AN UNDERGRADUATE THESIS

THE INFLUENCE OF ANNOTATION STRATEGY

ON READING SKILL OF THE EIGHTH GRADERS

OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1445 H / 2024 M

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THE INFLUENCE OF ANNOTATION STRATEGY

ON READING SKILL OF THE EIGHTH GRADERS

OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

Presented as a Partial Fulfillment Of The Requirements

For The Degree Of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

ERDILA SURYANI

Student Number 2001050012

Tarbiyah And Teachers Training Faculty

English Education Department

Sponsor   : Drs. Kuryani, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

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APPROVAL PAGE

Title   : THE INFLUENCE OF ANNOTATION STRATEGY ON

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NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

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Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikummm, Wr. Wb

      We have given guidance and enough improvement to research thesis script which is written by :

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Student Number : 2001050012
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Title   : THE INFLUENCE OF ANNOTATION STRATEGY ON
                 READING SKILL OF THE EIGHTH GRADERS OF SMP
                 NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

      It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: "THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG", Erdila Suryani, student number 2001050012, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, May 03rd 2024 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

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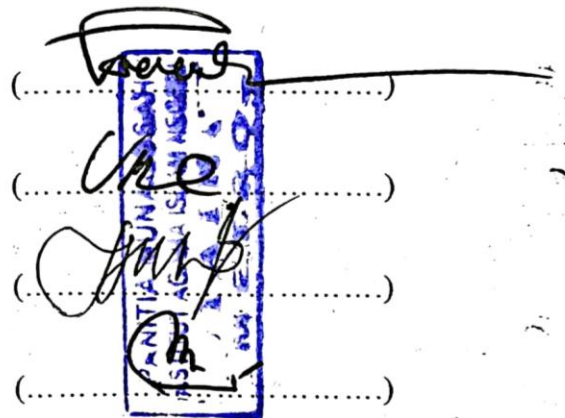
The Dean of Tarbiyah and Teaching Training Faculty,

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ABSTRACT

THE INFLUENCE OF ANNOTATION STRATEGY
ON READING SKILL OF THE EIGHTH GRADERS
OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

By :

ERDILA SURYANI

The aim of this research was to show that the use of annotation strategy can purpose the reading skill of the eighth graders of SMPN 2 Bandar Mataram in the 2023/2024 Academic Year. Problems raised by researcher in this research are related to reading skill. This matter is based on problem identification.

This research aims to investigate the effect of annotation strategy on reading skill of clas VIII students. This research used a quasi-experimental design with a non-equivalent pre-test and post-test control group design. The subjects of this research were 60 class of VIII students selected using a cluster-purposive sampling technique. This instrument used is a reading skill test. Data analysis used the paired sample t-test.

The results of the research show that there is a significant influence of annotation strategy on reading skill of class VIII Students. These findings indicate that annotation stragey can be an effective method for improving students reading skill. from testing using a Independent sample t-test, a value was obtained Sig (2-tailed) is 0.000, which is smaller than 0.05, So there are differences in student learning outcomes between the experimental class and the control class. It means Ho is rejected and Ha is accepted, meaning there is a positive influence. Based on the results of data analysis, the average experimental class score is 77, and the average post-test score in the control class is 55.5, meaning there is a positive and significant the influence of annotation strategy on reading skill of the eighth graders of SMP Negeri 2 Bandar Mataram Central Lampung.

Keywords : *Reading Skill, Annotation Strategy, Recount Text.*

ABSTRAK

PENGARUH STRATEGI ANOTASI TERHADAP
KETERAMPILAN MEMBACA SISWA KELAS DELAPAN
SMP NEGERI 2 BANDAR MATARAM LAMPUNG TENGAH

Oleh :

ERDILA SURYANI

Tujuan dari penelitian ini adalah untuk memperlihatkan bahwa penggunaan Strategi anotasi dapat meningkatkan keterampilan membaca siswa kelas delapan SMP Ngeri 2 Bandar Mataram pada tahun pelajaran 2023/2024. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan keterampilan membaca. Hal ini berdasarkan pada identifikasi masalah.

Penelitian ini bertujuan untuk menyelidiki pengaruh strategi anotasi terhadap keterampilan membaca siswa kelas VIII. Penelitian ini menggunakan desain quasi-eksperimen dengan nonequivalent pre-test post-test control group design. Subjek penelitian ini adalah 60 orang siswa kelas VIII yang dipilih dengan teknik cluster purposive sampling. Instrumen yang digunakan adalah tes keterampilan membaca. Analisis data menggunakan uji paired sample t-test.

Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dari strategi anotasi terhadap keterampilan membaca siswa kelas VIII. Temuan ini menunjukkan bahwa strategi anotasi dapat menjadi salah satu metode efektif untuk meningkatkan keterampilan membaca siswa. Dari pengujian menggunakan Independent sample t-test diperoleh nilai Sig (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05 sehingga terdapat perbedaan hasil belajar siswa antara kelas eksperimen dan kelas kontrol. Artinya Ho ditolak dan Ha diterima, artinya, terdapat pengaruh yang positif. Selain itu berdasarkan hasil analisis data rata rata nilai kelas ekperimental adalah 77 dan rata rata nilai posttest di kelas control adalah 55.5, artinya terdapat pengaruh yang positif dan signifikan antara penggunaan strategi anotasi terhadap keterampilan membaca siswa kelas delapan SMP Negeri 2 Bandar Mataram Lampung Tengah.

Katakunci : *Keterampilan Membaca, Strategi Anotasi, Teks Rekon*

STATEMENT OF RESEARCH ORIGINALITY

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Name   : Erdila Suryani

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States that this undergraduate thesis is originally the result of the research's research, in exception of parts which are excerpted from the bibliography mentioned.

Metro,   May 2024

The Writer

ERDILA SURYANI

Student Number 2001050012

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

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Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Mei 2024

...ulis

ERDILA SURYANI

NPM. 2001050012

MOTTO

<div dir="rtl">

لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا

</div>

"Do not grieve, indeed Allah SWT is always with us."

(Q.S At-Taubah : 40)

"Success is not something that happens by chance. It is hard work,
perseverance, and learning from failure."

-Collin Powel-

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to :

1. My beloved parents, Mr. Giyatno and Mrs. Yatmini who always provide the best prayer and always patiently guide me to my success.

2. Friends who like to help and share knowledge to support during the preparation of this thesis.

3. My Alma Mater Faculty of Tarbiyah and Teacher Training of Institute For Islamic Studies of Metro, where I study everything.

4. Lastly, Iwould like to thank myself, for believing and that I have been able to complete this hard work, I want to thank me for never stop praying and learning.

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The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Thisfore, the reseracher would to express her appreciation and sincere thank to :

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2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Trainning Faculty.

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CHAPTER I
INTRODUCTION

A. Background of Study

English is the official language, so it is widely understood and used by many people in most of the countries. English is international language used in international communication. There are several reasons why English is made an international language. That is because English is one of the oldest languages in the world and originates from the plains of Britain, that is around the 8th century. Apart from English being the oldest language in the world, English has a very rapid vocabulary development.

Moreover, to master English, there are four language skills including of listening, speaking, reading, and writing. Listening is the first skill in English that must be mastered. It is natural that later they will listen first and then start talking. Another important skill is speaking. Improving speaking ability can be done in many ways that obviously require a lot of practice. The way most beginners do is to repeat what other people have said in English. This technique is usually used by teachers in the classroom to train their students to make proper pronunciation. The next skill is reading. Reading is indeed quite important, in fact there are many techniques developed to make reading more efficient, such as skimming, scanning, and skipping techniques.

Furthermore, one of the most dominant or most important skills is reading. Reading is expressing an imagination towards a reader who is likes by the general public. Reading can also be interpreted as the process of activities carried out and used by readers to get messages so that the writer wants to convey through the medium of words or written language. Reading can be used as an activity in the form of reciting or spelling an article. It is used to express an imagination towards reader who is liked by the general public and also understood by someone who is loved. Therefore, reading is an activity carried out by readers to obtain information contained in a reading text.

In addition, reading can improve literacy itself to adapt to world developments and the times. If people has low literacy, it is very difficult to compete in the world of work and to survive in the current era. Reading is important for students to improve brain performance, to increase knowledge, and to hone memory. Besides that, the importance of reading is to find out new information and to be used as material for consideration or input for oneself to know new knowledge.

For the most part, reading will increase vocabulary. By reading, readers can learn how to estimate a meaning from a word by comprehending the context of other words in a sentence. Reading activity increases the readers' insight and knowledge by knowing the actual information and by getting new motivation. In other words, reading is the important part that must be done well in order to obtain important information from a text.

Meanwhile, reading skill relate to with some other aspects such as of discipline, forcing to read, and reading habit. Reading can improved through by the repeated learning strategy. Therefore, it is necessary to have a learning strategy that must be carried out so that reading becomes more effective and more interesting. The existence of a supportive learning strategy can attract students' interest more active and less bored in reading a text.

Because of this, one learning strategy that can be implemented in schools to support students' reading is to use the annotation strategy. According to Helen Kara and Pat Thomson define annotation strategy as a way for readers to talk to the text by taking notes.[1] In other words, the annotation strategy is a critical strategy that teachers can use to encourage students to interact with the text. Annotation strategy can also be interpreted as strategy for close reading by taking or making notes. Teachers can use annotations to emphasize important literacy skills such as visualizing, asking questions, and making inferences.

Subsequently, annotation strategy can contain thoughts or impressions on sentences in books or notes that are important to remember. Basically, an annotation can contain anything according to what the author wants to write. In general, the benefit of annotation is providing information to readers because annotation can be used by readers to see important or

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[1] Helen Kara and Pat Thomson, *Refining Your Academic Writing : Strategy for Reading, Revising and Rewriting (* New York : Routledge 2023), 32.

meaningful words or sentences. It helps the readers to stay focused, better understanding what is read, as a marker for things the readers want to remember, saving time, easier to remember.

Additionally, the annotation strategy can also be used to measure the level of students' skills reading. It makes students always remember what they have read, make it easier for them to find a meaning in a sentence, and attract their interest in reading. Annotation is often used to provide marks or notes in a text to making it easier for students to remember the readings contained in the text, so this strategy is beneficial for use as a learning strategy carried out in class.

In this case, common problems that students often get in reading include not being able to understand the contents of the reading text, and not being able to determine the main idea or main topic in the reading text. Therefore, students encounter difficulties when answering questions both in the form of essays and multiple choice. In addition, students are less able to remember important points from the reading text they have read.

Based on the problems in reading skill, the writer conducted a pre-survey by documentating English assignments on reading skill In addition, the writer also conducted interviews with English teachers to identify students' difficulties in learning English, especially those related to reading skill. So that the existence of the survey makes it easier for writers to use the learning strategies used in the learning process on reading skill

Pra-Survey data which was conducted on 23 May 2023 The results of the pre-survey are illustrated in the following table:

Table 1

The Pra- Survey Result of Students Reading Skill

Of The Eighth Grade at SMPN 2 Bandar Mataram Central Lampung

No.	Score	Category	Frequency	Percentage
1.	>70	Complete	6	20%
2.	<70	Incomplete	24	80%
	Total		30	100%

Based on the results of documentation and interviews on English assignments related to reading, it can be seen that the KKM score in the English subject is 70. So there are 6 students who have received a complete predicate with a grade of 75-80 or 20%, and 24 students with grades that are incomplete, namely with a value of 30-60 or 80%. Based on the results of the pre-survey it was known that students experienced problems in the process of reading English texts. In addition, students have difficulty interpreting whole sentences due to weak grammar and vocabulary skills contained in the reading context. In the process of reading, students also experience difficulties in determining the main idea in an English text, difficulty in answering questions in the form of essays and multiple choice,

The teachers method is incompatible with the students, causing difficulties in completing final assigments and drawing conclusions from the reading text. Based on the description above, it can be concluded that there are many problems in reading skill. Therefore, to address or solve these problems, it is necessary to have a learning strategy that must be carried out in an effort to prevent the occurrence of other problems that arise. For this reason, it is necessary to have a learning strategy that is carried out, namely annotation strategy to overcome problems that occur in reading skill, so that students can be effective in the process of learning English subjects, especially in reading skill.

In short, based on the illustration above, the writer wants to conduct a quantitative research in the type of experimental research using the experimental class and control class. The writer will used annotation strategy to train students' reading skill. Therefore, the writer constructs a research proposal entitled The Influence of Annotation Strategy on Reading Skill of the Eighth Graders of SMP N 2 Bandar Mataram Central Lampung.

B. Problem Identification

Based on the background of the study above, the problems that can be identified as follows:

1. Students also get difficulty in determining the main ideas in an English text.

2. Students have difficulty determining in answering questions in the form of essays and multiple choice.

3. Students do not match the method used by the teacher.

4. Students have difficulty in making final conclusions from a reading text that has been read.

C. Problem Limitation

Based on the problem identification above, the writer focuses on the influence of annotation strategy on the reading skills of eighth graders of SMP N 2 Bandar Mataram Central Lampung in the Academic year of 2023 / 2024.

D. Problem Formulation

Based on the problem limitation above, the writer formulated the problem in this reasearch : Is there any positive and significant influence of the annotation strategy on students' reading skills of the eighth graders of SMP N 2 Bandar Mataram Central Lampung in the Academic year 2023 / 2024?

E. Objective and Benefit of the Study

1. Objective of the study

In line with the problem formulation above, the objective of the research is to examine whether there is a positive and significant influence of

annotation strategy on reading skills of the eighth graders of SMP Negeri 2 Bandar Mataram Central Lampung.

2. Benefit of the study

a. For the Students

The use of this annotation strategy in the learning process can be useful for motivating students in reading skill and emphasizing the importance of reading. This strategy can help students stay engaged and remember the texts more easily.

b. For the Teachers

Through this research, it is hoped that it will be useful for teachers, especially English teachers, by providing information related to English proficiency in students' reading skill. The writer will provide information in the form of student scores related to reading skill from the results of the students' pre-test and post-test. In addition, this is also useful for teachers regarding the strategies that have been used in reading skills, namely the annotation strategy, it is expected that teachers can innovate in the learning process with varied learning strategies.

c. For other Researchers

It is hoped that this research can be useful to enrich knowledge and insight and become material for consideration for other researchers to use in further research.

F. Prior Research

This research will be conducted by considering several previous researches. The first relevant research was conducted by a researcher named Astried Damayanti. The research was conducted in Trenggalek in 2020 using qualitative research method. [2] The research aims to apply Annotation Text in teaching and learning reading. The sample in this research is the first semester students of English Language Education Department of STKIP PGRI Trenggalek. That study aims to determine students' reading comprehension after annotated texts are applied and their responses to annotated texts in learning to read. the result of attitude scale indicates that the students gave good responses toward the application of Annotation Text in learning Reading for General Communication.

The second relevant research was conducted by Jenny Elvinna Manurung and Heti Syaputri, which was conducted in Palembang in 2018 using the Quantitative experimental method which aims to Improve students' Reading Comprehension report text. [3] The research sample was the eleventh grade students at SMA Nurul Iman Palembang, which consisted of two class control and experimental. The independent sample t-test analysis found that the significant level was 0.04 <0.05. Therefore, it can be

[2] Astried Damayanti, Annotation Text as Strategy to Teach Reading for General Communication, *BRIGHT: A Journal of English Language Teaching, Linguistics, and Literature 3,* No. 1 (2020) : 1.

[3] Jenny Elvinna Manurung and Heti Syaputri, Using Annotating Text Strategy to Improve Reading Comprehension on Report Text of The Eleventh Grade Students of SMA NURUL IMAN Palembang, *Jurnal Didascein Bahasa 3,* No. 2 (2018) : 82.

underlined that the use of annotation strategy is one of the strategies that can be used in the process of learning English, especially in reading skills.

The third relevant research has been conducted by ZenaT. Lloyd and Daesang Kim, J.T.Cox, Gina M. Doepker and Steven E. Downey which was conducted at Valdosta Georgia, 2022. [4] The aim of this experimental study is to examine the effects of annotating a historical text as a reading comprehension strategy on student academic achievement in an eighth-grade social studies class. That relevant study used a mixed-method design method was used to collect quantitative and qualitative data sequentially. The sample in this study was the eighth-grade students in one middle school in South Georgia. Therefore, the results in this study indicate that the use of annotation strategies can have a positive and significant effect. This is influenced by the use of annotation strategies in the English learning process, especially in reading skills.

This research has similarities and differences with relevant research. One of the similarities is with research in the second and the third journals because they both use experimental quantitative method. Another similarity is that they both aim to examine the effect of annotation strategy on the learning process of reading skill.

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[4] Zena T. Lloyd and Daesang Kim, J.T. Cox, Gina M. Doepker, and Steven E. Downey, Using the annotating strategy to improve students' academic achievement in social studies *Journal of Research in Innovative Teaching & Learning15,* No. 2 (2022) : 218.

The difference is in the first journal because it used a qualitative method and another difference is in the purpose of the first journal research aimed at analyzing the annotation strategy.

Based on all of the above descriptions, the writer decides the novelty of this study by applying a quantitative with quasi-experimental research design. The novelty is in the use of sticky notes that are used as a tool to make it easier for students to annotate the contents of the reading text. It is hoped that students will not be confused and easily remember what has been annotated in the reading text.

CHAPTER II
THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Concept of Reading

Reading is an interaction between the reader and the text, and is fundamentally So, it also has a strongly social side.[5] Reading also be interpreted as the process of looking at a series of written symbols and obtaining the meaning of these written symbols. In other words, reading is also a productive skill because reading makes it easier to get information and also transmit the information obtained to other. In addition, reading is a good means to improve English skills, reading can expand and add to English vocabulary which, can then be applied when speaking English.

Reading is unnatural requires tutoring in letter identification, phoneme awareness, word-reading skill, and practice in connected texts.[6] Meanwhile, reading is understanding the contents, ideas, both expressed and implied in the reading material. Thus, understanding becomes a product that can be measured in reading activities, not physical behavior while reading. Therefore, reading is an important activity to add or expand information and knowledge.

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[5] Jane Spiro and Amos Paran, *Becoming a Reading Teacher* (New York : Routledge 2022), 28.
[6] Mahmoud Sultan Nafa, *A Broad Guide to Reading and Comprehension* (Newcastle Upon Tyne : Cambridge Scholars Publishing 2022), 33.

Reading is a complex act that can be viewed as having two parts: the reading process and the reading product.[7] In another sense, reading is one aspect of language skills by looking at the writer's motives and then assessing the information contained in the reading. In particular reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the writer.

Skills are more complex than gross motor skills, as these require more extensive motor control.[8] Skill can also be interpreted as an ability to do something. In Indonesian, it is ability, skill or expertise. In other words, Skill is defined as the ability to do something. Skills can be something as simple as making a bed to something as complex as playing an instrument. The combination of skills is what is needed in the world of work.

Skills refer to any impact on the development or reinforcement of skill, in this case, new safety skills for responding to a natural hazard.[9] Having qualified skills is the most important thing that can be used in the world of work. So, the notion of skill can also be interpreted as a person's ability to do something. This ability can be obtained by someone manually, or through training, experience, or habit. It can be explained that the definition of skill in other languages is skill is an

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[7] Betty D. Roe, Sandy H. Smith, Nancy Kolodziej, *Teaching Reading* (Boston : Cencage Learning 2019), 3.

[8] Marilyn L. Moy, Felicity Blackstock, Linda Nici, *Enhancing Patient Engagement in Pulmonary Healthcare*(Switzerland : Humana Press 2020), 28.

[9] Fernandoo M. Reimers, *Education and Climate Change* (Switzerland : Open Acces 2021), 128.

ability to do something that comes from training, practice, and experience. If we only do those things in life, it will be difficult for us to find the skills that are within ourselves.

The conclusion of reading skill is very important because by reading students will get new, wider information, knowledge, and insights.[10] In other words, reading skill is abilities that maintain one's capacity to read, understand, interpret and decode written language and text. Excellent reading skill can go a long way to assimilate and respond to written communications such as emails, messages, letters and other written messages. And then, reading skill or ability, in simple terms, is a person's ability to interact with text and absorb words, and can direct someone to interact and get meaning from written language.

2. Reading Process

Reading process is step that most children go through as they read. As you attend the sessions at your study centre, you will find that there are four steps followed in a reading lesson:[11]

a. Introduction: Here the tutor explains the purpose for reading the selected textual extract or portion and gives you all a setting for the text to be read. Then the tutor presents a background of appropriate information for the text to be read, and selects as well as introduces

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[10] Linda Septiyana et al., Development of Islamic Text-Based Reading Materials with a Genre-Based Approach, *Pedagogy : Journal of English Language Teaching* 10, no. 2 (December 31, 2022): 170.

[11] Shaeen Bagh and Jamin Nagar, *Reading & Speaking Skills* (New Delhi : Indira Gandhi National Open University, 2020) Pdf, n.d., 15.

the new vocabulary necessary to comprehend the main ideas in the text.

b. The reading: This is generally an oral exercise for the beginners, usually consisting of listening to the passage read aloud, or listening and following along. Later on, reading is procedural and repetitive or slow and silent.

c. Comprehension tasks: After one or more readings are done, certain questions are set on the passage studied in order to elicit factual or inferential information based upon your understanding of the textual extract.

d. Review and related exercises: These may consist of summary, review, stylistic analysis, précis writing and other formative and summative exercises to enhance your understanding and to evaluate your ability ofcomprehension and identification of salient points of the reading passage.

During a reading lesson in your sessions at the study centre, the following steps should be carefully followed:

a. In the study centre, as the tutor reads aloud, you all should listen attentively and follow the text as the lines on a page are progressively pronounced or spoken aloud.

b. The tutor will occasionally stop to highlight the meanings of words in between the reading and engage in discussion on specific portions during gaps in reading.

c. In the study centre, as the tutor reads aloud, you all should listen attentively and follow the text as the lines on a page are progressively pronounced or spoken aloud.

d. The tutor will occasionally stop to highlight the meanings of words in between the reading and engage in discussion on specific portions during gaps in reading.

e. The tutor will read and encourage you all to repeat, listen and read along, following his/her pronunciation and then proceed to make you all highlight important portions.

f. The tutor will elicit questions or conduct a discussion on stylistic or grammatical points of importance.

g. The tutorwill generate and supervise discussion on theme and content.

h. As all of this happens, you all are encouraged to either read silently or practice reading aloud individually with the tutor's permission.

3. Teaching Reading

Teaching reading is a complex and skilled professional activity. In this section, we briefly review some of the key elements of teaching reading. Each of these elements is discussed in greater detail in specific chapters of this book. [12]

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[12] Caldwell, JoAnne Schudt_Jennings, Joyce Holt_Lerner, Janet W - Reading Problems_ Assessment and Teaching Strategies-Pearson (2014).Pdf, n.d., 11.

a. Early Literacy

The youg child learns many concepts as an emergent reader. In the early stages of literacy development, young children develop facility with oral language, concepts about print, alphabet knowledge, awarenessof phonemic sounds in language, letter-sound correspondence, and begining reading vocabulary.

b. Word Recognition

To read any text, student must recognize the words written on the page. Severl strategies are used to recognize words, including phonics (ability to match letters with their sound equivalents), structural analysis (ability to recognize the pats of unkwon words, such as prefixs and affixes), context clues (skills in recognizing clues in the sentences to help recognize a word).

c. Reading Fluency

In addition to recognizing words accurately, students need to read them quickly and fluently, otherwise reading will be labored and not enjoyable, and students will lose the meaning of the tet. Reading Fluency is recognized today as the missing ingredient in instuction for struggling readers.

d. Reading Comprehension

Comprehension is the essence of the reading act. The many levels of comprehending include drawing on background experiences, literal comprehension, higher-level comprehension. And the ability

to study and learn from text. To comprehend material efectively, readers require some background knowledge. The background that students already have enables them to build bridges to new reading experinces and contect what they read to what they know.

e. Reading Vocabulary

To read a text effectively, the reader must understand its sentence structures and word meanings, yet readers can certainly read something without understanding every word. In fact, using the comprehension processes, readers are able to increase their vocabulary as they read. For effective reading, students need a knowledge of word meanings and language. As one reads, the reader also acquires new word meanings and gains experience with lan- guage. The more students read, the more word meanings and language they acquire. Thus, teachers need to encourage students with reading problems to read as much as possible. vocabulary is an extremely important factor in reading, particularly in intermediate and upper grades. Students with reading problems lag behind their average-achieving peers in both language development and meaning vocabulary.

f. Reading–Writing Connection

The inclusion of writing as a part of reading may seem strange, yet, as we read, we mentally construct thought. In other words, we compose, or write, in our minds. As we read, we are constructing

our own meaning. We are always composing, so reading actually involves writing. Reading a passage involves composing in our minds. However, when students actually take pencil in hand and write down their thoughts, they learn even more about reading. Trying to spell gives them insights into sound–symbol relationships, or phonics. When students create their own writing, it shows them that somebody actually writes what is read and that they can write, too. Thus, students acquire a sense of control over reading.

g. Enjoyment and Appreciation

People do what they enjoy and appreciate. For the reading act to be complete, the reader's interest must be engaged. Suggestions for helping students with reading problems enjoy reading are found throughout this book. Many different strategies and lems enjoy reading are found through out this book.

The concept of reading skill from the explanation above, it can be concluded that reading skill are how the reader knows about the content of the reading text in reading and the reader also need to understand what has been read. Another definition of reading skill is an activity in reading that allows readers to be creative with the meaning of written text that allows them to understand and acquire information and knowledge from the text that has been read.

4. Reading Assesment

Reading remains a skill a paramount importance as we create assesment of general language ability. The assesment of reading ability does not end with the measurment of comprehension. In the case of reading, variety of perfomance is derived more from the multiplity of types of texts than from the variety of overt types of reading perfomance are typically identified, and this will serve as organizers of various asessment task.[13] There are four types of assesing reading :

a. Perceptive Reading

Perceptive reading is very basic level of reading. Perceptive reading task involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbols. At the begginning level of reading a second language, the fundamental task include : recognition of alphabetic symbols, capitalized and lowcase letters, punctuation words, and grapheme-phoneme correspondences . thet are referred to as 'literacy task, implying that that the learner is in the early stages of becoming 'literate'. Item include : reading aloud, written response, multiple choice, and picture-cued items.

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[13] Zahratun Nufus and Nur Ifadloh, The Realization of Brown's Theory of Assessing Reading on Reading Section of English National Examination, *SALEE: Study of Applied Linguistics and English Education* 2, no. 2 (July 29, 2021): 183, https://doi.org/10.35961/salee.v2i02.288.

b. Selective Reading

Selective reading is a litlle bit expanding . a selective task is to ascertain one's reading recognition of lexical, grammatical, or discourse featured of llanguage items such as picture-cued tasks, matching, true/false, multiple choice.

c. Interactive Reading

In interactive reading, reading is considered as a process of negoitiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interactin.

d. Extensive Reading

Extensive reading applies to texts of more than one page up to and including profesional articles, essays, technical reports, short stories, and books. A very common example of an extensive reading assesment is to have students summarize long texts. Skimming task are also used for extensive reading assesment.

A rubric describe the knowledge and skills a particulat project or perfomance demonstrates, based on spesific criteria for quality work.[14]

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[14] Beverly A. DeVries - Literacy Assessment and Intervention for Classroom Teachers-Routledge (2014).Pdf, n.d., 149.

Table 2
Rubric for Reading Skill Assesment

	4	3	2	1
Identify important information	Students can identify the main idea in the text.	Students read the text many time to find the main idea in the text.	Students ask the taecher for directions to find the main idea.	Students cannot find the main idea in the text.
Understand Characters	Students can identify all characters by name and give evidence of how they feel at various points in the text.	Students can identify some of the characters and tells about them but only provides evidence when prompted.	Students cannot identify characters by name-only by title (boy, man, teacher, etc) and cannot provide evidence of their feelings.	Students cannot identify any characters et all.
Word Solving	Students can find out synonyms, antonym, the meaning of the underlined words.	Students can only know the meaning.	Students have difficulty knowing the meaning of words.	Students experience diificulties.
Identifies Facts	The students accurately locates at least 5 facts in the text and gives a clear explanation of why there are facts rather that opinions	The students accurately locates 4 facts in the text and gives a reasonable explanation of why they are facts rather than opinions	The students accurately locates 4 facts in the text, though explanation is weak	The students struggles locating facts in the text
Understand Elements	Students knows title author , basic setting and general plot without any prompling.	Students knows only some elements of the tet without prompling.	Students needs prompling or hints to recall elements of the text.	Students cannot recall any elements of the text.

B. Concept of Annotation Strategy

1. Definition of Annotation Strategy

Annotation Strategy are notes made while reading. The difference between annotations and other forms of notetaking involve the location of the notes themselves.[15] In other words, annotation strategy are defined as notes people use to explain, comment on, or criticize literary texts or other written materials. It can also be interpreted as the process of making or taking notes in text and annotations are activities related to reading.

It can be conluded that annotation strategy or marking pages with notes, is a great way to maximize students' reading. Annotation strategy also makes it easier to find important information quickly when you are looking back and reviewing text. Annotation strategy provide a way to start engaging with ideas and issues directly through comments, questions, associations, or other reactions that occur as students read.

2. Benefit of Annotation Strategy

The benefit of annotation strategy are numerous. First, student are actively reading and monitoring their understanding. When students encounter information that student cannot put into their own words, student know that do not comprehend te information. Second, students using annotation strategy are actively constructing ideas and making

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[15] Douglas Fisher - *50 Instructional Routines to Develop Content Literacy-Pearson Education* (2016).Pdf, n.d., 9.

connections to what student know. Third, annotation strategy can be motivating for students because students are approaching the text with a purpose. Fourth, annotation strategy helps students organize the information so that they can see link between the main points and supporting details. [16]

3. Teaching Steps of Annotation Strategy

Adler and Van Dozen describe the most common annotation marks:

a. Underlining for major points.

b. Vertical lines in the margin to describe longer statements that are too long to be underlined.

c. Star, asterick, or other mark in the margin to be used sparingly to emphasize the ten or dozen most important statements. You may want to fold a corner of each page where you make such a mark or place a slip of paper between the pages.

d. Numbers in the margin to indicate a sequence of points made by the writer in development of an argument.

e. Numbers of other pages in the margin to indicate where else in the book the writer makes the same points.

f. Circling of key words or phrases to serve much the same function as underlining.

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[16] Rona F. Flippo, ed., *Handbook of College Reading and Study Strategy Research,* Third Edition (New York: Routledge, 2018), 131.

g. Writing in the margin or at the top or bottom of the page to record questions.[17]

The following are the steps for using annotation strategy in teaching :

a. Students need time with each of these types of annotations. Ours experince suggest that teacher shoukd start with a few of these notes and model their use of them as they read. For example, it may be enough to display a piece of text on the document camera and demonstrate the use of underlining key ideas and writing question in the margins.

b. Provide students with their own text to annotate. There are a number of places to find texts for which the copyright has expired, such as the gutenberg project.

c. Collect student annotation for analysis. Their written notes on the texts ethey read are a good source of formative assesment that will allow for an analysis of types of thingking students clid so attempt to understand a text. If there are aspects missing, they should be included in future intruction.

d. Ask students to cincle words or phrases that are confusing to them as they read. In this way, the teacher can walk arround the roomand determine whore the text became confusingg for students and attetmpt to clear up those confusons.

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[17] Douglas Fisher - 50 Instructional Routines to Develop Content Literacy-Pearson Education.,9.

4. Advantage and Disadvantage of Annotation Strategy

a. Advantage of Annotation Strategy

The advantage of annotation can vary according to the field in which you use them. Generally, students can be of great use when it comes to discussion, collaboration, and progressing project more quickly. Some of the advantages include :

1) Encouraging close reading of the material

2) Collaboration between students, developers, and stakeholders.

3) Creating better-automated systems for your website and other portals.

4) Allows errors to be easily spotted more critical thinking on any subject.

b. Disadvantages of Annotation Strategy

The disadvantages are that it takes a long time for this strategy to be implemented. Also, annotation strategy has several stages that will make students confused about following it.

C. Theoretical Framework and Pradigm

1. Theoretical Framework

Two variables are available in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is the annotation strategy and the dependent variable (Y) is the reading skill ability.

Reading is an important activity in English language skills. The role of reading is as communication, to acquire information, as the reader's active participation in creation of meaning, as a manipulation of strategies, as means to broaden horizons and to apply several strategies to make reading more active and interesting. In this reading skill, one strategy has been applied, namely the annotation strategy. Related to the problem of increasing student's reading skills, it has been explained by many experts that applying this annotation strategy can help in the process of student's reading skills, so that students can be more active and have interest when reading using various forms such as colours, patterns or with sticky notes.

Although sometimes not all students have the same level of thinking and creativity, this does not become a barrier to using the strategy because the use of this strategy makes students more creative and active in reading skills. Therefore the purpose of this study is to influence the reading skill of annotation strategy in teaching reading skill, that is expected to know whether the annotation strategy can be used as an alternative technique to develop students' reading skill, as well as to know what students and teachers think about annotation strategy and to find out problems occur during teaching reading skill through this annotation strategy.

Thus,the theoritical framework in this research is the annotation strategy carried out in the procces of teaching and learning English, then

students in reading skill will be good, whereas if the annotation strategy is not carried out in the taeching and learning process, students' reading skills will be bad.

2. Paradigm

Paradigm is the correlation between two variables, namely the independent variable (X) and dependent variable (Y). In this research, the variable X is the annotation strategy and the variable Y is reading skill. Therefore the writer describe the paradigm in this research as follows:

Figure 2

The influence of Annotation Strategy on Reading skill
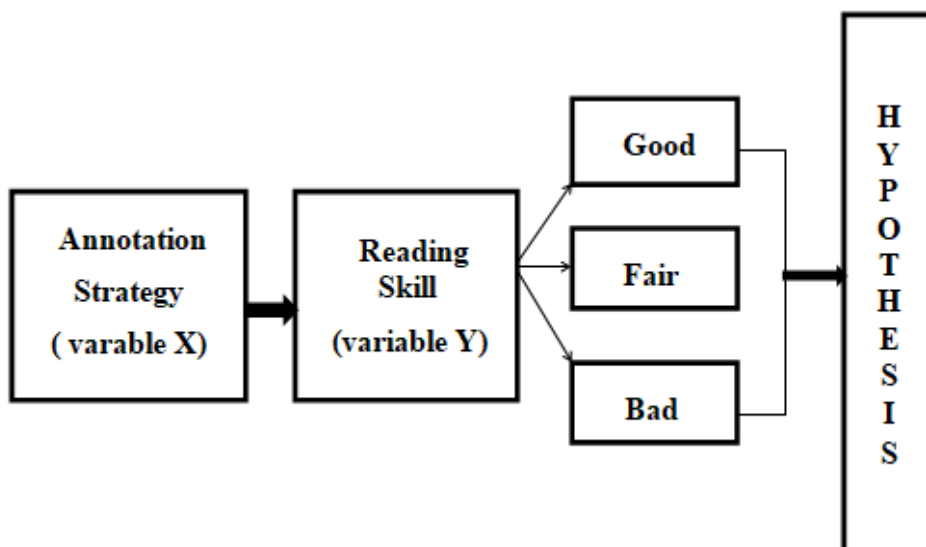
Based on the paradigm above, the writer conclude in this research there is a positive and significant on the influence of annotation strategy on reading skill.

D. HYPOTHESIS

1. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulation the hypothesis as following :

a. Alternative Hypothesis (Ha)

There is positive and significant influence of using annotation strategy on reading skill of the eighth gaders of SMP N 2 Bandar Mataram in Academic year 2023 / 2024.

b. Null Hypothesis (Ho)

There is no positive and significant influence of using annotation strategy on reading skill of the eighth gaders of SMP N 2 Bandar Mataram in Academic year 2023 / 2024.

2. Statistical Hypothesis

A statement about a population is called a statistical hypothesis. Either hypothesis- the null hypothesis or the alternative hypothesis.

1) If "r" observed > r table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.

2) If "r" observed < r table. Alternative Hypothesis (Hα) is rejected and Null Hypothesis (Ho) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data.[18] In this research the writer used a quantitative research. Quantitative research is research that is usually guided by questions. About how much; How often; what percentage, what 's the difference between variables (X and Y), How variables (X and Y) are related. [19]

In this research, the type used is experimental research. The experimental research a form research whose research method is carried out by manipulating data first through certain treatments so that in the next, step future data or data that will be used can be observed. Experimental research can also be interpreted as research carried out to find the consequences of something done deliberately by the writer. In experimental research, the causes of all problems will be tested to find out whether the independent variable will influence the dependent variable or not.

Furthermore, this research also used a quasi-experimental type research method. Quasi-experimental research is a large category of research

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[18] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools & Techniques* (New Delhi: Bridge Center, 2015), 18.
[19] Sofie Bager-Charleson and Alistair McBeath, eds., *Supporting Research in Counselling and Psychotherapy: Qualitative, Quantitative, and Mixed Methods Research* (Cham: Springer International Publishing, 2022), 6.

design that looks identical, and are indeed identical, to the actual experiment with the exception is that in quasi-experimental, groups are created not through random assignment but some other process[20]. Quasi-experimental research seeks to determine if a specific treatment influences an outcome. In this research used two variables, there are independent variable (x) and dependent variable (y) the two variables are annotation strategy and reading skill. Therefore in this research two classes were used the experimental class and the control class. The following is the research design :

Table 3

The Quasi Experimental Design

	Pre-test	Treatment	Post-test
Experimental Class	X	X	X
Control Class	X		X

In this research the writer gave a pre-test and post-test to the experimental class and control class. In this research, quasi-experimental type research was used, the writer gave a pre-test and post-test in the experimental class and control class. The class that will be given treatment will be the experimental class and the class that will not be given treatment from the strategy that will be implemented will be the control class.

There are two classes to see a comparison between the experimental class and the control class, namely there are two classes (class D and E)

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[20] Bruce A. Thyer - Experimental Research Designs in Social Work_ Theory and Applications-Columbia University Press (2023).Pdf, n.d., 274.

which are used as subjects to see comparisons in this research. (Class D) will be used as a class using the application of the annotation strategy. Firstly,the two classes will be given a pre-test, and then (class D) after being given the pretest, will be given the application of the annotation strategy. Then after (class D) is given the strategy treatment, a post-test will be carried out as well, as (class E) which uses strategy typically applied by teachers in the learning process, will still be given a post test to compare and obtain results regarding the influence of annotation strategy on students' reading skill.

B. The Operational Definition of Variables

1. The Operational Definition of Variables

The operational definition of variable are concepts that can take different quantitative values. For example; height, weight, income age etc. In other word, it analyzing the functional relationship of variable.[21] There are two variables in this research which consist of annotation strategy and reading skill. The operational definition of variable in this research as follows:

a. Independent Variable

Independent Variables are variable that influence research results, is called independent because the writer manipulates the data;

the experiment can thus be independent of all other influences. The independent variable of the research is annotation strategy. Annotation

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[21] Pandey and Pandey, *Research Methodology*, 29.

strategy make it easier to find important information quickly when looking back and reviewing text.

In this research the writer will collect data about the influence of implementing annotation strategy by observing the learning process. So that, the measuring tool used in the data collection technique is an observation sheet. In getting information about the process of explaining the annotation strategy on the observation sheet, the writer will use a scale range of 1-4.

The writer uses quantitative research. In observing independent variables, the writer determines research indicator, including the following:

1) The students are able to demonstrate the use of underlining key ideas and write questions from the reading text.

2) The students are able to note and analyze important points.

3) The students are able to create their own reading text and analyze them.

4) The students are able to mark sentences or words that read unfamiliar and confusing.

b. **Dependent Variable**

The dependent variable is the variable that dependent on the independent variable. The dependent variable is also the variable of the outcome that is influenced by independent variable. The dependent variable of the research is reading skill. In this research students

explore their abilities in reading skill. This variable can be measured using a written test, namely are a pre-test and post test. The exam has been given twice, before treatment and after treatment. The test only 20 has multiple choice with answers paying attention to the existing reading text. Students get a score according to the rubric for measuring reading skill abilities categories include identifying important information, identifying opinions, summaries. And every category has the assessment criteria include good, fair, and poor. So the highest score is 100 as total score.

The indicators of dependent variable are :

1) The students are able to identify the main idea in the text.

2) The students are able to identify all characters by name and give evidence of how they feel at various points in the text.

3) The students are able to find out synonyms, antonymd, the meaning of the underlined words.

4) The students are able to able to accurately locates at least 5 facts in the text.

5) The students are able to knows title author , basic setting and general plot without any prompling.

So it can be concluded that the independent variables are not related to the research objectives, but it can influence the dependent variable which is called an extraneous variable. Suppose the writer wants to test the hypothesis there is a relationship between acquisitions

in the learning process. Therefore it has nothing to do with the objectives of the research carried out by the writer, then this will be called an extraneous variable.

Therefore, the research must always be designed in such a way that it has an impact the dependent variable is and attributed entirely to the independent variable and not to an extraneous variable. If the dependent variable is and attributed cannot be separated from the influence of external variables, the relationship between the dependent and independent variables is said to be confused by extraneous variables.

C. Population, Sample, and Sampling Technique

1. Population

Population is the totality of research subjects by identify individuals.[22] The population of this research is the student at the eighth graders of SMPN 2 Bandar Mataram. A total of 202 students from classes A-F.

2. Sample

Sample is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population.[23] The sample of the research is two classes (class VIII. D and class VIII. E)

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[22] John W Creswell and J David Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2018), n.d., 212.

[23] Singh, Ajay S and Masuku, Micah B, Sampling Techniques & Determination Of Sample Size In Applied Statistics Research: An Overview United Kingdom International_Journal_of_Economics_Comme 2, No 11 (2014) : 3.

students of the eighth graders of SMPN 2 Bandar Mataram which consists of 30 students.

3. Sampling technique

The writer will use a sampling technique, namely cluster purposive sampling, by specifically determining the sample based on the research objectives with class VIII D as the sample, because this class is experiencing problems with reading skills based on the results of the pre-survey.

D. Data Collection Method

In collecting data, the writer used the following procedures which can be described as follows :

1. Test

Test is the measuring tool used to measure the quality, abilities, skills or knowledge of a sample against certain standard. This type of test is a written test in the form of pre-test and post-test.

a. Pre-test

The writer is given pre-test to student at the first meeting to find out students abilities initially before using annotation strategy on reading skill.

b. Post-test

The post-test is given at the last meeting to find out this treatment contribute to students abilities in experimental group higher than

control group or if there is significant the difference between the score of the experimental group and the control group.

2. Observation

Observation is data collection tool in research carried out by observing and systematuc recording. In this way it is hoped that it can be obtained information about the learning process, facility and other. The observation in this research lead to the application of annotation strategy on reading skill.

3. Documentation

Documentation is increasingly accepted as a general term to encompass bibliography, scholarly information services, records management, and archival work . Based on the statement above, the writer will collect the data from the pre-test and post-test that has given by the writer.

E. Research Instrument

The research instrument in this research are as follows:

1. **Instrunent Blueprint**

On the instrument blueprint the writer will use a pre-test before treatment as a control and post-test instrument after being treated as an experiment. This is about reading skill, so the research instrument is students' reading skill are used in reading text.

Here is the blueprint, such as:

a. The instrument will be used in the test in this research are pre-test and post-test about English learning outcomes. The writer will used a written test, consisting of 20 questions.

b. Instrument will be used in the observation method are observation guidelines, as follows:

1) Observation strategies will be used by teachers in teaching process of reading skill at SMPN 2 Bandar Mataram.

2) Obeservation sketch of the location of SMPN 2 Bandar Mataram.

3) Observation establishment of SMPN 2 Bandar Mataram.

4) Observation about the building SMPN 2 Bandar Mataram.

c. Instrument will be used in the documentation method are documentation guidelines, as follows :

1) Documentation about school history at SMPN 2 Bandar Mataram.

2) Documentation about the school's vision and mission at SMPN 2 Bandar Mataram.

3) Documentation about school facilities and infrastructure SMPN 2 Bandar Mataram.

4) Documentation regarding the school organizational structure at SMPN 2 Bandar Mataram.

5) Documentation about teacher and teaching staff at SMPN 2

Bandar Mataram.

6) Documentation regarding the number of student at SMPN 2

Bandar Mataram.

The instrument blueprint in this research is in the form of a test illustration which is based on the reading skills rubric.

Table 4

llustration of Instrument Blueprint

No.	Indicators	Test form	No item	Score	Total item
1.	Be able to find the main points.		1, 2, 11, 12,	5	
2.	Be able to identify all characters by name and give evidence of how they feel at various points in the text.		3, 4, 13, 14	5	
3.	Be able to find out synonyms, antonymd, the meaning of the underlined words.	Written test (Multiple choice)	5, 6, 15, 16	5	20
4.	Be able to accurately locates at least 5 facts in the text		7, 8, 17, 18	5	
5.	Be able to knows title aouthor , basic setting and general plot without any prompling.		9, 10, 19, 20	5	

F. Data Analysis Technique

To investigate whether is a positive and significant influence of annotation strategy toward students' reading skill in the eighth graders of SMPN 2 Bandar Mataram in the Academic Year of 2023/2024. So that, the writer analyzes the data by using Independent sample t-test from SPSS (Statistical Program for Social Science) 25 version. The definiton of SPSS is the software most often chosen and used to process and analyze quantitative data. SPSS can read various types of data by entering data direcly into the SPSS Data Editor.

CHAPTER IV
RESULT OF THE RESEARCH

A. **Description Of Data**

    1. **Research setting**

      a. **The Brief History of SMP Negeri 2 Bandar Mataram**

          SMP Negeri 2 Bandar Mataram, Central Lampung was established in 2003, based on the Decree of the Minister of Education and Culture Number: 058/KPTS/07/2006 in the 2003/2004 academic year, it began accepting new students, located in Mataram Jaya Village, Bandar Mataram District, Regency Central Lampung. Since the year the UPTD Education Unit of SMP Negeri 2 Bandar Mataram, Central Lampung was founded.

          In its development, the UPTD Education Unit of SMP Negeri 2 Bandar Mataram is trying to complete the facilities and infrastructure to support the learning process. The facilities currently owned include 16 classrooms, 2 office spaces, a science laboratory, a computer laboratory with 40 chrome books, 1 projector screen, 4 LCD projectors. Apart from these facilities, the UPTD Education Unit of SMP Negeri 2 Bandar Mataram has separate toilets for teachers, male students and female students. There are 2 teacher toilets, 5 male student toilets and 5 female student toilets.

The means of supporting literacy activities is a library which is quite comfortable and stores various types of books such as textbooks, encyclopedias, dictionaries (English, Arabic, Lampung), story books, magazines, newspapers, and others. Other facilities that can support outdoor learning activities include well-maintained fields for ceremonies and sports.

b. Students

1) Student Recruitment

In the 2023/2024 academic year, SMP Negeri 2 Bandar Mataram accepted 154 new students who were divided into 7 study groups. Acceptance of new students is carried out online via the PPDB website of SMPN 2 Bandar Mataram.

https://ppdb.disdikbud.lampungtengahkab.go.id/

Some of the routes provided are:

a) Academic and non-academic achievement pathways

b) Residential Zoning Route

c) Affirmation Path

d) Path of Transfer of Parental Tasks

2) Student Conditions

In general, the condition of class VII students who have been declared accepted at SMP Negeri 2 Bandar Mataram are participants students who are physically and mentally healthy medically based on a Health Certificate from a doctor which is attached when re-registering. Currently there are no students with special needs so SMP Negeri 2 Bandar Mataram does not provide inclusive learning.

1) Number of Students

The number of students at SMP Negeri 2 Bandar Mataram this year is presented in the following table:

Table 5

Total of student of SMP Negeri 2 Bandar Mataram in Academic Year 2023/2024

No.	Class	Total	Male	Female
1	VII	152	75	77
2	VIII	207	112	95
3	IX	184	97	87
	Total	**543**	**284**	**259**

Source Doucumentation of SMP Negeri 2 Bandar Mataram

c. **The Teacher of SMP Negeri 2 Bandar Mataram**

Table 6

The Teacher List of SMP Negeri 2 Bandar Mataram

No.	NAMA/NIP	JABATAN	MAPEL
1	I NENGAH SUHARTANA, S.Pd 197407132006041008	KEPALA SEKOLAH SUPERVISOR	
2	M. ABD HALIM, S.Ag 197112262003121001	WALI KELAS 7A	AGAMA ISLAM
3	ITSNAINI RAHMAWATI, S.Pd.I 198002262014102001	WALI KLS 9B	AGAMA ISLAM
4	I MADE PUTRA, S.Pd 196305061984121001		PKn
5	HERMITA APRILIA, S.Pd	WALI KELS 7C	PKn BAHASA LAMPUNG
6	SUHARYANTO, S.Pd 196606071997021001	WALI KELAS 8E	B INDO
7	NI NYOMAN RAI ROHANI, S.Pd 197301022008012010	WALI KELAS 9E	B INDO
8	ARI WIDODO, S.Pd 198112062014101002	WALI KELAS 7E	B INDO
9	THERESIA LILIS SURYANI, S.Pd 197301071998022001	WALI KELAS 9C	MTK
10	EKA ASTRI SULISTIAWATI, S.Pd 198608232023212014	WAKA KESISWAAN	MTK B. LAMP
11	LILIK ROHAYATI, S.Pd 199111022022212015	WALI KELAS 8D Bendahara BOS	MTK
12	EKA TRISNAWATI, S.Si, M.Pd 198307022009022004	WK KUR PIKET KO PKG	IPA
13	SUKIRDI, S.Pd 197805292010011003	WALI KELAS 8A BEND GAJI	IPA

14	Dra. ELYANTI PURNAMA 196708122014102001	KA LAB WALI KELAS 7C	IPA
15	EDI SUTANTO, S.P 197309082021211002	WALI KELAS 8C PIKET	IPA PRAKARYA
16	Dra. SITI NURHAYATI 196910042003122001	WALI KELAS 9F	IPS
17	RATIJO,S.Pd 197301262008011003		IPS
18	SEPTINA HANDAYANI, S.Ei 197909222010012005	KA PERPUS	IPS
19	TRI RETNO SUYANI, S.Pd	WALI KELAS 8F	B INGG SBK
20	MARKHAMAH 198807132023212019	WALI KELAS 9A	B. INGGRIS SBK
21	LYXE ORVIA, S.Pd 198702272022212019	WALI KELAS 8B	B. INGGRIS
22	I KADEK AGUS WIRATMAJA, S.Pd.H 190108142023211014	PIKET	AGAMA HINDU SBK
23	MADE BUDIAWAN, S.Pd 19811104200502100	WAKA SARPRAS	PENJAS
24	I WAYAN SWASTIKA, S.Pd	WALI KELAS 8E	PENJAS
25	SANDI EKA PUTRA, S.Pd 197802092014101002	WAKA HUMAS KO. P5 PIKET	PRAKARYA INFORMATIKA
26	LILIS RUSMALINA, S.Pd 199508252022212014		BK
27	TITIN WIDAYATI, S.Pd 197907232008012017		BK
28	NI WAYAN PETI FEBRIANI, S.Pd	WALI KELAS 9D	B. INGGRIS PAK
29	PUTU RISKA DEWI DAMAYANTI, S.Pd 199508252022212014	WALI KELAS 9D KO.P5	MTK

30	INDRIA TAMALIA, S.Pd	WALI KELAS 7B	PKn B.Lampung SBK
31	ARNI SEMILDEN ELIA TANAEM		PA KRISTEN
32	I NYOMAN SUMARNO, S.Pd	OPS	

d. Facilties and Infrastructure of the School

SMP N 2 Bandar Mataram has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as :

1) Class Room   : 18

2) Laboratory

 a) Laboratory Computer : 1

3) Office and Staff Room

 a) Principal room   : 1

 b) Administratio room : 1

 c) Kitchen room   : 1

4) Library   : 1

5) Guidance and Counseling

 room   : 1

6) UKS room   : 1

7) Mosque   : 1

8) The Counselor Room : 1

9) Parking Bicyles/Motorcyle : 3

10) Field Ceremony   : 1

11) Footbal field   : 1

12) Volley field   : 1

13) Toilet   : 6

14) Canteen   : 5

e. **Organization Structure of SMP Negeri 2 Bandar Mataram**

Figure 2

Organization Structure of SMP Negeri 2 Bandar Mataram

BAGAN STRUKTUR ORGANISASI
SMP NEGERI 2 BANDAR MATARAM
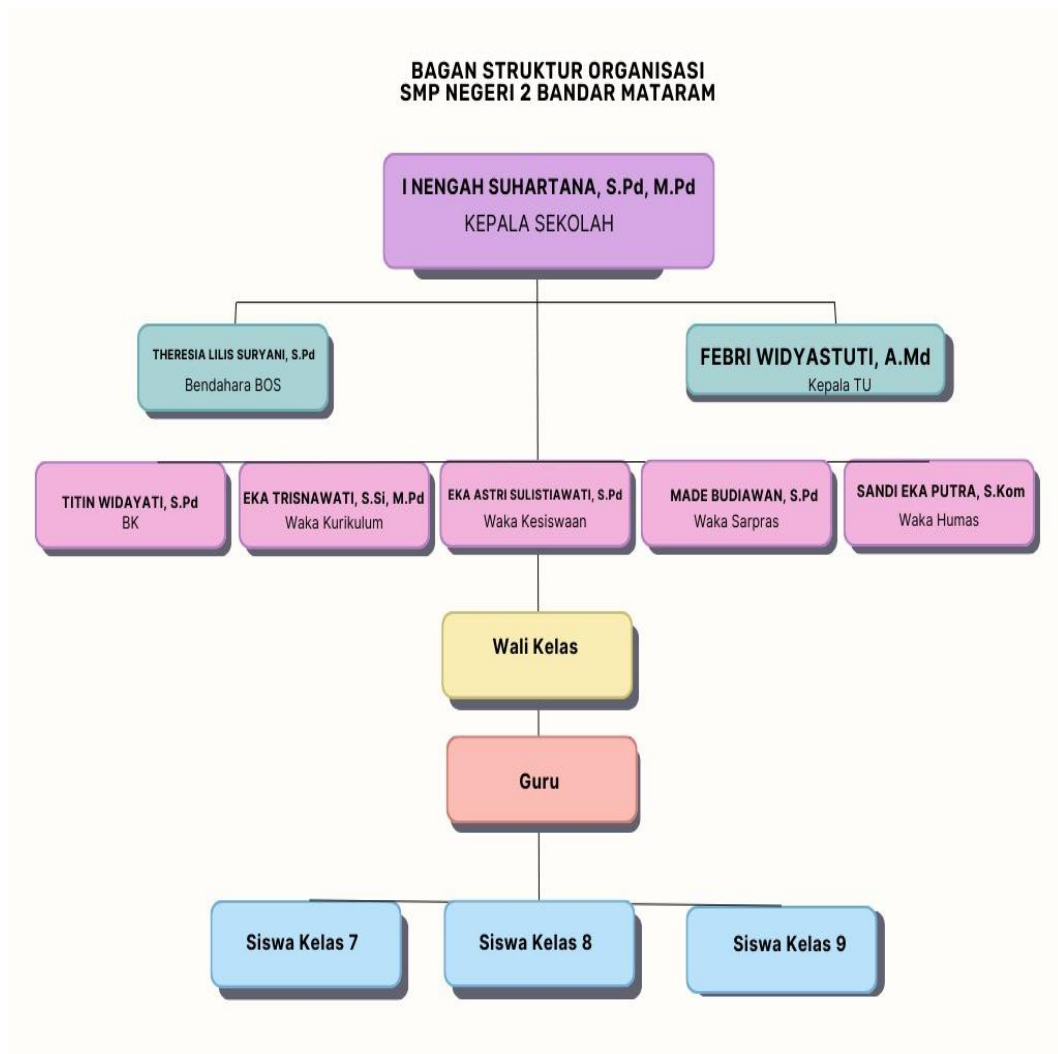
f. **The sketch location of SMP Negeri 2 Bandar Mataram**

Figure 3

The Sketch Location of SMP Negeri 2 Bandar Mataram in

Academic Year 2023/2024

KLS 8F		WC SISWA	LAB KOM
KLS 8E			PERPUS
KLS 8D			
KLS 8C		LAPANGAN	LAB KOM
KLS 8B			
			KLS 7A / KANTIN
WC SISWA			KLS 7B
		HALAMAN SEKOLAH	
KLS 8A			KLS 7C / R. DINAS
KLS 9F			KLS 7D / R. DINAS
KLS 9E			KLS 7E

BK	KLS 9D	LAB IPA / KLS 8C / RUANG 8	KOP	R GURU	R. KEPSEK	KLS 9C	KLS 9B	KLS 9A	MUSHOLA

PARKIR MOTOR GURU	POS SATPAM	L. BASKET
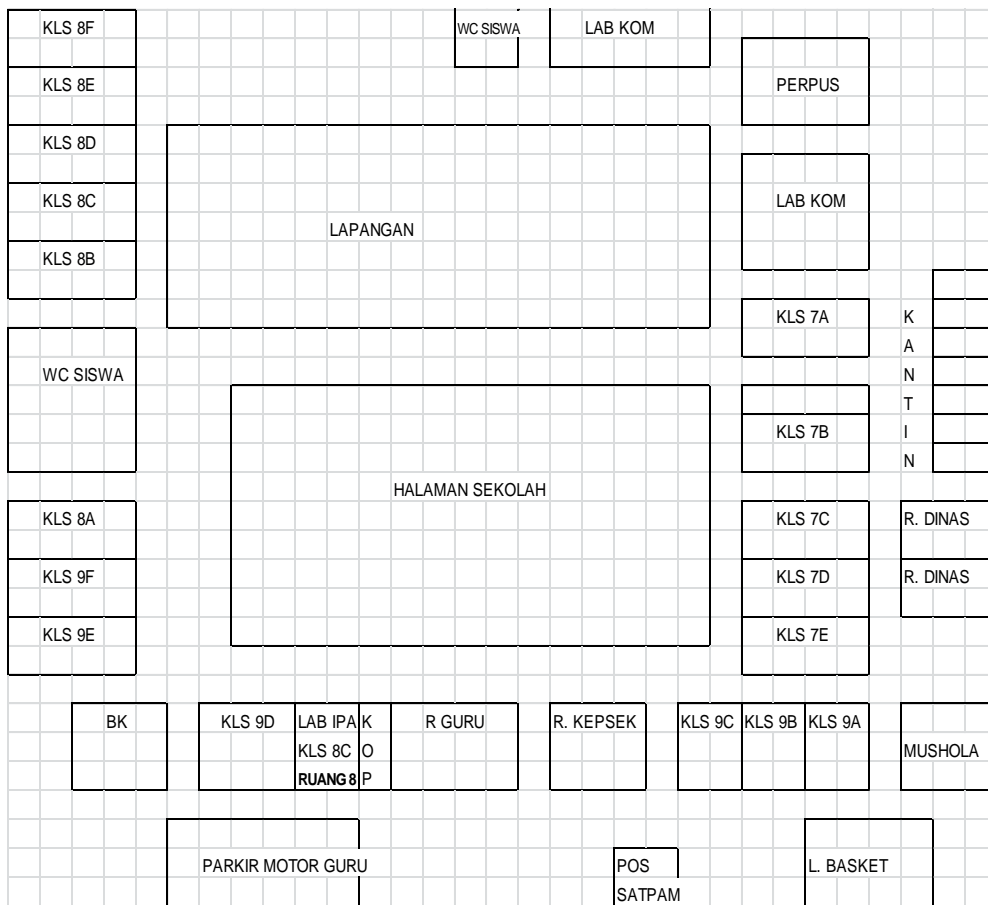
2. Research Data

a. The Pre-Test Result

To measure students reading skill, this reasearch uses a pre-test before giving treatment. The first meeting of this research was conducted to determine students previous knowledge about reading skill before providing treatment. The pre-test used in this research was in the form of multiple choice question. The results of the pre-test can be identified as follows :

Table 7

The Pre-Test Result of Reading Skill (Experimental Class)
at Eighth Graders of SMP Negeri 2 Bandar Mataram

No.	Name	Pre-Test (Score)
1.	AZPY	75
2.	AP	40
3.	AS	70
4.	BA	45
5.	CDU	55
6.	DFN	30
7.	DR	35
8.	DPS	65
9.	ES	35
10.	ENA	60
11.	FA	35
12.	GNS	40
13.	H	45
14.	IF	35

15.	IH	40
16.	KR	35
17.	MS	65
18.	MFI	35
19.	MKA	45
20.	NWSDS	65
21.	OVI	40
22.	P	35
23.	PS	40
24.	RBS	35
25.	RS	35
26.	SR	60
27.	SN	65
28.	VR	30
29.	VALP	45
30.	ZNP	40
	Total (ΣX)	1375
	Highest Score	75
	Lowest Score	30
	Average	45.84

The test was folowed by 30 students. The highest score was 75 and the lowest score was 30, with a total score of 1375 and an average score of 45.84. Based on the data, the researcher measured class intervals using the formula as followed :

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 4,874

K = 5,874 = 6

R = highest score – lowest score

R = 75 -30

R = 45

$P = \frac{R}{K}$

$P = \frac{45}{6}$

P = 7,5 = 8

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The leght of interval class

  The total of class interval of this result pre-test research was 8. After knowing the class interval above was put on the table frequency distribution as followed:

Table 8

Frequency Distribution of Pre-Test Score

(Experimental Class)

No.	Class Interval	Frequency	Percentage
1.	69-76	2	6.6%
2.	61-68	4	13.3%
3.	53-60	3	10%
4.	46-52	0	0%
5.	38-45	10	33.4%
6.	30-37	11	36.7%
	Total	30	100%

Based on the table frequency distribution above, it can be seen that most students scored <70. Therefore, it can be concluded that students reading skill scored low in the pre-test. If the data was expressed in graphical form, it can be seen as follow :

Figure 4

Frequency Distribution as the Result Pre-test

(Experimental Class)
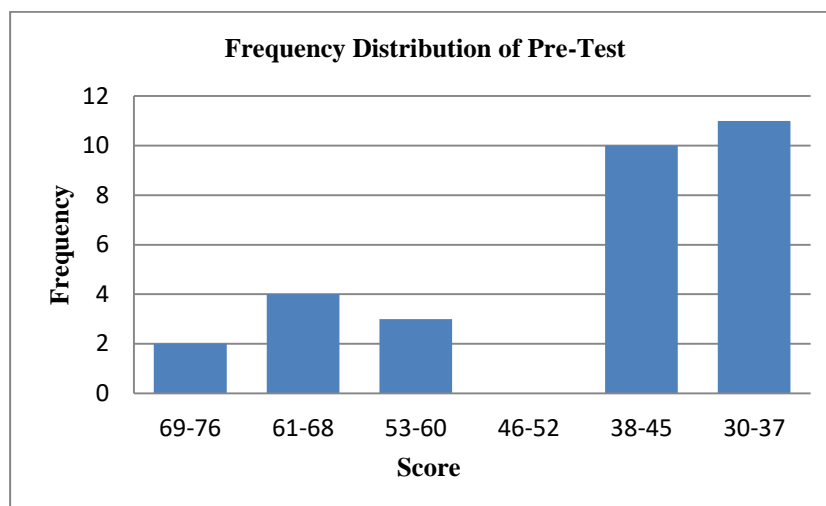
Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 2 students who got the highest score, 69-76 or 6,6%. then, 4 students got a score between 61-68 or 13,3%, 3 students got a score between 53-60 or 10%, 0 student scored between 46-52 or 0%. 10 students got a score of 38-45 or 33,4%. The last, 11 students got the lowest score 30-37 or 36,7%.

b. The Post-Test Result (Experimental Class)

After analyzing students weaknesses and reading skill, researcher carried out treatment to help students undersatnd reading skill. Researcher help students about difficulties in understanding reading by using annotation strategies until the students understood it,

after students have been given treatment and have understood it. Next, the researcher gave a post-test which was carried out to determine students reading skill. Post-test results can be identified as follows:

Table 9

The Post-Test Result of Reading Skill (Experimental Class)
at Eighth Graders of SMP Negeri 2 Bandar Mataram

No.	Name	Post-Test (Score)
1.	AZPY	95
2.	AP	75
3.	AS	90
4.	BA	85
5.	CDU	85
6.	DFN	80
7.	DR	85
8.	DPS	85
9.	ES	75
10.	ENA	90
11.	FA	85
12.	GNS	80
13.	H	75
14.	IF	65
15.	IH	60
16.	KR	75
17.	MS	85
18.	MFI	85
19.	MKA	80
20.	NWSDS	80
21.	OVI	70

22.	P	65
23.	PS	70
24.	RBS	85
25.	RS	85
26.	SR	90
27.	SN	65
28.	VR	60
29.	VALP	75
30.	ZNP	80
	Total (ΣX)	2310
	Highest Score	95
	Lowest Score	60
	Average	77

The test was followed by 30 students. The highest score was 95 and the lowest score was 60, with a total score of 2310 and average score of 77. Based on the data, the researcher measured class intervals using the formula as followed :

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 4,874

K = 5,874 = 6

R = highest score – lowest score

R = 95 -60

R = 35

$$P = \frac{R}{K}$$

$$P = \frac{35}{6}$$

P = 5,83 = 6

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The leght of interval class

The total of class interval of this result post-test research was 6. After knowing the class interval above was put on the table frequency distribution as followed:

Table 10

Frequency Distribution of Post-Test Score

(Experimental Class)

No.	Class Interval	Frequency	Percentage
1.	90-95	4	13.3%
2.	84-89	9	30%
3.	78-83	5	16.7%
4.	72-77	5	16.7%
5.	66-71	2	6.6%
6.	60-65	5	16.7%

	Total	30	100%

Based on the table frequency distribution above, it can be seen that most students scored >70. Therefore, it can be concluded that students reading skill scored high in the post-test. If the data was expressed in graphical form, it can be seen as follow :

Figure 5

Frequency Distribution as the Result Post-test
(Experimental Class)
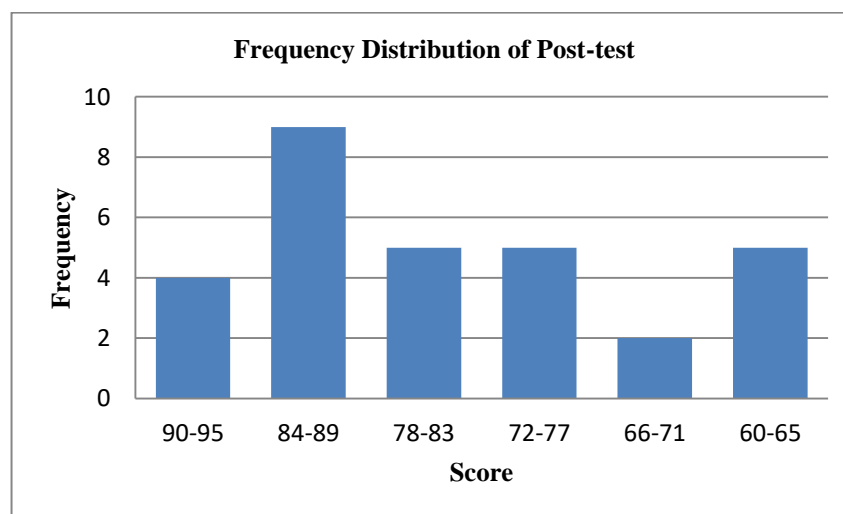
Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 4 students who got the highest score, 90-95 or 13,3%. then, 9 students got a score between 84-89 or 30%, 5 students got a score between 78-83 or 16,7%, 5 students scored between 72-77 or 16.7%, 2

students got a score of 66-71 or 6,6%, the last 5 students got the lowest score 60-65 or 16,7%.

Based on the result of the post-test score of students at SMP Negeri 2 Bandar Mataram above, it can be concluded that annotation strategy can help students in reading skill. So, most students got high score in readig skill by using annotation strategy.

c. The Pre-Test Result (Control Class)

In this research, a pre-test was conducted at the first meeting to determine students initial knowledge about reading skill for the control class. The pre-test result in the control class was identified as follows :

Table 11

The Pre-Test Result of Reading Skill (Control Class)
at Eighth Graders of SMP Negeri 2 Bandar Mataram

No.	Name	Pre-Test (Score)
1.	ADO	35
2.	ADP	30
3.	AL	45
4.	ASR	35
5.	AAI	30
6.	DLS	30
7.	JP	35
8.	DA	40
9.	HNF	35
10.	FS	45
11.	ES	25

12.	KSW	35
13.	KSK	40
14.	JCAR	55
15.	ISR	45
16.	PS	45
17.	NWVP	50
18.	NMNA	50
19.	NP	40
20.	ML	55
21.	MIH	50
22.	MNF	30
23.	LL	45
24.	PRB	50
25.	SAI	45
26.	RF	50
27.	RD	25
28.	SPR	60
29.	VO	45
30	WES	45
	Total (ΣX)	1245
	Highest Score	60
	Lowest Score	25
	Average	41.5

The test was folowed by 30 students. The highest score was 60 and the lowest score was 25, with a total score of 1245 and an average score of 41.5. Based on the data, the researcher measured class intervals using the formula as followed :

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 4,874

K = 5,874 = 6

R = highest score – lowest score

R = 60 -20

R = 30

$P = \dfrac{R}{K}$

$P = \dfrac{30}{6}$

P = 5,87 = 6

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The leght of interval class

The total of class interval of this result pret-test research was 6. After knowing the class interval above was put on the table frequency distribution as followed:

Table 12

Frequency Distribution of Pre-Test Score

(Control Class)

No.	Class Interval	Frequency	Percentage
1.	55-60	4	13.3%
2.	49-54	4	13.3%
3.	43-48	8	26.7%
4.	37-42	3	10%
5.	31-36	5	16.7%
6.	25-30	6	20%
	Total	30	100%

Based on the table frequency distribution above, it can be seen that most students scored <70. Therefore, it can be concluded that students reading skill scored low in the pre-test. If the data was expressed in graphical form, it can be seen as followed :

Figure 6

Frequency Distribution as the Result Pre-test

(Control Class)
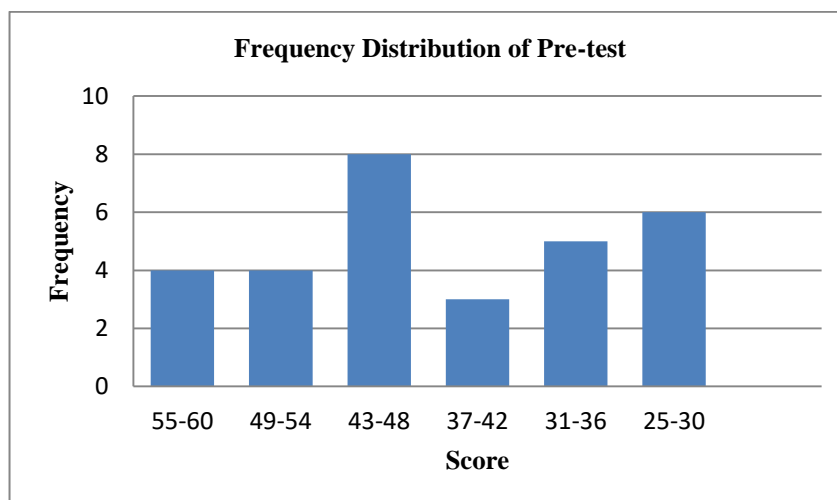
Frequency Distribution of Pre-test

Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 4 students who got the highest score, 55-60 or 13,3%. then, 4 students got a score between 49-54 or 13,3%, 8 students got a score between 43-48 or 26,7%, 3 students scored between 37-42 or 15%, 4 students who got a score of 31-36 or 16,7%, the last 6 students get the lowest score 25-30 or 20%.

d. The Post-Test Result (Control Class)

The research conducted post-test for the control class. The post-test result at control class was identified as follow:

Table 13

The Post-Test Result of Reading Skill (Control Class)
at Eighth Graders of SMP Negeri 2 Bandar Mataram

No.	Name	Post-Test (Score)
1.	ADO	55
2.	ADP	60
3.	AL	55
4.	ASR	65
5.	AAI	60
6.	DLS	50
7.	JP	55
8.	DA	50
9.	HNF	55
10.	FS	65
11.	ES	45
12.	KSW	45
13.	KSK	50
14.	JCAR	65
15.	ISR	45
16.	PS	55
17.	NWVP	50
18.	NMNA	60
19.	NP	50
20.	ML	55
21.	MIH	50
22.	MNF	60
23.	LL	55
24.	PRB	60
25.	SAI	60
26.	RF	70

27.	RD	55
28.	SPR	65
29.	VO	50
30	WES	50
	Total (ΣX)	1665
	Highest Score	70
	Lowest Score	45
	Average	55.5

The test was followed by 30 students. The highest score was 70 and the lowest score was 45, with a total score of 1665 and average score of 55.5. Based on the data, the researcher measured class intervals using the formula as followed :

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 4,874

K = 5,874 = 6

R = highest score – lowest score

R = 70 -45

R = 25

$P = \frac{R}{K}$

$P = \frac{25}{6}$

P = 4,16 = 5

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The leght of interval class

The total of class interval of this result post-test research was 5. After knowing the class interval above was put on the table frequency distribution as followed:

Table 14

Frequency Distribution of Post-Test Score

(Control Class)

No.	Class Interval	Frequency	Percentage
1.	66-70	1	3.3%
2.	61-65	4	13.3%
3.	56-60	6	20%
4.	51-55	8	26.7%
5.	46-50	8	26.7%
6.	41-45	3	10%
	Total	30	100%

Based on the table frequency distribution above, it can be seen that most students scored <70. Therefore, it can be concluded that

students reading skill scored low in the post-test. If the data was expressed in graphical form, it can be seen as follow :

Figure 7
Frequency Distribution as the Result Post-test
(Control Class)
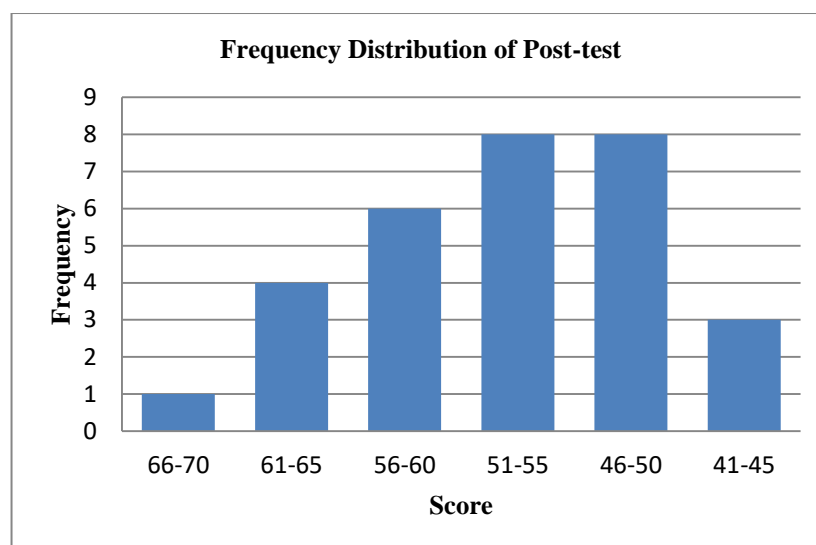
Frequency Distribution of Post-test

Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 1 student who got the highest score, 66-70 or 3,3%. then, 4 students got a score between 61-65 or 13,3%, 6 students got score 56-60 or 20%, 8 students got score 51-55 or 26,7%, 8 students got a score between 46-50 or 26,7%. The last, 3 students who got the lowest score of 41-45 or 10%.

Table 15

**The table as the Authentication of the Effect between
Experimental class and Control class at the eighth graders**

of SMP Negeri 2 Bandar Mataram

No.	Student	Experimental	Class	Student	Control	Class
		Pre-test Score	Post-test Score		Pre-test Score	Post-test Score
1	AZPY	75	95	ADO	35	55
2	AP	40	75	ADP	30	60
3	AS	70	90	AL	45	55
4	BA	45	85	ASR	35	65
5	CDU	55	85	AAI	30	60
6	DFN	30	80	DLS	30	50
7	DR	35	85	JP	35	55
8	DPS	65	85	DA	40	50
9	ES	35	75	HNF	35	55
10	ENA	60	90	FS	45	65
11	FA	35	85	ES	25	45
12	GNS	40	80	KSW	35	45
13	H	45	75	KSK	40	45
14	IF	35	65	JCAR	55	65
15	IH	40	60	ISR	45	45
16	KR	35	75	PS	45	55
17	MS	65	85	NWVP	50	50
18	MFI	35	85	NMNA	50	60
19	MKA	45	80	NP	40	50
20	NWSDS	65	80	ML	55	55
21	OVI	40	70	MIH	50	50

22	P	35	65	MNF	30	60
23	PS	40	70	LL	45	55
24	RBS	35	85	PRB	50	60
25	RS	35	85	SAI	45	60
26	SR	60	90	RF	50	70
27	SN	65	65	RD	25	55
28	VR	30	60	SPR	60	65
29	VALP	45	75	VO	45	50
30	ZNP	40	80	WES	45	50
	Total	1375	2310	Total	1245	1665
	Average	45.84	77	Average	41.5	55.5
	Highest Score	75	95	Highest Score	60	70
	Lowest Score	30	60	Lowest Score	25	45

Based on the table above, it can be seen that most of students the post-test students in control class got score <70 and seen that most of students the post-test in experimental class got score >70. So it can be explained that post-test on the experimental class was higher than the control class.

3. Hypothesis Testing

Differences in Learning Outcomes in the Experimental class (VIII D) and the Control Class (VIII E)

a. **Normality and Homogenity Test**

Table 16

Case Processing Sumaary Post Summary Post-test A and Post-test B

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
	Kelas	N	Percent	N	Percent	N	Percent
results	Post-test A	30	100,0%	0	0,0%	30	100,0%
	Post-test B	30	100,0%	0	0,0%	30	100,0%

The table of Case Processing Summary shows the number of students in the experimental class and the control class are 60 students. Missing 0 students that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

Table 17

The Result of Normality Test in Post-test A and Post-test B

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
results	Post-tes A	,186	30	,010	,932	30	,055
	Post-test B	,153	30	,072	,937	30	,073
a. Lilliefors Significance Correction							

For normality testing, with Kolmogorov-Smirnov in experimental class data obtained sig. 0.010, for class control obtained 0.072. in the Shapiro-Wilk test for experimental class data obtained sig value. 0.055, for control class data it gets o.073. test produces normality of experimental and control data the significant value is less than 0.05. so the data is all distributed normal.

After done test normality, test precondition furthermore done test homogenity. As for the result it as follows :

Table 18

The Result of Homogeneity Test in Post-test A and Post-test B

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2,410	4	24	,077
	Based on Median	1,716	4	24	,179
	Based on Median and with adjusted df	1,716	4	17,131	,193
	Based on trimmed mean	2,375	4	24	,080

Based on homogenity test using Levene's the tests obtained significant values which were all more than 0.05 so the data is homogeneity. Experimental normality test results and the control class shows normally distributed data homogenity, then to test differences in research data using the independent sample t-test.

Table 19

Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest A	30	60	95	78,67	9,279
Posttest B	30	45	70	55,33	6,814
Valid N (listwise)	30				

Based on the data above, the number of post-test students for the experimental class with mean 78,67 and amount students for the control class post-test with mean of 55,33.

Table 20

The result of Independent Sample T-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Class	30	78,67	9,279	1,694
	Control Class	30	55,33	6,814	1,244

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	3,359	,072	11,102	58	,000	23,333	2,102	19,126	27,541
	Equal variances not assumed			11,102	53,234	,000	23,333	2,102	19,118	27,549

Table 20 show result test Independent sample test Sig. (2-tailed) of 0.000. the value of sig. (2-tailed) indicates smaller than 0.05, there are differences in students learning outcomes between post-test experimental class and post-test control class.

Hypothesis :

Ho : There is no positive and significant of The Influence of Annotation Strategy on Reading Skill of the Eighth Graders of SMP Negeri 2 Bandar Mataram Central Lampung.

Ha : There is a positive and significant of The Influence of Annotation Strategy on Reading Skill of the Eighth Graders of SMP Negeri 2 Bandar Mataram Central Lampung.

Based on the table above. Can be conclude that sig. (2-tailed) of post-test is $0.000 < 0.05$, so Ha is accepted and Ho is rejected. It means that there was postive and significant the influence of annotation strategy on reading skill.

B. Discussion

The researcher created and implemented a pre-test, which was used to assess students reading skill at the beginning of the research, which aims to implement the treatment in this research. From the pre-test results, reserachers can conclude that students reading skill abilities are still low; it was proven that only 6 students passed the KKM 70 out of 30 students who took the test.

Then the reseracher chose and implemented an annotatio strategy as a treatment strategy to improve reading skill. This strategy can have a positive and significant influence on students reading skill. The researcher carried out the treatment in two meetings. The first treatment was carried out on March 1 2024. The next meeting was hel on 6 March 2024. After the treatment was completed the researcher then applied a post-test so that the results of the students post-test score were declared to have passed KKM 70.

Furthermore, the data was strenghened using the independent sample t-test. The test results are Sig. > 0.05, then Ho is accepted, if the Sig < 0.05, then Ha is rejected. The test above obtained a Sig. (2-tailed) value of 0.000, less than 0.05, so there are differences in students learning outcomes between the experimental class and control class. This means that Ho is rejected and Ha is accepted. This means that there is a positive and significant influnce of annotation strategy on reading skill of the eighth graders of SMP N 2 Bandar Mataram.

BAB V

CONCLUSION AND SUGGESTION

A. Concclusion

Based on the research results and discussion, it is conclude that annotation strategy are more effectively used in English learning compared to its application using conventional learning, it can be seen as follows :

1. Annotation strategy help students improve their reading skill. The students scored low on thhe pre-test. After apllying the annotation strategy, students can easily understand the structure of the text, analyze it, and answer questions. Additioanlly, students feel happy and engaged, not bored, with the application of the annotation strategy in the learning process.

2. The students post-test score were higher than the pre-test score. That's possible seen from the results of the Independent Sample t-test. Sig. (2-tailed) post-test is $0.000 < 0.05$. Its mean that there is a positive and significant influence on the use of anotation strategy on reading skill of the eighth graders of SMP Negeri 2 Bandar Mataram.

B. Suggestion

Based on the research, the researcher has conducted at SMP Negeri 2 Bandar Mataram, the researcher would like to give some suggestion as follow :

1. **For the Headmaster**

    The headmaster should support the English learning process by preparing several teaching and learning facilities, such as media, to support the learning process.

2. **For the Teachers**

    Teachers in order to choose annotation strategy as an alternative strategy in teaching English, especially in reading skill, so that students can understand the material presented by the teacher, because interesting strategy in learning can automatically increase students motivation in the learning process and can make the try as hard as possible to receive the material taught by yhe teacher.

3. **For the Students**

    Students must be more active in learning English, especially in readinng skill to understand the material given by the teacher, so that can increase their knowledge in learning process.

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APPENDICIES

SILABUS PEMBELAJARAN

Sekolah : **SMP Negeri 2 Bandar Mataram**

Kelas : **VIII (Delapan)**

Mata Pelajaran : **Bahasa Inggris**

Semester : **2 (Genap)**

Standar Kompetensi : Reading (Membaca)

1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk recount text untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa recount	1. Brain storming tentang berbagai hal terkait teks fungsional pendek 2. membaca nyaring teks fungsioanl pendek	• Membaca nyaring teks fungsional pendek berbentuk recount teks untuk mengetahui pemahaman siswa	Tes lisan	Teks bacaan	1. Read the the textaloud and clearly.	1 x 40 menit	Buku teks yang relevan

4.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunannya.	1. Teks tulis berbentuk : • Identifikasi informasi terkait teks recount • Memahami karakter • Pemecahan kata atau makna kata • Mengidentifikasi fakta • Memahami strukur teks recount	descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive / recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca	1. Menjawab pertanyaan tentang : - Menemukan poin poin utama - Mengidentifikasi semua karakter - Mengetahui sinonim, antonim dan makna kata - Menemukan fakta yang terdapat pada recount teks - Mengetahui latar dasar penulis judul dan alur umum pada Teks recount	Tes tulis	PG	*1.* Choose the best option based on the text. 2. Answer the questions	1 x 40 menit	1. Buku teks yang relevan 2. Gambar peristiwa/tempat 3. Lingkungan sekitar

LESSON PLAN / RPP

Sekolah   : SMP Negeri 2 Bandar Mataram

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ II

Materi Pokok   :Recount text

Skill   : Reading (Membaca)

Alokasi Waktu   : 2 JP x 40 menit (1 Pertemuan)

A. **Kompetensi Inti (KI)**
   KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
   KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesaui dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
   KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian tampak mata.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
KD 3.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.	3.1.1 Membaca nyaring teks fungsional pendek berbentuk recount teks untuk mengetahui pemahaman siswa
4.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	4.1.1 Menemukan poin poin utama 4.1.2 Mengidentifikasi semua karakter

recount tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunannya.	4.1.3 Mengetahui sinonim, antonim dan makna kata
	4.1.4 Menemukan fakta yang terdapat pada recount teks
	4.1.5 Mengetahui latar dasar penulis judul dan alur umum pada Teks recount

Nilai karakter yang dikembangkan: jujur, disiplin, percaya diri, kerjasama, tanggung jawab

C. Tujuan Pembelajaran
Setelah mengikuti serangkaian kegiatan pembelajaran:

1. Dengan mengamati dan membaca teks personal recount, siswa dapat menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana dengan baik.

2. Dengan mengamati dan membaca teks personal recount, siswa dapat menganalisis struktur teks personal recount tulis pendek dan sederhana dengan baik.

3. Dengan mengamati dan membaca teks personal recount, siswa dapat menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana dengan baik.

4. Dengan mengamati dan membaca teks personal recount, siswa dapat merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana dengan baik.

5. Dengan menerapkan *Annotation Strategy,* siswa mampu mengembangkan keterampilan membaca pada suaru teks

D. Materi Pembelajaran

1. **Materi Pembelajaran RegularRecount Text**

    Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalamanyang terjadi di masa lampau/ sudah terlewati.

- **Tujuan Teks Recount**

    Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudahterlewati.

- **Fungsi Sosial**

    Melaporkan, mengambil teladan, dan membanggakan.

- **Struktur Teks**

    Dapat mencakup:

    - Orientasi

        Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di manaitu terjadi, dan kapan itu terjadi.

    - Urutan kejadian/kegiatan

        Serangkaian peristiwa/kejadian yang diurutkan secara kronologis

    - Orientasi ulang

        Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

- **Unsur kebahasaan**

    - Kalimatnya menggunakan *Simple Past tense.*

    Formula = S + Verb 2 + Object/Complement (kata keterangan)

    - Menggunakan action verb, contoh: went, stayed, did

    - Fokus pada specific participant, contoh: I (the writer)

    - Menggunakan kata keterangan waktu (adverb of time):

        yesterday, *last month, an hourago*, *a month ago, last year, last holiday*, dan sebagainya.

    - Menggunakan kata penghubung (conjunction): *first, then,*

after that, before, at last,finally, dan sebagainya.

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.

- Ejaan, tanda baca, dan tulisan tangan.

- **Topik**

Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkanperilaku yang termuat di KI.

2. **Annotation Strategy**

Mengenalkan dan menjelaskan annotation strategy serta cara penerapannya untuk mengidentifikasi recount teks.

E. **Metode Pembelajaran**

Pendekatan   : Scientific Approach

Strategi   : Annotation Strategy

F. Media dan Bahan

1. Media   : Teks Bahasa Inggris (Recount text)

2. Alat   : Whiteboard, spidol

3. Bahan   : print out bahan ajar, LKPD, buku siswa

G. Sumber Belajar

- Buku teks Bahasa Inggris

- Handout materi recount text

- Teks recount untuk latihan

H.   Langkah Langkah Pembelajaran Satu Pertemuan (2 JP/80 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	- Guru memberi salam. - Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama. – - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi dengan pengalaman peserta didik atau dengan tema sebelumnya. - Guru menginformasikan materi yang akan dipelajari. - Guru memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran dan penilaian pada materi.	5 Menit
Kegiatan Inti	- Guru menjelaskan materi recount text meliputi : - Pengertian recount text - Fungsi sosial recount text - Struktur recount text - Unsur kebahasaan recount text - Guru menjelaskan annotation strategy dalam menganalisis teks recount. - Guru memberikan contoh teks recount dan memandu peserta didik dalam menganalisis teks tersebut dengan menggunakan annotation strategy. - Peserta didik dibagi menjadi kelompok-kelompok kecil dan berlatih menganalisis teks recount dengan menggunakan annotation strategy. - Guru melakukan observasi dan memberikan umpan balik kepada peserta	30 menit

	didik.		
Kegiatan Penutup	• Guru memberikan kesimpulan materi yang telah dipelajari. • Guru memberikan penghargaan kepada seluruh siswa yang telah berpartisipasi • Guru menutup kelas dengan berdoa dan salam.	5	Menit

I. Penilaian

Teknik Penilaian :

1. Sikap : Observasi

2. Pengetahuan : Tes tertulis, berbentuk Pilihan ganda

J. Instrumen Penilaian

1. Penilaian sikap

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Observasi	Jurnal	Terlampir	Saat Pembelajaran Berlangsung	Penilaian untuk dan pencapaian pembelajaran (assesment for and of learning
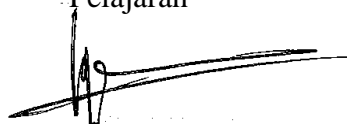
2. Pengetahuan

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Penugasan	• Be able to find the main points. • Be able to identify all characters by name and give evidence of how they feel at various points in the	Terlampir	Setelah pemebalajaran	

	text. • Be able to find out synonyms, antonymd, the meaning of the underlined words. • Be able to accurately locates at least 5 facts in the text • Be able to knows title aouthor , basic setting and general plot without any prompling.			

Metro,   Februari 2024

Mengetahui,   Mahasiswa
Guru Mata
Pelajaran

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Mengetahui,
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K. Rubrik Penilaian Sikap

1. **Penilaian Sikap Observasi Guru**

   a. Teknik Penilaian   : Observasi
   b. Instrumen Penilaian   : Jurnal penilaian sikap
   c. Karakter   : Jujur, Disiplin, Percaya Diri, Kerjasama,
   Tanggung jawab

No.	Nama	Aspek perilaku yang dinilai				
		Jujur	Disiplin	Percaya diri	Kerjasama	Bertanggungjawab
1.						
2.						
3.						

Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat baik   2 = Cukup

2   = Baik   1 = Kurang

2. **Rubrik Penilaian Pengetahuan**
   a. Teknik Penilaian   : Tes Tulis

   b. Bentuk   : Pilihan Ganda

	Skor	Kriteria Penilaian
Pilihan ganda	5	Peserta didik menjawab dengan benar
	0	Peserta didik menjawab dengan salah

3. **Pedoman penilaian**

   1. Untuk setiap jawaban yang benar skor 5

   2. Jumlah soal yang benar x5 = 100

   3. Jumlah soal 20 x 5 =100

INSTRUMENT BLUEPRINT

No.	Indicators	Test form	No item	Score	Total item
1.	Be able to find the main points.	Written test (Multiple choice)	1, 2, 11, 12,	5	20
2.	Be able to identify all characters by name and give evidence of how they feel at various points in the text.		3, 4, 13, 14	5	
3.	Be able to find out synonyms, antonymd, the meaning of the underlined words.		5, 6, 15, 16	5	
4.	Be able to accurately locates at least 5 facts in the text		7, 8, 17, 18	5	
5.	Be able to knows title aouthor , basic setting and general plot without any prompling.		9, 10, 19, 20	5	

READING SKILL TEST
(PRE-TEST)

Direction :

1. Read the text carefully then answer the question.
2. Do the test in 50 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text bellow and choose the correct answer based on the text.

The text question for number 1-10

On a bright Sunday, my family and I went to the beach. We left early in the morning to avoid traffic. When we arrived at the beach, we immediately looked for a shady spot to put our belongings. Then, we played in the sand and swam in the sea. The sea water was water was very refreshing and the waves were not too big. We played in the water for hours. After we were statisfied playing in the water, we had lunch together at a warung on the beach. After lunch, we took a break while enjoying the beatiful beach scenary. In the afternoon, we returned home with beautiful memories of our beach vacation.

1. The main point of the recount text is.....
   A. The beauty of the beach
   B. The journey to the beach
   C. Activities at the beach
   D. Memories of the beach
2. The character and nature shown by the family in the tet are....
   A. Lazy
   B. Quiet
   C. Friendly
   D. Angry
3. The antonym of the word "shady"
   A. Hot

B. Cold

C. Dark

D. Bright

4. The synonym of the word "break" in the text is...

A. Play

B. Work

C. Sleep

D. Eat

5. The fact in the text is....

A. The beach has beatiful scenary.

B. The sea water is blue.

C. The beach sand is white.

D. Everyone at the beach swims.

6. The general story structure in the recount text is.....

A. Orientation – Complication – Resolution

B. Exposition – Argumentation – Reaffirmation

C. Description – Classification – Generalization

D. Narration – Description – Argumentation

7. The purpose of the author telling his experience at the beach is to...

A. Provide information about the beach

B. Entertain readers with stories

C. Invite readers to go to the beach

D. Practice writing recount texts

8. The point of view used in the recount text is...

A. First person

B. Second person

C. Third person

D. Four person

9. The dominant style of language used on recount text is....

A. Descriptive

B. Narrative

C. Argumentative

D. Persuasive

10. The moral that can be drawn from the recount text is...

A. We must keep the beach clean.

B. We must be careful when swimming in the sea.

C. We must be grateful for the beauty of nature.

D. We must spend time with family.

The text question for number 11-20

Last Christmas, I had a wonderful time celebrating with my family. We decorated the Christmas tree together and baked cookies. On Christmas Eve, we went to church and then had a big dinner. We opened presents and played games. it was opened present and played games. it was a really special day.

11. The main point of the recount text is.......

A. The importance of Christmas

B. The decorations used for Christmas

C. The activities done on Christmas Eve

D. The special time spent with family

12. The character and nature shown by the family in the text are...

A. Lazy

B. Adventurous

C. Caring

D. Independent

13. The antonym of the word "decorated" in the text is....

A. Undecorated

A. Furnished

B. Arranged

C. Prepared

14. The synonym of the word "celebrate" in the text is...

A. Mourned

B. Honored

C. Remembered

D. Enjoyed

15. The fact in the text is.....

A. The family decorated the Christmas tree.

B. The family baked cookies.

C. The family went to church on Chrismast Eve.

D. All of the above.

16. The general story structure in the recount text is....

A. Orientation – Complication – Resolution

B. Exposition – Argumentation – Reaffirmation

C. Description – Classification – Genarilaztion

D. Narrartion – Description - Argumentation

17. The purpose of the author telling his Experience celebrating Christmas is to....

A. Inform readers about Christmas traditions

B. Entertain readers with a story

C. Persuade Readers to celebrate Christmas

D. Practice writing reacount texts

18. The point of view used in the recount text is...

A. First person

B. Second person

C. Third person

D. Four person

19. The dominant style of language used in the recount text is...

A. Descriptive

B. Narrative

C. Argumentative

D. Persuasive

20. The moral that can be drawn from the recount text is....

A. Christmas is a time for giving and receiving gifts.

B. Christmas is a time for spending time with loved ones.

C. Christmas is atime for celebrating the birth of Jesus Chist.

D. All of the above.

READING SKILL TEST
(POST-TEST)

Direction :

1. Read the text carefully then answer the question.
2. Do the test in 50 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text bellow and choose the correct answer based on the text.

The text question for number 1-10

On Saturday morning, I woke up early to go hiking with my friends. We met at the park at 07.00 am and started our hike up the mountain. The hike was challenging, but the views from the top were amazing. We could see for miles in very direction. After we took some pictures, we started our hike back down. We were all tired, but we had a greatt time.

1. What was the main point the text?
   A. To describe the beauty of mountain.
   B. To explain how to hike up a mountain.
   C. To tell a story about a hiking trip.
   D. To give advice on how to stay safe while hiking.

2. What was the author's character like
   A. Adventurous and outgoing.
   B. Shy and reserved.
   C. Intelligent and studious.
   D. Creative and artistic.

3. What is the antonym of the word "challenging"?
   A. Easy
   B. Difficult
   C. Fun
   D. Boring

4. What is the synonym of the word "amazing"?

    A. Terrible

    B. Beautiful

    C. Boring

    D. Average

5. Which of the following is NOT a fact from the text?

    A. The author went hiking with friends.

    B. The hike was easy.

    C. The author took pictures at the top of the mountain.

    D. The author was tired after hike.

6. What was the general order of events in the story?

    A. The author woke up, went hiking, took pictures, and then went home.

    B. The author woke up, went home, took pictures, and then went hiking.

    C. The author went hiking, took pictures, went hiking, and then woke up.

    D. The author went home, took pictures, went hiking, and then woke up.

7. What was the climax of the story?

    A. When the author woke up.

    B. When the author started hiking.

    C. When the author reached the top of the mountain

    D. When the author finished the hike.

8. What was the resolution of the story?

    A. The author was tired but happy.

    B. The author decided to never go hiking again.

    C. The author realized that hiking was not for them.

    D. The author decided to go hiking again soon.

9. What was the setting of the story?

    A. A park

    B. A mountain

    C. A city

    D. A forest

10. What was the author's purpose in writing the next?

   A. To inform

   B. To persuade

   C. To entertain

   D. To express feelings

The text question for number 11-20

Last summer, I went on a camping trip with my family. We packed up the car and drove to a campsite in the mountains. We set up our tent and then went for a hike. We saw a lot of beautiful sceneray, including a waterfall and a lake. We also saw sone wildlife, such as deer and squirrels. After our hike, we cooked dinner over the campfire and then roasted marhsmallows. We had a lot of fun on our camping trip and i can't wait to go again next year.

11. What is the main point of the story?

   A. The author went a camping trip with their family.

   B. The author saw beautiful scenary on their camping trip.

   C. The author saw wildlife on their camping trip.

   D. The author cooked diner over the campfire on their camping trip.

12. What is the author's personality like?

   A. They are adventurous and enjoy spending time outdoors.

   B. They are shy and prefer to stay indoors.

   C. They are mean and selfish.

   D. They are lazy and un motivated.

13. What is the opposite of 'adventurous"?

   A. Cautious

   B. Happy

   C. Sad

   D. Angry

14. What is a synonym for "beautiful"?

   A. Terrible

   B. Boring

C. Amazing

D. Sad

15. Is it a fact or opinion that the author went on a camping trip?

   A. Fact

   B. Opinion

   C. Argument

   D. Suggestion

16. What is the general sequence of events in the story?

   A. The author went camping, saw scenery and wildlife, cooked dinner, and then roasted marshmallows.

   B. The author roasted marshmallows, cooked dinner, saw scenary and wildlife, and then went camping.

   C. The author saw scenary and wildlife, roasted marshmallows, cooked dinner, and then went camping.

   D. The author went camping, cooked dinner, roasted marhsmallows, and then saw scenary and wildlife.

17. Who is the main character in th story?

   A. The author

   B. The author's family

   C. The scenery

   D. The wildlife

18. What is the setting of the story?

   A. The author's home

   B. A campsite in the mountains

   C. A forest

   D. A castle

19. What is the problem that the author faces in the story?

   A. They are lost in the mountains.

   B. They don't have enough food.

   C. They are scared of the wildlife.

   D. They are bored.

20. How find their way back to the campsite.

    A. They their way back to the campsite

    B.They find more food.

    C. They make friends with the wildlife.

    D. They find something to do to

Key Answer Pre-test and Post Test

No.	Pre-test	Post-test
1.	C	C
2.	C	A
3.	A	A
4.	C	B
5.	A	B
6.	A	A
7.	B	C
8.	A	A
9.	A	B
10	C	C
11.	D	A
12.	C	A
13.	A	A
14.	D	C
15.	D	A
16.	A	A
17.	B	A
18.	A	B
19.	B	B
20.	D	D

DAFTAR HADIR SISWA
KELAS 8D

No.	Nama Siswa	Tanda Tangan	
1	Aliya Zahira Putri Yanda	1.	
2	Andrea Pratama		2.
3	Aura Sehtaubah	3.	
4	Bernada Aulla		4.
5	Catur Dian Utomo	5.	
6	Delfian Fadri Nugroho		6.
7	Desta Purvana	7.	
8	Dewi Permata Sari		8.
9	Efan Saputra	9.	
10	Elma Nadia Aurani		10.
11	Faiz Arifin	11.	
12	Gusti Nyoman Suari		12.
13	Hafidz	13.	
14	Imelda Febriani		14.
15	Indah Huza	15.	
16	Kadek Puralwa		16.
17	Mira Saputri	17.	
18	M. Farhan Iskhaq		18.
19	M. Kevin Ansori	19.	
20	M. Relvansyah		20.
21	Ni Wayan Smta Dwi Saraswati	21.	
22	Olivia Violena		22.
23	Prayoga	23.	
24	Putri Salsabila		24.
25	Reno Bayu Saputra	25.	
26	Rifo Susandi		26.
27	Seri Ramadani	27.	
28	Setia Ningsih		28.
29	Vavel Aldi Leo Pratama	29.	
30	Zaskra Nabila Putri		30.

DAFTAR HADIR SISWA

KELAS 8E

No.	Nama Siswa	Tanda Tangan	
1	Aliza Dinda Octaviani	1.	2.
2	Andika Dwi Prayoga		
3	Anisatul Latifah	3.	4.
4	Arlean Adi Irfansyah		
5	Ayu Shifa Ramadhani	5.	6.
6	Chandra Prasetra		
7	Dandi Lami Saputra	7.	8.
8	Dian Amdia		
9	Endang Setiawati	9.	10.
10	Firhan Supardi		
11	Hangki Nur Faisal	11.	12.
12	Iqbal Syahroni		
13	Jelita Cahya Aisira Rahmadani	13.	14.
14	Kadek Saputra		
15	Komang Sutopo Wangi	15.	16.
16	Liliyana Lestari		
17	Mita Nuri Fadhila	17.	18.
18	Muhammad Iqbal H.		
19	Muhammad Rifai	19.	20.
20	Nandar Pamukti		
21	Ni Made Nindi Adelia	21.	22.
22	Ni Wayan Venia Putri		
23	Putri Setiani	23.	24.
24	Putu Reno Budiana		
25	Ramadani	25.	26.
26	Risqy Febriana		
27	Salwa Aulia Istikomah	27.	28.
28	Sabrina Putri Ramadhani		
29	Vira Oktavia	29.	30.
30	Wayan Endra Saputra		

ANSWER SHEET OF POST-TEST

NAME : Aliya Zahra Putri Yanda

CLASS : 8D

PLEASE GIVE THE CROSS (X0 TO THE CORRECT ANSWER!

1	A	B	C(X)	D
2	A(X)	B	C	D
3	A(X)	B	C	D
4	A	B(X)	C	D
5	A	B(X)	C	D
6	A(X)	B	C	D
7	A	B	C(X)	D
8	A(X)	B	C	D
9	A	B(X)	C	D
10	A	B	C(X)	D

11	A(X)	B	C	D
12	A(X)	B	C	D
13	A(X)	B	C	D
14	A	B	C(X)	D
15	A	B	C	D(X)
16	A(X)	B	C	D
17	A(X)	B	C	D
18	A	B(X)	C	D
19	A	B(X)	C	D
20	A	B	C	D(X)

ANSWER SHEET OF PRE-TEST

NAME : Dawi Pamella Sari

CLASS : 8D

PLEASE GIVE THE CROSS (X0 TO THE CORRECT ANSWER!

1	A	B	C(X)	D
2	A	B(X)	C	D
3	A(X)	B	C	D
4	A(X)	B	C	D
5	A(X)	B	C	D
6	A	B	C(X)	D
7	A	B(X)	C	D
8	A(X)	B	C	D
9	A(X)	B	C	D
10	A	B	C(X)	D

11	A	B	C	D(X)
12	A	B	C(X)	D
13	A(X)	B	C	D
14	A	B	C	D(X)
15	A	B	C	D(X)
16	A	B(X)	C	D
17	A	B	C(X)	D
18	A(X)	B	C	D
19	A(X)	B	C	D
20	A	B	C	D(X)

ANSWER SHEET OF POST-TEST

NAME : Risay Febriann

CLASS : 8E

PLEASE GIVE THE CROSS (X0 TO THE CORRECT ANSWER!

1	A	B	C(X)	D
2	A(X)	B	C	D
3	A(X)	B	C	D
4	A	B(X)	C	D
5	A	B(X)	C	D
6	A	B	C(X)	D
7	A	B	C(X)	D
8	A(X)	B	C	D
9	A(X)	B	C	D
10	A	B	C(X)	D

11	A(X)	B	C	D
12	A(X)	B	C	D
13	A	B(X)	C	D
14	A	B	C(X)	D
15	A(X)	B	C	D
16	A(X)	B	C	D
17	A(X)	B	C	D
18	A(X)	B(X)	C	D
19	A	B(X)	C	D
20	A	B(X)	C	D

ANSWER SHEET OF PRE-TEST

NAME : Sabrina Putri Ramadhani

CLASS : 8E

PLEASE GIVE THE CROSS (X0 TO THE CORRECT ANSWER!

1	A	B(X)	C	D
2	A	B	C(X)	D
3	A	B(X)	C	D
4	A	B	C(X)	D
5	A	B	C(X)	D
6	A(X)	B	C	D
7	A	B(X)	C	D
8	A(X)	B	C	D
9	A	B	C	D(X)
10	A	B	C(X)	D

11	A	B	C	D(X)
12	A(X)	B	C	D
13	A	B(X)	C	D
14	A	B	C	D(X)
15	A(X)	B	C	D
16	A(X)	B	C	D
17	A	B(X)	C	D
18	A(X)	B	C	D
19	A(X)	B	C	D
20	A	B	C	D(X)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*. tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2280/In.28/J/TL.01/05/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,·
Kepala Sekolah SMP NEGERI 2
BANDAR MATARAM
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ERDILA SURYANI**
NPM	:	2001050012
Semester	:	6 (Enam)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

untuk melakukan prasurvey di SMP NEGERI 2 BANDAR MATARAM, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 2 BANDAR MATARAM
Alamat : Jl. Mataram Jaya No.2 , Kec. Bandar Mataram, Lampung Tengah 34169
NSS: 201120218154. NPSN: 10801882. Email: smpn2bm@gmail.com. Terakreditasi B

SURAT KETERANGAN

Nomor   : 420/120/03.C.18/D.1/2023
Lampiran   : -
Perihal   : Balasan Permohonan Izin Prasurvei

Kepada Yth:
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
    di Tempat

Dengan Hormat,

Sehubungan dengan surat tanggal 16 Mei 2023, Nomor: B-2280/In.28/J/TL.01/05/2023 perihal pemohonan izin prasurvey untuk penyusunan skripsi atas nama Erdila Suryani dengan judul *"The Influence of Annotation Strategy on Reading Skill of the Eighth Graders of SMP Negeri 2 Bandar Mataram Central Lampung"*.

Kami sampaikan beberapa hal:

1. Pada dasarnya kami tidak keberatan, maka kami mengizinkan pelaksanaan prasurvey tersebut di SMP Negeri 2 Bandar Mataram
2. Izin Prasurvei diperlukan untuk keperluan akademik
3. Waktu pengambilan data harus dilakukan dihari kerja

Demikian surat balasan dari kami, atas perhatian kami ucapkan terima kasih

Bandar Mataram, 22 Mei 2023
Kepala UPTD Satuan Pendidikan
SMP Negeri 2 Bandar Mataram

I NENGAH SUHARTANA, M.Pd
NIP. 197407132006041008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296, *Website*. www.tarbiyah.metrouniv.ac.id, *e-mail*. tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1368/In.28/D.1/TL.00/02/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2 BANDAR
MATARAM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1367/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama   : **ERDILA SURYANI**
NPM   : 2001050012
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 2 BANDAR MATARAM bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 BANDAR MATARAM, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Februari 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 2 BANDAR MATARAM
Alamat : Jl. Mataram Jaya No.2 , Kec. Bandar Mataram, Lampung Tengah 34169
NSS: 201120218154. NPSN: 10801882. Email: smpn2bm@gmail.com. Terakreditasi B

Nomor   : 420/137/03.C.18/D.1/2024
Lampiran   : -
Perihal   : Balasan Izin Research

Kepada Yth:
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
di Tempat

Dengan Hormat,
Sehubungan dengan surat tanggal 27 Februari 2024, Nomor: B-1368/In.28/D.1/TL.00/02/2024 perihal research/survey Mahasiswa:

Nama   : **ERDILA SURYANI**
NPM   : 2001050012
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro bahwa Mahasiswa tersebut diatas telah mengadakan research/survey di SMP Negeri 2 Bandar Mataram dalam rangka menyelesaikan Tugas Akhir/Skripsi Mahasiswa yang bersangkutan dengan judul *"The Influence of Annotation Strategy on Reading Skill of the Eighth Graders of SMP Negeri 2 Bandar Mataram Central Lampung"*.

Demikian surat balasan dari kami, atas perhatiannya kami mengucapkan terima kasih

Bandar Mataram, 23 Maret 2024
Kepala UPTD Satuan Pendidikan
SMP Negeri 2 Bandar Mataram

I NENGAH SUHARTANA, S.Pd, M.Pd
NIP 197407132006041008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Erdila Suryani
NPM : 2001050012

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 09 Juni 2023	Drs. Kuryni, M.Pd	Bimbingan BAB I (ACC BAB I)	
2.	Senin, 16 Oktober 2023	Drs. Kuryani, M.Pd	Bimbingan BAB II Revisi 1. Menambahkan Concept of Reading Skill 2. Mencari Teori of Reading Skill 3. Mencari Rubric of Reading Skill Assesment 4. Menambahkan Advantage and disadvantage	
3.	Jumat, 24 November 2023	Drs. Kuryani, M.Pd	Bimbingan revisi BAB II Dan ACC BAB II	
4.	Jumat, 15 Desember 2023	Drs. Kuryani, M.Pd	Bimbingan Bab 3 Revisi 1. Menambahkan Definis Operasional variabel a. Cara Ukur (observasi) b. alat ukur c. Ukur →1-5 (test) d. Indikator (teori Bab 2 (skops) 2. Sampling technique menggunakan purposive cluster sampling 3. Test → bisi tesi Test - observasi → List of Observ. - Documentation →b List of Doc.	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur M.Pd. B.I
NIP. 19880808 201503 1 006

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Erdila Suryani
NPM : 2001050012

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 20/12/2023	Drs. Kuryani, M.Pd	BAB 3 (ACC BAB 3) Acc Seminar	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG, written by: Erdila Suryani, Student Number: 2001050012, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, January 25th 2024 at 09.30 - 11.00 WIB.

BOARD OF EXAMINERS

Chairperson   : Drs Kuryani, M.Pd   (.................................)

Examiner I   : Dr. Umi Yawisah, M.Hum   (.................................)

Examiner II   : Aisyah Sunarwan, M.Pd   (.................................)

Secretary   : Lenny Setyana, M.Pd   (.................................)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
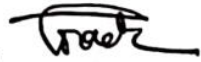Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1367/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **ERDILA SURYANI**
NPM   : 2001050012
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP NEGERI 2 BANDAR MATARAM, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 27 Februari 2024

Mengetahui,
Pejabat Setempat

SUHARTANA, S.Pd, M.Pd
NIP. 197007132006041008

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimill (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor   :

Lampiran :

Perihal   : Mohon di seminarkan Proposal
                Erdila Suryani

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Nama   : Erdila Suryani

NPM   : 2001050012

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

      Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.
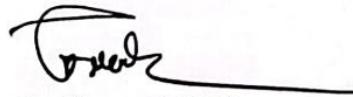
Wassalamu'alaikum Wr. Wb

Mengetahui,
Ketua Prodi Tadris Bahasa Inggris

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Metro,   January 2024
Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Name	: Erdila Suryani
Students Number	: 2001050012
Department	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty
Title	: THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Mengetahui,
Ketua Prodi Tadris Bahasa Inggris

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Metro,   January 2024
Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar**
             Erdila Suryani

To:
The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of the State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

     We have given guidance and enough improvement to research proposal script which is written by:

Name   : Erdila Suryani

Students Number   : 2001050012

Department   : English Education

Faculty   : Tarbiyah and Teacher Training Faculty

Title   : THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

     It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Department,

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Metro,   January 2024
Sponsor,

Drs Kuryani, M.Pd
NIP. 19620215 199503 1 001

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INSTITUT AGAMA ISLAM NEGERI METRO
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Nama	:	**ERDILA SURYANI**
NPM	:	2001050012
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF ANNOTATION STRATEGY ON READING SKILL OF THE EIGHTH GRADERS OF SMP NEGERI 2 BANDAR MATARAM CENTRAL LAMPUNG

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2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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Metro, 27 Februari 2024
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Dr. Much Deiniatur M.Pd.B.I.
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Dosen Pembimbing

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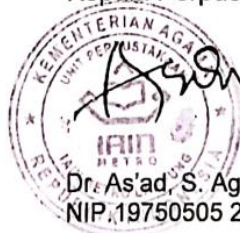
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CURRICULUM VITAE

The researcher was born in the village of Sendang Agung, Kecamatan Bandar Mataram, Kabupaten Lampung Tengah, Provinsi Lampung on April 22, 2002, the only daughter of the couple Mr. Giyatno and Mrs. Yatmini. The Researcher has the first school at TK 17 Agustus and finished it in 2008, and joined in the Elementary School at SD N 2 Sendang Agung and ended in 2014, then she continued her study at SMP N 2 Bandar Mataram and finished it in 2017, The researcher then studies at SMA N 1 Seputih Mataram and completed it in 2020. She studied at State Institute Islamic Studies of Metro, Focussing on English Education Department in 2020.