

**AN ANALYSIS OF STUDENTS' STRATEGY IN USING ANNOTATED
IDEA IN WRITING DISCUSSION ESSAY : A STUDY AT ENGLISH
DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

*Submitted as a partial fulfillment of the requirements for the strata one (S1)
degree*

THESIS



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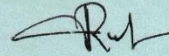
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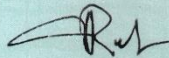


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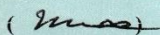
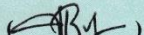

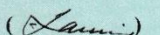
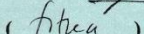
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ABSTRAK

Fatimah, Muthia Sari. 2017. “An Analysis of Students’ Strategy in Using Annotated Idea in Writing Discussion Essay: A Study at English Department of Universitas Negeri Padang”. Skripsi. Padang: Universitas Negeri Padang

Penelitian ini bertujuan untuk menemukan cara siswa menganotasi teks yang dibaca untuk mengambil ide, strategi apa yang digunakan dan paling banyak digunakan oleh mahasiswa Bahasa Inggris untuk menyertakan ide anotasi yang mereka dapatkan dari membaca sumber untuk menulis esai *discussion*. Desain penelitian ini adalah penelitian deskriptif. Populasi penelitian adalah mahasiswa tahun dua jurusan Bahasa Inggris prodi Pendidikan yang berjumlah 96 orang, yang terbagi dalam 4 kelas; K1,K2,K3 dan K4. Sampel penelitian didapatkan dengan menggunakan metode *cluster sampling* dimana peneliti mengambil satu kelas sebagai sampel penelitian, yaitu mahasiswa kelas K2 yang berjumlah 24 orang. Data penelitian ini dikumpulkan dengan memberikan tes anotasi atau pengambilan ide dan tes menulis esai *Discussion*. Dari hasil penelitian ini dapat disimpulkan bahwa cara anotasi yang digunakan adalah *Menandai*, *Menyoroti* dan *Menulis di Pinggiran*. Tidak ada mahasiswa yang menggunakan cara anotasi yang menggunakan *Sticky Note*. Kemudian, ditemukan strategi yang digunakan oleh mahasiswa adalah *Mengutip* dan *Parafrase* untuk menggunakan ide anotasi yang mereka dapat dalam membaca dan digunakan untuk pendukung ide siswa dalam menulis. Tidak ada satu pun mahasiswa yang menggunakan strategi *Menyimpulkan*. Dari kedua strategi yang digunakan, peneliti juga menemukan strategi yang paling banyak digunakan adalah strategi *Mengutip* yaitu 25%.

Kata Kunci: *cara anotasi, ide anotasi, menulis, esai discussion, menandai, menyoroti, menulis di pinggiran, menggunakan sticky note, strategi ,mengutip, parafrase, menyimpulkan.*

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The last, it is hoped that this thesis will be useful for readers, especially for the English teachers, lecturers and researchers.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of communication ways besides speaking. Through writing, people can share ideas, information and opinion. In addition, writing is important to be mastered by all of students in every educational stage. In higher educational level, especially university, it is one of main activities that students always do during the day of lecturing, such as taking some notes and making assignments. Also, writing also takes an important part in students' future life after graduating like taking a job after graduating.

In language learning, writing subject is divided into several levels. At English department of Universitas Negeri Padang, writing subject has five levels according to the current curriculum. It is divided into essay writing, academic writing, article writing, and paper and thesis writing. Different stages or levels help students to improve their writing ability from simple writing to complex writing. The writing subject starts from how to write a paragraph. It may be similar to high school's writing. After the students can write a good paragraph, they will continue to construct coherent paragraphs into an essay which contains many paragraphs. Then, they will learn about academic writing, which lead them into the final requirement for graduation. Next, they learn about how to share their ideas through writing an article. Finally, they learn how to make a thesis or paper which will be their final project to finish their study in Strata one degree.

In each stage or level, lecturer will give strategy to students to make them understand how to write easier. The strategy can be the strategy for the writing itself or it can be the integration of writing with other skills such as reading strategy used in writing. In addition, the strategy which lecturer give to the students is usually used in each process of writing.

Although students use the strategy which lecture give in each stage of writing, they still face a problem. Based on the researcher experience as English student, the biggest problem in writing is within the planning stage. It is because of difficulty in finding an idea in the planning process, and it affects the following stages. In the planning process, students must search an idea to be written as an essay; consequently, they must read a lot of source texts. They can get them from journals or articles or book chapters. In summary, the problem is that they cannot find the main ideas of the source text which will be transferred in their writing. It is because they can not understand the text they read, and it will affect their writing.

The problem also come because of students' habit which do not like reading activity. On the other hand, it says as the lackness of reading interest. As stated in Replika online newspaper (2015) that UNESCO already seeked for Indonesian reading interest in 2012, and the result was 0,001%. It means in 1000 people only one person has high interest in reading. Fortunately, in 2016, Kompas newspaper also stated the news about Indonesian reading interest. The result rose in 25,1 %, but it is still in the below category. If it compares to the European or other Asia's country, Indonesian reading interest is still low. Because of students' habit, it is

indirectly effected the students. The students are hard to understand the material and write something.

For overcoming this habit, In teaching writing, the lecturer already gives many strategies, especially, in planning process. One of them is annotation strategy which is commonly used in reading. The lecturer gives this strategy to the students to help them understand the text that they read, and the students use the annotation strategy to take necessary ideas from the sources. Actually, the lecturer does not say the term “Annotation” in the classroom explicitly, but the process of taking an idea that lecturer explains in the classroom is called “Annotation”. After taking an idea, the lecturer usually asks the students to write it as an essay. Here comes a problem, when they start to write, they cannot recall the ideas which have been collected from reading. Sometimes, they do not transfer the ideas they acquire from reading to their writing. They only put some personal opinions without evidence. Based on the researcher's experience, those happen because students cannot recall and create some ways to explain the ideas that they have read before they write an essay. On the other hand, students are lack of the idea how to use the annotated ideas in their writing.

In order to transfer the annotated idea, Refnaldi (2013:40) stated that “...there are Quotation, Summary and Paraphrase strategy”. Based on preliminary research, students rarely to use those strategy in writing an essay. Look at this phenomenon, researcher is curious about english students which are already learned about those strategy, if they do the same to use the strategy rarely or they do not use strategy

in writing. Also, researcher is curious about dominant strategy used by English students in writing an essay.

The genre of essay which the researcher chose is discussion essay. The writer chose it because this type of essay contains two points of view, pros and cons about an issue. To write the pro and con arguments here, students should search the sources. It can be taken from article or other texts relevant with the topic. In reality, based on the researcher's experience, contain of discussion essay was only from mind. Even, the students already read related articles, journals and books. The idea still cannot come up. When students use the annotated idea, it seems like plagiarism in their discussion essay. As a result, their discussion essays are lack of ideas, and the pro and con points in the essay are not clearly stated and elaborated. That's why, discussion essay was chosen as the genre of essay in this research.

Based on the problems above, the researcher is interested in analyzing students' strategy in using annotated idea in their writing. Whether, they include the idea of the source text which they read before writing discussion essay, or they do the plagiarism because of lackness idea to use the annotated idea. The researcher chooses second year students of English Department because they have already learned about writing an essay. Later on, they will write academic writing which needs more reading and annotated ideas from what have been read. The important thing from annotation is the students can write an essay easily without having difficulties in finding or developing ideas to write. They can use the idea which they get through annotating the source text into their writing to support their idea or to open their discussion in an essay. Therefore, the researcher will

analyze what the strategy which students use to transfer the annotated ideas into their writing discussion essay.

B. Identification of the Problem

Based on background, there were two possible problems that could be identified. First, students annotated many ideas without using the way of annotations. Therefore, students would be hard to find the idea, and they should read whole source text again before writing an essay. Second, students did not know how to use annotated idea, so the strategy would not be in various way. Thus, this research analyzed about students' strategy in using annotated idea in their discussion essay.

C. Limitation of the Problem

Based on the identification of the problem, this research was limited to the analysis of students' way in annotating idea and students' strategy in using annotated idea in their discussion essay. The researcher wanted to find out how students annotated the idea and how they used the idea in their discussion essay, Then, the researcher also found out the dominant way in annotating idea and dominant strategy used by the students to transfer annotated idea into their discussion essay.

D. Formulation of the Problem

Based on what has been described, the problem of the research was formulated as follows: "How do the second year English students annotating idea?", "What are the strategy used by the second year English students in using annotated idea in writing discussion essay?", "What is the dominant annotation's

way used by the second year English students in annotating idea?” and “What strategy is dominantly used by the second year English students in using annotated idea in writing discussion idea?”

E. Research Questions

Based on the formulation above, there were some research questions as follow:

1. How do the second year English students annotating idea?
2. What are the strategies used by the second year English students in using annotated idea in writing discussion essay?
3. What is the dominant annotation’s way used by the second year English students in annotating idea?
4. What strategy is dominantly used by the second year English students in using annotated idea in writing discussion essay?

F. Purpose of the Research

Based on the research questions given above, the purposes of this research were:

- 1) To know how students annotating idea.
- 2) To know what strategy are used by students in using annotated idea into their discussion essay.
- 3) To know the dominant annotation’s way used by students in annotating idea.
- 4) To know the dominant strategy used in students’ discussion essay to transfer annotated idea.

G. Significance of the Research

Practically, the result of the research would enrich information about students' strategy in using annotated ideas into their writing discussion essay, whether the students use many strategies in writing an essay or not. Moreover, result of the research would show whether annotation would help students in adding idea to write a discussion essay. Then, theoretically, this result of research could include annotation as one of material in the syllabus of essay writing in the next semester. Since, Annotation was taught implicitly in the class, and the students did not know term of annotation. Last but not least, it could be hoped that this research could be a reference for the further research.

H. Definition of the Key Terms

Here are the definitions of the key terms which are used in the thesis in order to help the readers understand about the research. The terms are as follows:

1. Annotation is the strategy of taking an idea from a text while reading a text, whether in marking, highlighting, using sticky note or writing in the margin.
2. Discussion Essay is a genre of essay which presents at least two points of view about an issue.
3. Quotation is an exact reproduction of another speaker's or writer's words.
4. Paraphrase is restatement of someone else's ideas entirely in own words.
5. Summary is a brief restatement of the main points from someone's idea.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Writing can not be separated from the reading. Without reading, students will lack of idea in writing. This statement is supported by many experts and researcher. The students can take the idea from the source text which they read before writing something. The idea which they take is called annotated idea. Then, the way which they do to take idea is called annotation. However, the student did not know about the term of annotation; it was taught implicitly.

In this research, researcher wanted to find students' annotation way because they did not know how to annotate the idea in a good way. Then, the result was many of students used marking code, underline, to annotate the text. Even though, there are many codes that students can use to take idea from source text. That's why, teaching annotation should be explicitly to help students. In addition, the others way of annotation were complicated to use for the students. That why, students' dominantly used marking way as their annotation way.

The most important thing after student get the annotated idea, the students can use the annotated idea to write. This is for helping them in writing. However, the problem also come up. The students can not include the annotated idea to their writing in properly way. For English Department students, they already learned the way to include the annotated idea in their writing.

However, the results showed the contrast. Even the students already learned about how to use other idea in writing discussion essay, many of students did not used the strategy, and their discussion essay became plagiarism essay. Then, for several students, the strategy that they used to include the annotated idea were three strategies. There were quotation, paraphrase, and those strategies used. Unfortunately, there was no students used summary strategy. Then, the dominant strategy used was quotation strategy. It was because this is the simple strategy which student can use without changed the words, and it can avoid the plagiarism. Students did not use summary in transferring annotated idea in their discussion essay, maybe it was because summary was complicated to use in transferring annotated idea in writing discussion essay.

Look at the discussion before, it can be concluded almost all students did not understand about using the strategy in writing the discussion essay. They need more explanation and practice to make them get used to use the strategy. Therefore, the students will avoid the plagiarism issue in the future. Also, the number of plagiarism case will decrease.

To sum up, this research wanted to know about students' annotation way and strategy in using the annotated idea. Then, this research results already answered the researcher's question. The problem can be fixed together; lecturer and students, but the most affected is the students itself. Lecturer only can give explanation and other treatment to make the students get used to use the annotation way and the strategy to transfer the annotated idea.

D. Suggestion

From the finding and discussion in this research, there were two strategies that students used to include annotated idea in writing discussion essay. Actually, there are three strategies to include the annotated idea. However, many of the students did not use the strategy to transfer the annotated idea. Then, the student who used the strategy, the researcher found some problems in their discussion essay. So, the researcher would like to suggest to;

1. For lecturers

Lecturers could include annotation material in writing subject. The annotation materials also should include how to use it in writing an essay or an article. Specifically, lecturer could teach the three strategies to include the annotated idea in writing, Teaching material also include the way how to use them in grammatically, and the way the students should attach the source of the annotated idea.

2. For students

Students should pay attention to lecturer's explanation about the three strategies in order to understand. Then, students should be brave to use the strategy to include the annotated idea to avoid the plagiarism and support the students' argument. If students are brave to use the strategy, their essay become stronger than before.

3. For next researcher

In this research already found the strategy that students used to include annotated idea in writing discussion essay. Then, the researcher also found

some problems in students' discussion essay and how they used those strategy. Researcher hope that the findings in this research can be useful for the next research in the future.

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