dhara (NIM: 201032093) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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The Faculty of Teacher Training and Education

Dean,

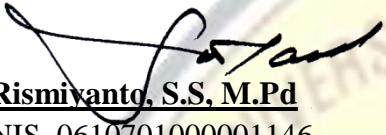


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This is to certify that the Skripsi of Annisa Puspa Dhara (NIM: 201032093) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

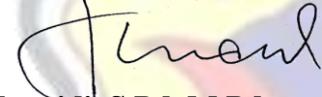
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ACKNOWLEDGEMENT

For the very first, the writer thanks to the Almighty, King of the Universe, Allah SWT who always gives blessing, strength, and guardian, so finally the writer is able to complete this skripsi. Secondly, the writer does not forget to say Sholawat and Salam to the most glorious human in the world and hereafter, Muhammad SAW, the true hero and idol.

Finishing this skripsi, the writer would like to express a great gratitude to:

1. Dr. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty who has given the guidance for this last project.
2. Diah Kurniati, S.Pd, M.Pd as the head of English Education Department, Teacher Training and Education Faculty.
3. Rismiyanto, S.S, M.Pd as the first advisor for his wise guidance and suggestion from the first up to the last time of this skripsi completion.
4. Atik Rokhayani, S.Pd, M.Pd who has given constructive critics and guidance in finishing this skripsi.
5. Her beloved Parents who always give her the love, pray, and support.
6. Her beloved siblings, Yusa and Nifi who make her happiness is not complete without them around the writer.
7. The best sisters ever and the best place to share her laughter and her tears: Mbak Titik, Esti, Rizka, Septi, and Sun Shine. And also all friends in KUMANBARIS who always support each other.
8. Iwan Setiawan, for giving her peaceful heart to finish this skripsi.

9. All lecturers of English Education Department Teacher Training and Education Faculty who have taught and educated the students well during studying in University of Muria Kudus.
10. The Headmaster of MA NU Mu'allimat Kudus, Dra. Hj. Sri Indah who has given permission to the writer to hold and do the research to her students as the sample.
11. Khamdanah, S.P as Vice Chairman of Studentship and Zulianah, S.Pd as the English teacher of MA NU Mu'allimat Kudus who kindly giving their help, time and class to be the sample of this study and also XI-IPA students who were willingly following the treatments.

Finally, the writer would like to express her thanks to all of the people who help her completing this skripsi. With all their attention and assistance, the writer has a great spirit and motivation to finish her skripsi in time. The writer also hopes that the skripsi would contribute in English learning at Muria Kudus University.

Kudus, June 2014

Annisa Puspa Dhara

ABSTRACT

Dhara, Annisa Puspa. 2014. *The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus Taught by Using Annotation Strategy in Academic Year 2013/2014*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Rismiyanto, S.S, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: Annotation Strategy, Analytical Exposition Text, Reading Comprehension, Eleventh Grade Students

Reading is an activity to get information from something that was written. It is impossible for the students to study English if they cannot read the word or sentence. In MA NU Mu'allimat Kudus, the students feel difficult to understand reading materials. It is caused by lack of vocabulary and the teachers' teaching strategy that still use conventional teaching strategy. Lack of vocabulary showed when they read a text then suddenly gets stucked. This condition encourages the writer to apply annotation strategy to teach reading, especially analytical exposition text. It is a structured way to mark up text so it is more manageable.

The purpose of this research is to find out whether or not there is any significant difference between reading comprehension of the eleventh grade students of MA NU Mu'allimat Kudus in academic year 2013/2014 before and after being taught by using annotation strategy.

The subject of this research is the eleventh grade students of MA NU Mu'allimat Kudus in academic year 2013/2014 who are taking English subject. This research is hypothesized that annotation strategy can improve reading comprehension of the eleventh grade students of MA NU Mu'allimat Kudus in academic year 2013/2014. This design of the research is the pre experimental design which is uses one group pre test post test.

The result of the research indicates that the mean of pre test is 68.68 and standard deviation is 11.56. While the mean of post test is 81.43 and standard deviation is 9.75. The result of t-observation is 9.398, in the level of significance $\alpha = 0.05$ and the degree of freedom (df) 43 which is gained from N-1, t-table is 2.021. Thus, H_0 is denied and H_a is confirmed. So, the hypothesis states, "There is a significant difference between the reading comprehension of the eleventh grade students of MA NU Mu'allimat Kudus in academic year 2013/2014 before and after being taught by using annotation strategy" is confirmed.

Considering the process and the results of this research, the writer suggest: the English teachers can use annotation as a teaching strategy to improve their students' reading ability; the students who take English class can use annotation as one of strategies to improve their reading comprehension; for further researchers, a similar research can also be conducted to improve the other skills.

ABSTRAK

Dhara, Annisa Puspa. 2014. *Pemahaman Membaca Kelas XI MA NU Mu'allimat Kudus Tahun Ajaran 2013/2014 diajar dengan Menggunakan Strategi Annotasi.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Rismiyanto, S.S, M.Pd (ii) Atik Rokhayani, S.Pd, M.Pd.

Katakunci: Strategi Annotasi, Teks Analytical Exposition, Pemahaman Membaca, Siswa Kelas Sebelas

Membaca merupakan salah satu kegiatan untuk memperoleh informasi dari suatu tulisan. Siswa tidak akan mungkin dapat mempelajari bahasa Inggris jika mereka tidak bisa memahami kata atau kalimat. Siswi-siswi di MA NU Mu'allimat Kudus merasa kesulitan untuk memahami bacaan. Hal tersebut disebabkan oleh kurangnya penguasaan kosakata dan strategi mengajar yang digunakan oleh guru, yakni metode mengajar tradisional. Kurangnya penguasaan kosakata terbukti ketika siswa membaca dan tiba-tiba terhenti karena satu kata. Kondisi seperti ini mendorong penulis untuk menerapkan strategi annotasi untuk mengajar membaca, terutama teks analytical exposition. Strategi annotasi adalah sebuah cara terstruktur untuk member tanda pada bacaan, sehingga bacaan tersebut lebih teratur.

Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan signifikan yang terjadi antara pemahaman membaca siswa kelas XI MA NU Mu'allimat Kudus pada tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan strategi annotasi.

Subjek penelitian ini adalah siswa kelas sebelas MA NU Mu'allimat Kudus pada tahun ajaran 2013/2014 yang mengikuti pelajaran Bahasa Inggris. Dari penelitian ini dibuat hipotesis bahwa strategi annotasi dapat meningkatkan pemahaman membaca siswa kelas sebelas MA NU Mu'allimat Kudus pada tahun ajaran 2013/2014. Penelitian ini termasuk dalam desain *pre experimental* yakni menggunakan satu kelompok pre test post test.

Hasil penelitian menunjukkan bahwa rata-rata nilai pre test adalah 68.68 dan deviasi standarnya adalah 11.56. Sedangkan rata-rata nilai post test adalah 81.43 dan deviasi standarnya adalah 9.75. Hasil dari t-pengamatan adalah 9.398, pada tingkat signifikansi 0.05 dan derajat kebebasan (df) 43 yang diperoleh dari N-1, t-tabelnya 2,021. Dengan demikian, H_0 ditolak dan H_a diterima. Jadi, hipotesis yang menyatakan, “Terdapat perbedaan signifikan antara pemahaman membaca siswa kelas XI MA NU Mu'allimat Kudus pada tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan strategi annotasi” diterima.

Sebagai pertimbangan proses dan hasil dari penelitian ini, penulis menyarankan: guru Bahasa Inggris dapat menggunakan strategi annotasi untuk meningkatkan pemahaman bacaan siswa; siswa yang mengambil pelajaran Bahasa

Inggris dapat menggunakan annotasi sebagai strategi untuk meningkatkan pemahaman bacaan mereka; untuk para peneliti berikutnya, penelitian yang sama dapat juga dilakukan untuk meningkatkan ketrampilan berbahasa yang lain.



TABLE OF CONTENTS

	Page
COVER.....	i
LOGO	ii
TITLE.....	iii
MOTTO AND DEDICATION.....	iv
ADVISORS' APPROVAL.....	v
EXAMINERS' APPROVAL.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
ABSTRAKSI.....	x
TABLE OF CONTENT.....	xii
LIST OF TABLES.....	xvi
LIST OF FIGURES.....	xvii
LIST OF GRAPHS.....	xviii
LIST OF APPENDICES.....	xix

CHAPTER I INTRODUCTION

1.1 Background of the Research.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Research.....	3
1.4 Significance of the Research.....	3
1.5 Limitation of the Research.....	4
1.6 Operational Definition	4

CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS

2.1 The Curriculum of Teaching English in MA NU Mu'allimat Kudus	6
2.1.1 The Material of Teaching English in MA NU Mu'allimat Kudus	8
2.1.2 Strategy of Teaching English in MA NU Mu'allimat Kudus	8
2.2 Reading	9

2.2.1 Reading Comprehension	10
2.2.2 Purpose of Reading.....	11
2.2.3 Kinds of Reading.....	13
2.2.4 Teaching Reading.....	15
2.3 Analytical Exposition Text.....	16
2.3.1 The function of Analytical Exposition Text	17
2.3.2 Generic Structure of Analytical Exposition Text	17
2.3.3 Language Features of Analytical Exposition Text	18
2.4 Annotation Strategy.....	19
2.4.1 Benefits of Using Annotation.....	19
2.4.2 Symbol or Signs in Annotation Strategy.....	20
2.4.3 Procedure of Using Annotation Strategy for Teaching Analytical Exposition	21
2.5 Review of Previous Research.....	25
2.6 Theoretical Framework.....	26
2.7 Hypothesis of the Research.....	27

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research.....	28
3.2 Population and Sample.....	29
3.3 Instrument of the Research.....	31
3.4 Data Collection	34
3.5 Data Analysis.....	35

CHAPTER IV FINDING OF THE RESEARCH

4.1 The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught By Using Annotation Strategy	38
4.2 The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy	41
4.3 The Significant Difference of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before and after being Taught by Using Annotation Strategy....	43

CHAPTER V DISCUSSION

5.1 The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught By Using Annotation Strategy	46
5.2 The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy	47
5.3 The Significant Difference of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before and after being Taught by Using Annotation Strategy... .	49

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion.....	51
6.2 Suggestion.....	52

REFERENCES.....	53
APPENDICES.....	55
STATEMENT.....	110
CURRICULUM VITAE.....	111

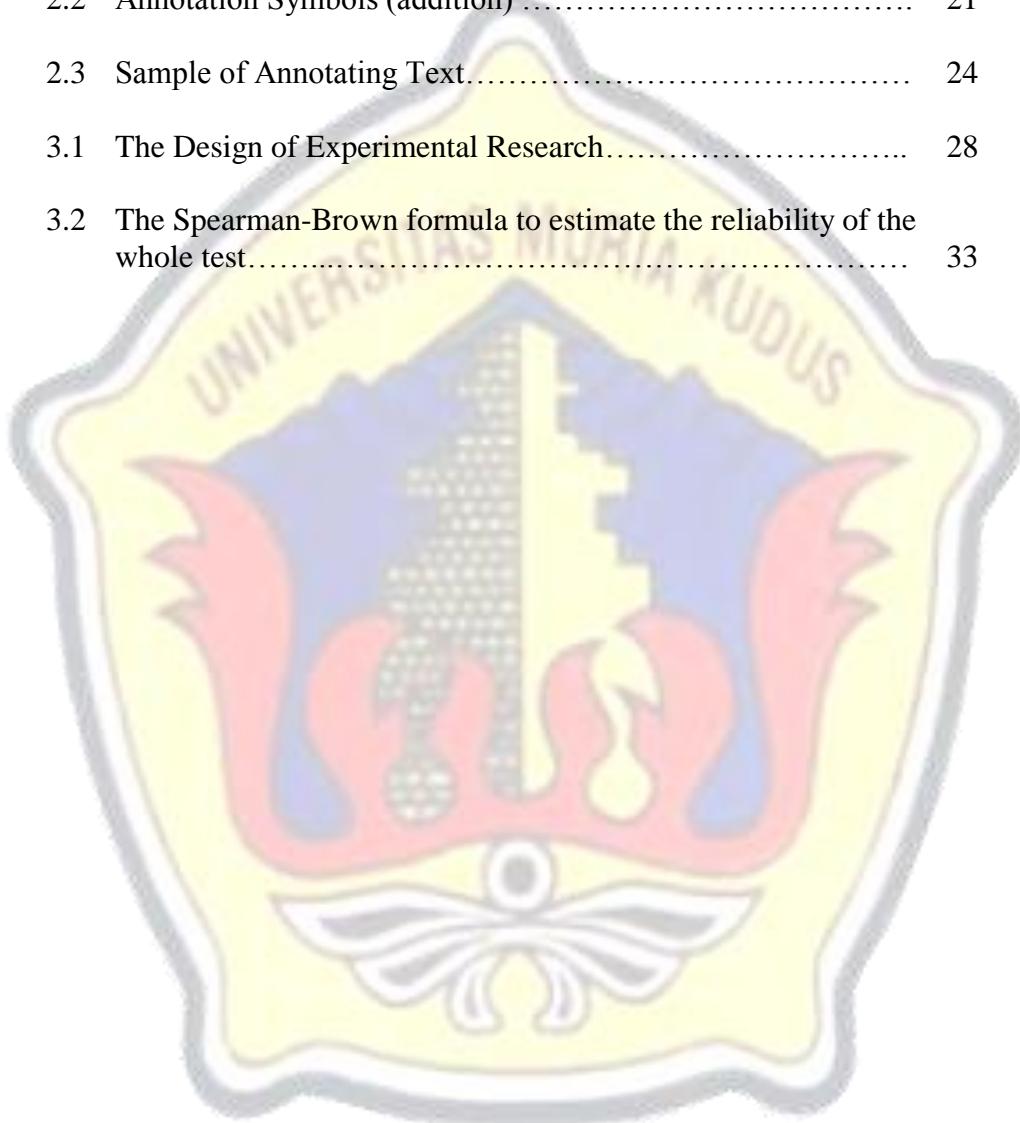


LIST OF TABLES

Table		Page
2.1 Annotation Steps.....		22
3.1 Population of Eleventh Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2013/2014.....		30
4.1 The Score of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught by Using Annotation Strategy		39
4.2 Frequency Distribution of the Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught By Using Annotation Strategy		40
4.3 The Score of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy...		41
4.4 Frequency Distribution of The Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy.....		42

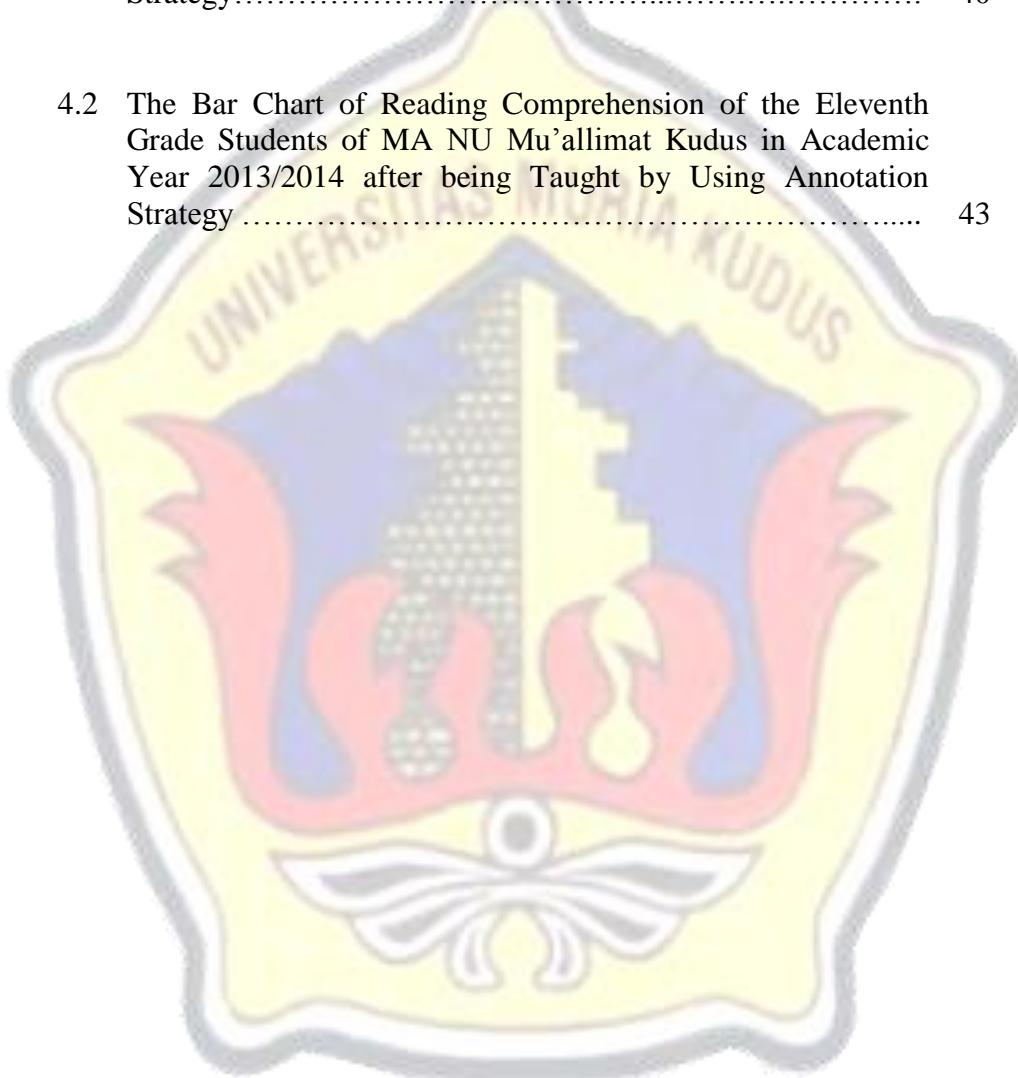
LIST OF FIGURES

Figure	Page
2.1 Annotation Symbols by Ariansyah	20
2.2 Annotation Symbols (addition)	21
2.3 Sample of Annotating Text.....	24
3.1 The Design of Experimental Research.....	28
3.2 The Spearman-Brown formula to estimate the reliability of the whole test.....	33



LIST OF GRAPHS

Graph	Page
4.1 The Bar Chart of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught by Using Annotation Strategy	40
4.2 The Bar Chart of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy	43



LIST OF APPENDICES

Appendix	Page
1 Lesson Plan.....	55
2 Syllabus.....	68
3 Table of Specification.....	74
4 Reliability of Try out Test.....	76
5 Pre test Questions and Answer Key.....	78
6 Post test Questions and Answer Key.....	87
7 Analytical Exposition Texts for Treatment.....	96
8 The Name of XI IPS 4 Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 as the Try Out Class.....	99
9 The Name of XI IPA Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 as Experimental Class.....	100
10 The Score of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught by Using Annotation Strategy.....	101
11 The Score of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy.....	102
12 The Calculation of Mean and Standard Deviation of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 before being Taught by Using Annotation Strategy.....	103
13 The Calculation of Mean and Standard Deviation of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 after being Taught by Using Annotation Strategy.....	105

14	The T-test of Reading Comprehension of the Eleventh Grade Students of MA NU Mu'allimat Kudus in Academic Year 2013/2014 Taught by Using Annotation Strategy.....	107
15	The Value of t-table for Any Number Degree of Freedom.....	109

