THE EFFECT OF TEACHING STRATEGIES AND SEL-EFFICACY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

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ABSTRACT

The objective of this experimental research were to find out whether: (1) The students' achievement in reading comprehension taught by using Annotation strategy was higher than that taught by using Compensation strategy, (2) the students' achievement in reading comprehension with high self-efficacy was higher than that low self-efficacy, and (3) there was interaction between teaching strategies and self-efficacy on the students' achievement in reading comprehension. The population of this research was the students in grade IX of SMP Negeri 18 Medan of 2016/2017 academic year. There were 52 students as samples of this research by applying cluster random sampling technique. The instruments of this research were reading comprehension test and questionaire sheet. The data were analyzed using ANOVA at the level of significant $\alpha = 0.05$. The result of the data analysis proved that: (1) the students' achievement in reading comprehension taught by using Annotation strategy was higher than that taught by using Compensation strategy, with F_{obs} (66.73) > F_{tab} (4.10), (2) the students' achievement in reading comprehension with high self-efficacy was higher than that with low self-efficacy, with F_{obs} (94.83) > F_{tab} (4.10), (3) there was interaction between teaching strategies and self-efficacy, with F_{obs} (11.29) > F_{tab} (4.10).

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INTRODUCTION

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding (Brassell and Rasinski : 2008).

Reading comprehension plays an important role for students to get information from what the writer conveyed through the text and use the information to enrich their knowledge and to improve their intellectual ability. It is very important because for getting information from what the writer conveyed through a text.

Reading plays a particularly important role in education. Many tasks and problems in learning can be solved by reading. Therefore, Indonesia education system demand a lot of reading in the process of learning. In Indonesia, the curricullum of 2006 namely Educational Level - Oriented Curriculum (KTSP - 2006) states that every junior high school students should be able to communicate both orally or in written form at the end of their course with various types of genres such as descriptive, narrative, procedure, recount and report text (Depdiknas, 2006).

Although reading comprehension is very important, but reading is not easy thing to do for the students. Students strugle in responding or transforming the information in written text. Many students can read out loud the text with the appropriate pronunciation but they do not know what they are reading about. It is not easy to make the students are interested to the text moreover they do not know how to read well. More teachers just focus on teaching reading not understanding, as the consequence, the students seem hard to comprehend the reading text.

The reality in happened in teaching learning process that almost all the teachers did not teach reading well. The teachers let their students read the by themselves and directly asked them to answer the questions given without giving certain strategy in comprehending the text. As the result, the students tend to have poor reading skill and habits in comprehending the text. The students do not know the technique to understand the reading material easily and the lack of vocabulary so the students feel bored when they are studying reading. Besides that, the teachers do not use background knowledge to activate their students' schemata about what they are going to learn, the teacher take the major role to explain everything while the students' role only listen to their teachers explanation. The consequences of these condition can be shown from their achievement in reading that most of them cannot get the minimum passing grade (KKM= Kriteria Ketuntasan Minimal) that is 75 in their daily examination which is done in every month. This is actually the phenomenon teacher faced in the class in SMP Negeri 18 Medan. The achievement of IX grade level studentst in language learning in the academic year 2015/2016 could be seen in table 1.1.

Table 1.1 Students' Acievement in Reading Comprehension of IX Grade Level Students of SMP Negeri 18 Medan 2015/2016

Semester	Means of students' achievement in language learning			
	Reading	Speaking	Listening	Writing
I	65	70	65	60
II	70	72	72	70

As long as the academic year 2015-2016, it is found that the average score of students' achievement in reading comprehension in the first semester on 2015/2016 of school year is 65 and the second semester on 2015/2016 of school year is 70 whereas the completeness scores of students' achievement in reading comprehension is 75. It means that the students' achievement in reading is still under Minimal Passing Grade Criteria (*Kriteria Ketuntasan Minimal*: KKM)

In addition reading comprehension test is one of the dominant test in English national examination. At 2015, there were 36 test items of reading comprehension from 50 of total items of the test or 72 % of all the test. And at 2016, there were 40 test items of reading comprehension from 50 of total items of the test or 80 % of all the test.

Knowing the students' ability in comprehending the text is less, it becomes a difficult situation for the students to answer the test in the national examination. The students' achievement in English national examination at 2015 and 2016 could be seen in table 1.2.

Table 1.2
Students' Achievement in English Examination 2016

Academic Year	Highest Score	Lowest Score
2015/2016	98.00	24.00

Based on the preliminary data above, the effort to obtain the comprehension toward the text, the teachers should use certain strategy which is suitable for the students and also to the teaching material material in this case reading text.

In enhancing reading comprehension, the students need to learn and apply particular strategies for reading so that they can be actively engaged in the text and get the meaning of the text so that they can overcome their lack desire of reading comprehension. There are many kinds of strategies can be used in enhancing students' reading comprehension. In terms of this problems, the researcher is interested in comparing two kinds of reading strategy instructions namely Annotation Strategy and Compensation Strategy.

Annotation strategy is reading strategy which could help the students to comprehend the text by marking the text to identitfy important information and record the reader's ideas in order to comprehend a difficult text (O' Donnel, 2004: 82). In this strategy the students "make" the dialogue to the text by recording the ideas that they have got from the text.

Another strategy that can be applied in teaching reading is Compensation strategy. Oxford (2003 : 13) stated that compensation strategy help the learner make up for missing knowledge by guessing from the context in listening and reading.

The researcher is interested in these kinds of reading strategies under the consideration that Annotation strategy will provide strategy in which the students comprehend the text by marking the important information they needed and recording their idea of the text by using their own words. Their comprehending of the text tends to accurately as what the text it is. In contrary, the Compensation strategy provides strategies in which the students comprehend the using context clues to guess the meaning of certain words. This strategy make the students to think more before comprehend the text.

Finding the suitable strategies in teaching learning process is not enough. Guthrie (2004:56,57) stated that there must be serious attention from the teacher to know the students' internal factors to read and to activate their motivation. One of the students' internal factors is self-efficacy.

Self-efficacy is the belief and confidence that people have about their capability to accomplish meaningful task and produced a desired result in academic setting (Bandura, 1997). By knowing the students' self-efficacy, the teacher can exercise their students to control over events that are likely to affect their lives. Students with high self-efficacy are more engaged and motivated than students with low self-efficacy in learning, especially in reading comprehension.

Based on the students' capabilities, the students are hoped to do the task that their teacher give eagerly. That why it is needed to know the influence of self-efficacy for the students in learning English in this case reading comprehension.

Therefore, in this study the researcher is intersted to conduct a research about the effect of teaching strategies (Annotation strategy and Compensation strategy) and self-efficacy on students' achievement in reading comprehension at SMP Negeri 18 Medan where the researcher teaches English.

RESEARCH METHOD

This study was conducted by using an experimental research design with pre-test and post test. The design was applied in order to investigate the effect of teaching strategy instructions and self- efficacy on the students' reading comprehension.

FINDINGS AND DISCUSSIONS

Students' Achievement in Reading Comprehension that was Taught by using Annotation is higher than by using Compensation

The research findings from data analysis showed that both Annotation and Compensation strategy have significant effect on students' achievement in reading comprehension. It can be seen by the total mean both of the reading strategies; it shows that the students taught by using Annotation have higher achievement than students taught by using Compensation strategy. It is because the Annotation strategy requires the readers to write in the margin of the text as they are reading. O'Donell (2004:82) said that by using annotation strategy, the readers identify important information and records the readers' idea in order to comprehend a difficult text by marking the text. In addition, Holschuh and Aultman (2009:134) said that there are variety of marking techniques in annotation that range from underlining and highlighting words and passages to writing notes, questions, comments, inferences, examples and opinions in the margins of the text

The using of various teaching strategy is very important for students, it also occurs in teaching reading. Teachers should have an effort to implement many strategies in teaching in order to see the ability and the comprehension of the students. Reading comprehension resulted when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Annotation and Compensation are two of strategies in reading and teaching reading. From the data result it concluded that Annotation is higher than Compensation. Annotation is an effective reading strategy that involves reading with a pencil or pen in hand to mark the important information and records the readers' idea in order to comprehend the text. By using this strategy, it helps student to concentrate. Otten (2013) states that by annotating readers can deliberately engage the author in conversation and questions, and stop to argue, pay a compliment, or clarify an important issue in order to maintain their concentrattion of what they are reading. Furthermore, Wesley (2001) stated that annotating makes identifying th author's most important points, recognizing how they fit together, and noting readers' response become easier.

Meanwhile, Probst (1988) stated that Annotating helps readers reach deeper level of engagement and promotes active reading. It makes the reader's "dialogue with the text" a visible record of the thoughts that emerge while making sense of the reading. The Annotation strategy leads to see the ability of the student in comprehending the text directly by "marking up" sections of text, either with a highlighter or underlining, and makes notes in the margin in his/her own words, to ensure understanding.

By using the Annotation's note, students automatically are able to flash back to the previously reading about something and relate to the new one. The note of the Annotation is also describes the students' ability in comprehending the text. If they have knowledge about something before, they answer the questions directly without to fill all the note of Annotation and it can help them not to waste the time. This strategy also helps them when they have their own textbook, and make them easy to interpret the content of the book itself.

In other side, the using of Compensation is also important as the strategy of reading. The process of Compensation strategy begins with guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge (Oxford, 2003, p. 13). In addition, Chang (2011, p. 202) states compensation strategy is compensating for knowledge gaps. They aim is to make up for a limited reper learners are confronted with unknown expressions, they make use of guessing strategies. Furthermore, Crux (1991) stated that Compensation strategy provided effective methods for processing information when thinking, remembering, storing and making sense of old and new information. Tricia (2006) designed compensation strategy theretically through guessing. The learner uses guessing based on partial knowledge of the target language. When a learner recognizes the wordw shovel, grass, mower, and lawn in a text, it could be be understood that the text is about gardening.

Compensation develop comprehension by activating students' background knowledge, having them survey understand title, and answer question. It helps student to compensate for a lack of appropriate vocabulary. For instance,if learners do not know the meaning of some new words in a text, they use the surrounding sentence and the context of the text to get the point or meaning.

From the previous explanation , empirically the achievement of students in reading comprehension is their ability to integrate the essence information from the text. However, based on the fact, both Annotation and Compensation strategies significantly affect students' achievement in reading comprehension.

Students' Achievement in Reading Comprehension with High self-Efficacy is higher than with Low Self-Efficacy

Self-efficacy is defined the belief that one is capable of performing in a certain manner to attain certain goals (Bandura, 1997). Self-efficacy gives effect to the students' achievement when the students' participate in the particular task. The more self-efficacy the students are, the better they comprehend the text. The result of F-test calculation shows that there is significant difference on achievement in reading comprehension between high and low self-efficacy students. The total mean indicates that the students' achievement with high self-efficacy is higher than students those have low self-efficacy. It is because the students with high self-efficacy are able to learn by themselves and tend

to be more active in learning, more enthusiastic with the tasks given by teacher, and never feel bored to retry in their attempt to achieve maximal result in reading comprehension.

In contrast, the students with low self-efficacy tend to be less strategic and more teacher-dependent. They involve less in the learning process, do not like challenging actions and teaching learning process that needs much thinking action. This condition can be observed directly during the teaching learning process. They are easier to get boring and lazy to think more in accomplish the tasks. As the result, they did not get good achievement in reading comprehension. That is why the students with high self-efficacy have higher achievement than the students with low self-efficacy. Thus, it is clear that the different level of students' self-efficacy affect the students' abilities in reading comprehension.

The Interaction between Teaching Strategies and Self-Efficacy on the Students' Achievement in Reading Comprehension

The result of Two Way ANOVA calculation indicates that there is an interaction between teaching strategies and self-efficacy on the students' achievement in reading comprehension. The result of research findings proof that teaching strategies and self-efficacy are two important things which influence the students' achievement. Thus, the Tuckey test was used in order to know which sample interaction has better achievement in reading comprehension among the cells. The result of the Tuckey test indicates that the students with high self-efficacy is worthy if it is matched with Annotation strategy while the students with low self-efficacy is worthy if it matched with Compensation strategy. The explanation of the result of the Tuckey test can be stated as follows.

The Differences between the Students' Achievement in Reading Comprehension with High Self-Efficacy Taught by Using Annotation Strategy and Taught by Using Compensation Strategy

Based on the data of two way ANOVA , students achievement in reading comprehension with high self-efficacy that was taught by using Annotation strategy is higher than by using Compensation strategy, it can be shown by the score 35.50 and 32.80. It means that Annotation strategy is better to enhance students' achievement in reading comprehesion than Compensation strategy. That statement can be accepted because Annotation strategy lets the students to look for the information based on their needs. It means that, this strategy makes the students to be independent reader and have deeper interest to find out the information that they want to know from the text by "marking up" sections of text, either with a highlighter or underlining, and makes notes in the margin in his/her own words, to ensure understanding.

Students with high self-efficacy also supports learning outcomes more optimal by using Annotation strategy. They believe that they can perform in a certain manner to attain certain goals. Students with high self-efficacy tend to be more interested in accomplishing task. They also have deeper effort and desire to get the information from the text. It can be explained that students with

high self-efficacy show more active in teaching learning process, such as discussing in the group, and they also can do the practices by themselves, so that this characteristic is suitable for   Annotation strategy.

Meanwhile, compensation strategy is a strategy focused on guessing the meaning of the the text without relating the information into certain structure. In teaching learning process, the teacher play the important role. In learning, the influence of teachers still dominate student activity. So that in every solution of the problem of self-sufficiency of students is not a priority which consequently affects the doubts in providing answers. Students who have high self-efficacy though will get less satisfactory results, if the learning pattern does not support the ability of students.

Students with high self-efficacy taught by using Compensation strategy tend to be lower because the role of students is still more overshadowed by the role of teachers, so the tendency of students to seek harder not applied in the implementation of learning.

Therefore the problems faced by students on teaching materials in each implementation of the learning strategies have different learning outcomes, resulting from the influence of teaching strategy applied in learning.

The Differences between the Students' Achievement in Reading Comprehension with Low Self-Efficacy Taught by Using Annotation Strategy and Taught by Using Compensation Strategy

Based on the data of two way ANOVA , students achievement in reading comprehension with low self-efficacy that was taught by using Compensation strategy is higher than by using Annotation strategy, it can be shown by the score 27.20 and 26.50. It means that Compensation strategy is better to enhance students' achievement in reading comprehesion than Annotation strategy for students who have low self-efficacy. In compensation strategy classroom, the teacher as act the coach or fasilitator activities that students carry out. The teacher asssit them in guessing unknown vocabulary without using dictionary which can improve the motivation and competence of the students in comprehending the meaning based on the context with the goal of making the learning material more impressive for students and avoid the boredom.

If students with low self-efficacy are taught by using Compensation strategy, it will facilitate their reading comprehension since this strategy is fully controlled and monitored by the questions provided by the teachers. This strategy will work well for the students who have low self efficacy because when the teacher models the compensation strategy, the students really get to see what should be going on in their head when they read. Therefore, Compensation strategy is more effective and suitable with the students that have low self-efficacy.

Meanwhile, the   realization of annotation activities that can create an independent, challenging and motivating learning in the classroom is important. Through this activities the students have the advantages for reading for its pleasure, widening experiences, and sharing genuine fun.

Students with low self-efficacy taught by using Compensation strategy tend to be higher because the teacher help and guide them in finding new ideas or information based on clues through giving explanation and examples. In contrast, students with low self-efficacy taught by using Annotation strategy get lower score because they , they can not active and energize their cognitive process in their reading comprehension class because they are less effort and confident in learning the language which consequently can impact achievement in reading comprehension.

CONCLUSIONS

Based on the data analysis, some conclusions are derived from meaningful of discussion of this study in the following:

1. Annotation strategy and Compensation strategy give different effect on students' achievement in reaading comprehension. Students' achievement in reading comprehension that taught by using Annotation strategy is higher than that taught by using Compensation strategy.

2. High and low self-efficacy give different influence to the students' achievement in reading comprehension. The students' achievement in reading comprehension with high self-efficacy is higher than that low self-efficacy ; and

3. There is significant ineraction between teaching strategies and self-efficacy on the students' achievement in reading comprehension. The students' achievement in reading comprehension is influenced by teaching strategies and self-efficacy. The high self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Annotation strategy while low self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Compensation strategy.

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