

**ENHANCING READING SKILL THROUGH NOTE-TAKING METHOD  
AT SEVENTH GRADE STUDENTS OF SMP PGRI 1 MAKASSAR  
(A Pre-Experimental Research)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement for  
the degree of education in English department*

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2016**



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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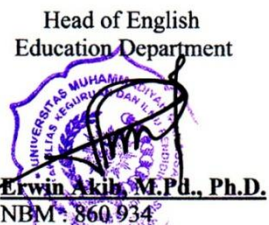
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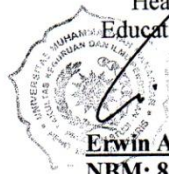
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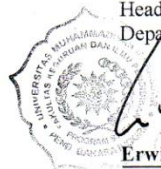
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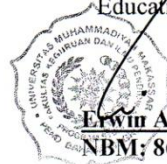
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## **ABSTRACT**

**AL IKHWAN MANURUNG**, 2016. Enhancing Reading Skill Through Note-Taking Method at Seventh Grade Students of SMP PGRI 1 Tamalate (A Pre-Experimental Research) guided by Erwin Akib and Ummi Khaerati Syam

The objectives of this research were to identify the students' Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate before they were taught using Note-Taking Method and to identify the students' Reading Comprehension at second grade students of SMP PGRI 1 Tamalate after they were taught using Note-Taking Method.

The researcher used pre-experimental design (One Group Pre-test Post-test) in which did pre-test, give treatment, and post-test. The research had been conducted, where consisted of eight meetings. It employed essay test. A number of subjects of the research were 20 students in the second grade students of SMP PGRI 1 Tamalate. The researcher took real data from the school to identify the students' Reading Comprehension through Note-Taking Method.

The result of this research finally showed that the students score in post-test improved after teaching Reading Comprehension by using Note-Taking Method where the improvement of students' achievement in Reading Comprehension was 20.84%. Before giving treatment the students score in pre-test was 6.62 (Fairly Good). However, after giving treatment the students' score in post-test improved to be 8 (Good). It meant that, after using Note-Taking Method gave development to the students' Reading Comprehension.

From the result, the writer can conclude that Note-Taking Method could develop the Reading Comprehension of the students.

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# CHAPTER I

## INTRODUCTION

### A. Background

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. According to Harmer in *The Practice of English Language Testing* (1985) “Reading is an exercise dominated by the eyes and the brain”. Specifically, Nunan (1989) in his book also said that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)”.

Reading is also something crucial and indispensable for the students because the success of the study depends on the greater part of the ability to read. If students’ reading skills are poor, it is very likely to fail or at least they will have difficulties in making progress. On the other hand, if the students have a good ability in reading, they will have a better chance to succeed in learning English.

In reading, to comprehend the text the students should be able to organize it. The best way is getting the essence of what the students read systematically through taking notes. Note-taking serves as an encoding mechanism, allowing the learner to store information in a useful way by interpreting material and associating it with prior experiences. According to Einstein et al. (1985) Note-taking appears to help students to pay attention, develop individual ideas, and organize material better in their own minds.

Hereinafter, Rudd (2004) stated that Notes are also an *aide-memoire*. Material not recorded can be forgotten in a surprisir 1 time - about eighty percent in twenty-

four hours, according to some estimates. Many experiments suggest that unless the students mentally rehearse the information received, it is unlikely to retain it in the short-term memory for more than about twenty seconds. Hermann Ebbinghaus in Rudd (2004), the German psychologist who investigated remembering and forgetting, found that almost half of what people have learned is forgotten within an hour. Recently, psychologists carrying out experiments similar to Ebbinghaus' confirmed his findings. So, the only sure way to overcome forgetting is by taking notes, then studying and reciting them.

Based on English language teaching and learning at SMP PGRI 1 Tamalate especially for reading skill, Students difficult to understand and low of comprehension, even most of them do not interest in reading. Thus, because they found many new words, so they also do not know the elements of the story and do not get what the story means. Besides that, the English teacher in that school taught only focusing on Curriculums of KTSP and KBK (kurikulum berbasis kompetensi) without using any learning method or strategy in teaching to improve students' comprehension.

Based on the explanation and the benefits above, the researcher is interested to conduct the research entitling: “**Enhancing Reading Skill Through Note-Taking Method at Class VII A SMP PGRI 1 Tamalate (A Pre-Experimental Research)**”.

## **B. Problem Statement**

Based on the background of study above, the researcher formulates the problem statement were:

1. How are students' Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate before they were taught using Note-Taking Method?

2. How are students' Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate after they were taught using Note-Taking Method
3. How is the significant difference before and after doing treatment on VII A Class at SMP PGRI 1 Tamalate?

### **C. Objective of the Study**

The objectives of this research were to identify:

1. Students' Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate before they were taught using Note-Taking Method.
2. Students' Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate after they were taught using Note-Taking Method.
3. The significant difference before and after doing treatment on VII A Class at SMP PGRI 1 Tamalate.

### **D. Significance of the Study**

This research could be so powerful in giving new insight for many people in learning process. Because it gave new concept to make learning process more value and advantageous, those are:

1. Teacher

Note-Taking Method is an option that deserves to be applied to measure students' Reading Comprehension. Teacher explored their creativity to stimulate students, especially in teaching Reading Comprehension. Moreover, this method can be a reference to find appropriate learning style to the student.

2. Student

New variant in teaching will make the students not feel bored and more

excited when accepted the material. Using Critical reading based on Note-Taking Method made students more active to identify what the author wanted to deliver critically, organized the idea systematically, and remembered the main point of what the student read.

### 3. Reseacher

The result of this reseach will expect as a helpful and important information for the next researcher. It could be used to explore more about Reading Comprehension and how successful the method improved Reading Comprehension.

### **E. Scope of the Study**

The research is restricted to the treatment using Critical Reading based on Note-Taking Method in developing the students' Reading Comprehension. It is conduct only on VII A Class at SMP PGRI 1 to measure students' Reading Comprehension.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Longman et al (1999) have done the research entitled “Effective Note-Taking Strategy” found that in aiding the students understand and remember the lectures notes, summarize the information. The students can do this with an outline or paragraph format or using a visual technique such as mapping

The next year, Bates (2000) entitled “Student Toolkit 4: Reading and Note-Taking” found that brainstormings, mind-maps and concept cards, and all form of notes, in developing reading strategies. Thus, reading and note taking work together to support learning.

Moreover, Dhann (2001) entitled “Note-Taking Skill: from Lectures and Readings” confirmed that note taking is an important academic task that helps the students to remember what the students have learnt and helps reviewing materials for re-use in revision and assignments. It is important that the students are critical when note taking, only write or draw what the students need later on, and record the information in a format that is easy to understand

Then, Pearce et al (2003) entitled “Note-Taking” used summarizing and found that it is a helpful way to gain the main idea, the main supporting points, details about each point, example and illustrations.

Two years later, Boch et al (2005) entitled “Note-Taking and Learning: A Summary of Research” was doing the research about the benefits of Note-Taking and the results found that note-takers take notes to fulfill two major functions are to record information and/or to aid reflection. Over and above the drawing up of a simple memory aid, such as a shopping list, or a record 5 is, such as a diary. One of the major aims

of note taking is to build up a stable external memory in a form that can be used at a later date.

The last research are done by Ruschhaupt and Velliariis at the different place on the same year. Ruschhaupt (2010) entitled “Using the Cornell Note-Taking System” concluded that there are many advantages of using the cornell Note-Taking Method because it is set up the main points of the lecture and keep the students’ notes organized, so the students can revise and review them later. Meanwhile, Velliariis (2010) entitled “Note-Taking Abbreviation” found that note taking helps the students to concentrate on what the lecturer is saying and provide the students with a summary. Taking notes promoted a deeper understanding of the content of the lecture. The students can take notes from a written source which helped the students in writing students’ essay. The students can also include notes about thoughts on the written source or the lecture the students heard to ascertain how the students are going to use the information in students’ essay.

Based on the findings above, the researcher concludes that note-taking Method in various ways could improve the student’s reading comprehension. Therefore, the students need exercise to improve students’ reading, in this case, the teacher is expected to give many kind of techniques or methods on the reading class based on note-Taking Method.

## **B. Some Pertinent Idea**

### **1. Reading Comprehension**

#### **a. Defenition of Reading Comprehension**

It is necessary for the students of Senior High School to master reading comprehension. Cooper (1986) stated that Comprehension is a process in which the

students may construct meaning by interacting with the text. In reading comprehension, students should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the students, because this produced comprehension. This idea also supported by Parera in Kahayanto (2005), he states as follows:

*“Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati. Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman”.*

It describes that in comprehending reading text, the students should notice the text to understand the main point. That is known as Reading Comprehension.

## **b. Technique of Reading Comprehension**

In comprehending a topic, the students interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that helped the student become a better reader.

### **1) Skimming**



Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail (Singer, 1985). This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. Moreover, Yorkey (1982) defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. Azies & Alwasilah (1996) said “Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya”.

Thus, in skimming the text, students need to practice in order learning the key words and phrases which can cover all the material students are reading. To do the skimming, the students should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

## **2) Scanning**

Scanning is quickly reading to find the specific information Brown (2001) stated that, scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, students mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose”, Nuttall in Kahayanto (2005). When scanning the students lets his or her eyes wander over the text until students are looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, students should know what kinds of information students needs, also, students should have the strong belief where students will find such information needed from the text.

### **c. Cognitive Factors in Reading**

According to Harris (1980) there are several cognitive factors in reading such as perception, attention, memory, and cognitive style.

#### **1) Perception**

Perception starts with the stimulation of sense organs such as the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

##### **a) Figure and Ground**

Normally, one major unit or group of units is perceived clearly against a background that is more vaguely perceived.

##### **b) Closure**

The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are examples of closure.

##### **c) Sequence**

In reading, all the stimuli are on the page and sequence is imposed by the students.

##### **d) Learning**

Perception becomes meaningful units as students become associated with learned concepts and students' verbal labels.

**e) Set**

One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

**f) Discrimination**

The abilities to analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

**2) Memory**

Psychologists distinguish between iconic memory, the fraction of a second that a sensory impression lasts before it fades out. Short term memory which lasts a view second and long term memory. A distinction is also made rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

**3) Attention**

According to Harris (1980) attention based on the cognitive is the ability to attend and concentrate is basic to efficiency in perception, learning, and memory.

Related to this study, it means the person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same

time, thus maintaining a stable figure in the focus of attention, against a non interfering background.

#### **4) Cognitive Style**

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

## **2. Critical Reading**

An article of Study & Learning Centre at RMIT University (2007) describes that Critical reading involves understanding the content of a text as well as how the subject matter is developed. Critical reading takes in the facts, but goes further. Does the text offer examples, ask for our sympathy, argue the point or use a contrast to clarify the point? Is the text successful in achieving its purpose?

According to Knott (2004) to read critically is to make judgments about how a text is argued. This is a highly reflective skill requiring the students to “stand back” and gain some distance from the text the students are reading. (The students might have to read a text through once to get a basic grasp of content before the students launch into an intensive critical reading).The keys are:

- a. Don't read looking only or primarily for information
- b. Do read looking for ways of thinking about the subject matter.

Moreover, Critical reading is a more *active* way of reading. It is a deeper and more complex engagement with a text (Duncan, 2004). The active way that Duncan (2004) means is a process of *analyzing*, *interpreting* and, sometimes, *evaluating* the larger meanings of a text and how those meanings are created by the text.

Each of those thinking processes above helps the students to question the text in different ways. The questions the students ask will depend on the type of text the students are reading, and general questions should lead to more specific questions. Questions should also consider relationships between the text and the author, the students, and the context. While reading critically, the students interact with the text by highlighting important points, taking notes, testing answers to students' questions, brainstorming, outlining, describing, and reflecting on reading and thinking.

**a. Analysis Asks: What are the patterns of the text?**

Analysis means looking at the parts of something to detect patterns (Duncan, 2004). If the students were a detective, this is when the students would gather all clues to see how it might relate to each other. In reading a scholarly journal, for example, the students look at three main parts of the text:

- 1) Choice of Content: what ideas and examples have been selected?
- 2) Choice of Language: what words and sentence structures have been selected?
- 3) Choice of Structure: what arrangement has been selected to present the ideas in?

Duncan (2004) continued that patterns will emerge when the students look at these choices, patterns that reveal the purpose, strategies and perspective employed by the author. In looking at these patterns, students' critical thinking skills will be engaged in analyzing the argument the author is making:

- 1) What is the thesis or main idea?
- 2) What are the supporting points that create the argument? How do the text relate to each other? How do the text relate to the thesis?

- 3) What are the examples used as evidence for the supporting points? How does it relate to the points? To each other? To the thesis?
- 4) What techniques of persuasion are used (appeals to emotion, reason, and authority)?
- 5) What rhetorical strategies (definition, explanation, description, narration, elaboration, argumentation, evaluation) and modes (illustration, comparison/contrast, cause and effect, process analysis, classification/division, definition) are used?
- 6) In what order are the points presented (chronological, spatial, from general to specific, from similarity to difference, from cause to effect, from reason to conclusion)?
- 7) What sources are used? What other theorists or researchers are referred to? What schools of thought are relied upon? Analysis enables the students to understand how the text works so that the students can then interpret its deeper meanings and evaluate its meanings and effectiveness.
- 8) Have students understood the text correctly?

**b. Interpretation Asks: What do the patterns of the argument mean?**

Interpretation is reading *ideas* as well as *sentences* (Duncan, 2004). It is when the students look at the patterns in a text and make inferences (educated guesses) about its underlying meanings. It can be compared to being a detective interpreting the patterns of clues in order to theorize about whom the possible suspects are and why the crime might have been committed. At this point, context plays a greater role as a text's fuller meaning is in relationship to its context – its cultural and historical context, the context of its author, the context of dialogues within the discipline. Here, the students are questioning

the text within its context. Thus, the more knowledge the students have of the context of the discipline, the stronger students' powers of interpretation, and thus evaluation.

- 1) What kinds of reasoning (historical, psychological, political, philosophical, and scientific) are employed?
- 2) What methodology or theoretical approach is used?
- 3) What are the implicit assumptions?
- 4) What is the point of view, or perspective, like?
- 5) What alternative perspectives remain unconsidered?
- 6) How might my reading of the text be biased?

**c. Evaluation Asks: How well does the text do what it does? What is its value?**

Duncan (2004) stated that evaluation is making judgments about a text. If the students were a detective, this is when the students would run with one educated guess and build a case for or against a suspect's credibility. Out of students' interpretation of the patterns of the argument, the students evaluate:

- 1) Is the thesis strong?
- 2) Are the points argued well?
- 3) Are the examples valid?
- 4) Are the sources reliable?
- 5) Is the argument logically consistent? Convincing?
- 6) Does the argument contribute to the discipline?
- 7) How can the students use the text in creating the argument?

These questions are meant as a starting point only. Keep developing specific questions as the students read. Also, the more the students learn about critical thinking

and logical argument, the better the students will become at developing questions and testing answers when critical reading.

Clearly, the researcher describes the difference between Reading and Critical Reading in the following:

**Table 1. The Difference between Reading and Critical Reading**

	<b>Reading</b>	<b>Critical Reading</b>
<b>Purpose</b>	To get a basic grasp of the text.	To form judgments about <i>how</i> a text works.
<b>Activity</b>	Absorbing/Understanding	Analyzing/Interpreting/Evaluating
<b>Focus</b>	What a text <i>says</i>	What a text <i>does</i> and <i>means</i>
<b>Questions</b>	What is the text saying?  What information can student get out of it?	How does the text work? How is it argued?  What are the choices made? The patterns that result?  What kinds of reasoning and evidence are used?  What are the underlying assumptions and perspectives?  What does the text mean?  Is the text effective?  How can student use it to develop my own argument?



<b>Direction</b>	<i>With</i> the text (taking for granted it is right)	<i>Against</i> the text (questioning its assumptions and argument, interpreting meaning in context)
<b>Response</b>	Restatement, Summary	Description, Interpretation, Evaluation

(Duncan, 2004:1)

### 3. Note-Taking Method

#### a. Definition of Note-Taking

Note taking is an effective information-processing tool that is commonly used both in daily life and in many professions (Hartley, 2002). As such, it contributes to the carrying out of a range of intellectual processes, such as making judgments, resolving issues, and making decisions. The taking of notes can aid time-consuming, real-time thought processes, such as the resolution of mathematical problems. In this respect, notes are similar to a rough draft in that it allow information to be coded, thereby relieving mnemonic processes and consequently helping with the development of the solution (Cary & Calson, 1999).

Taking notes requires the attention to be more precisely focused on the access, sorting, and coding of the information than it would be when simply listening to a speaker or reading a document (Piolat, Olive, & Kellogg, 2004). Primary schools, secondary schools, and universities provide the students with no (or very little) help in acquiring the skills needed to successfully develop these two essential write-to-learn functions: (1) taking notes to stabilize the knowledge to be acquired and reproduced during “course question” type examinations and (2)

taking notes to effectively resolve problems, whether this is understanding complex documents, writing reports, or solving algebraic equations.

The following list provides a few reasons why note taking is an important activity:

- a. Taking notes will help the students to extend the attention span (Rowntree, 1976). When reading or listening, students' mind may tend to wander off. The students might be inclined to think about work, money, or relationships. It is quite easy for other aspects of students' life to pop into students' head while the students are listening to a lecture or while the students are reading. Taking notes helps keep the students focused on the subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982).
- b. Taking notes will help the students to remember what the students have heard or read (Kesselman-Turkel and Peterson, 1982). The students learn more effectively when the students use multiple senses and multiple activities. When note -taking the students are using listening and writing skills and the students are using our brain and muscles. Also, by writing down notes, the students are paraphrasing the lecture or reading material into students' own words and into a format that the students are more likely to understand when the students review the notes. And as an adult learner the students are more likely to remember what the students have heard or read if the students take an active part in the learning. Rather than being a passive listener or reader, note taking makes the students an active learner. The notes the students produce are work and are a visible reminder of the effort the students have put into the course. This in itself can be a motivational factor for students' study.

- c. Note taking helps the students to organize the ideas the students are learning about (Kesselman-Turkel and Peterson, 1982). Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced. This is important if the students are using the notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976).

According to Haven (2005) an important aspect of good note taking skill is to know what to write down in the notes. Distinguishing important from unimportant information is a skill that improves with practice. Being able to identify key words and key points will help the students determine what should be recorded.

- a. Key words signal that the information itself or the information to follow is important and should be recorded. Key words may be content-related, directional, or clue words.
  - 1) Content key words relate directly to the subject matter being covered. For example, content key words in a history class might be the names of U.S. presidents from 1920 to 1948; in a psychology lecture it may be the parts of a neuron. Content key words often appear in bold or italic print in textbooks. And it may be listed in the summary sections at the ends of chapters in most textbooks. Copy these term lists and take them to class to aid in recognition and spelling.
  - 2) Directional key words relate to specific things the student is expected to do; it is often action verbs. For example, the words “due” and “turn to” are directional key words.
  - 3) Clue words indicate that important information is forthcoming. Examples of clue words are: “above all,” “next,” “in addition to,” “most importantly,” “advantages,” “disadvantages,” “reasons,” and “types.”

- b. Key points can easily be identified in assigned readings and with supplemental material provided by the instructor. Key points in a lecture often correspond to the major headings in a chapter. Bring a list of these headings to class and listen for them during the lecture. Some instructors write outlines for each lecture on the board or overhead projector. The key points will appear as major headings in the outline. Handouts provided by the instructor may also provide ideas for identifying key points.
- c. Cues and clues, which are often sent out by the instructor, help to identify important information. Listen for changes in the instructor's voice. When important information is being presented, the instructor's voice often becomes higher in pitch or speaking speed increases. Gestural cues are important indicators also. Writing on the board or overhead projector are obvious clues. Additional gestures that signal important material will follow are walking closer to the students, moving from behind the podium/desk, eye contact with students, leaning forward, or standing up.

#### **b. Note-Taking in Reading**

According to Phoenix (1994) there are 3 ways to get the best reading Note-Taking in the following:

##### **1) Be Selective and Systematic**

As students take notes from a written source, keep in mind that not all of a text may be relevant to the needs. Think about students' purpose for reading.

- a) Are the students reading for a general understanding of a topic or concept?

- b) Are the students reading for some specific information that may relate to the topic of an assignment?

Before the students start to take notes, skim the text. Then highlight or mark the main points and any relevant information the students may need to take notes from. Finally—keeping in mind students’ purpose for reading—read the relevant sections of the text carefully and take separate notes as the students read.

## **2) Identify the Purpose and Function of a Text**

Whether the students need to make notes on a whole text or just part of it, identifying the main purpose and function of a text is invaluable for clarifying students’ note-taking purposes and saving time.

- a) Read the title and the abstract or preface (if there is one)
- b) Read the introduction or first paragraph
- c) Skim the text to read topic headings and notice how the text is organized
- d) Read graphic material and predict its purpose in the text

Students’ aim is to identify potentially useful information by getting an initial overview of the text (chapter, article, and pages) that the students have selected to read.

## **3) Identify How Information is Organized**

Most texts use a range of organizing principles to develop ideas. While most good writing will have a logical order, not all writers will use an organizing principle. Organizing principles tend to sequence information into a logical hierarchy, some of which are:

- a) Past ideas to present ideas
- b) The steps or stages of a process or event
- c) Most important point to least important point

- d) Well known ideas to least known ideas
- e) Simple ideas to complex ideas
- f) General ideas to specific ideas
- g) The largest parts to the smallest parts of something
- h) Problems and solutions
- i) Causes and results

### **c. Forms of Note-Taking**

There are a number of ways information may be organized in notes (Haven, 2005). The form of organization the students use will depend on students' personal preferences, learning styles, the manner which the material is presented, and the subject matter. The students do not need to use the same form of organization for all note taking. Therefore, take a look at each method.

- 1) Cornell Method. With this method, different parts of the notebook page have different functions. Notes are recorded on one half, keywords and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the page.
- 2) Two-Column Method. Like the Cornell method, the two-column method allows for easy scanning of notes to locate certain pieces of information.
- 3) Outlining. This method involves placing the information which is most general at the left, with each more specific group of facts indented with spaces to the right. The relationships between the different parts are carried out through indenting. No numbers, letters, or Roman numerals are needed. Dash or indented outlining works best in classes other than physics or math.

- 4) Mapping Method. Mapping is a graphic representation that relates each fact or idea to every other fact or idea. It is a method that maximizes active participation during the lecture.
- 5) Charting Method. If the lecture format is distinct (such as chronological), the students may set up the paper by drawing columns and labeling appropriate headings in a table.
- 6) Sentence Method. Write every new thought, fact, or topic on a separate line, numbering as the students progress.
- 7) Topic and Concept Cards. Topic and concept cards provide alternatives to loose-leaf paper for recording notes. Notes are taken or recopied on 3 x 5 or 5 x 7 lined index cards. The topic or concept is written on one side of the card and the explanation or description is written on the other side. Usually, only one topic or concept is written on each card.

#### **d. Cornell Note-Taking Method**

When the students come to note taking, there are many different kinds of “method” or options, and each method has its benefits and drawbacks. One of the more effective and efficient options is the Cornell note-taking method. It allows the students to keep the notes organized, summarize the main points of a lecture quickly, and review for tests more efficiently (Ruschhaupt, 2010)

In the 1950s, a professor of education at Cornell University, Walter Pauk in Ruschhaupt (2010), wanted to find a more effective way for his students to take notes. He developed the Cornell note-taking method as a solution. The great thing about his method is that the students can use it for any class or subject.

Cornell notes are arranged in a way that allows the students to organize the notes, so the students will find important information more easily. The students can use them

during a lecture, and while the students read the assigned chapters in the textbooks, the students can write down the main points (like vocabulary words and important dates) using Cornell notes.

Below, the form of Cornell Note-Taking Method that divided into four sections in the prompts:

**Table 2. The Form of Cornell Note-Taking Method**

1. Record the Module, Lecture Title, Lecturer and Date OR the bibliographical information for the text	
3. After lecture/reading go through notes– extract key concepts and questions and write them here	2. Make notes during lecture or reading here. After writing down key concepts/questions in the column to the left (3), cover up this column (2) with a sheet of paper. Now try to recall the detail of the notes, using the words in the visible column to the left as cues– vocalise this detail in students’ own words
4. Summarize the content of this page of the notes in three or four sentences here	

(Learner Development Unit at University of Bradford, 2009:1)

In Conclusion, The Cornell note-taking method is not the only option, but it is an effective and efficient way to take notes. And, the Cornell note-taking method is a good way to structure the notes so the students see the main concepts easier. This method plays a huge role in making studying for tests successful. The more organized students’ notes are, the easier it will be for the students to study for tests efficiently and effectively.

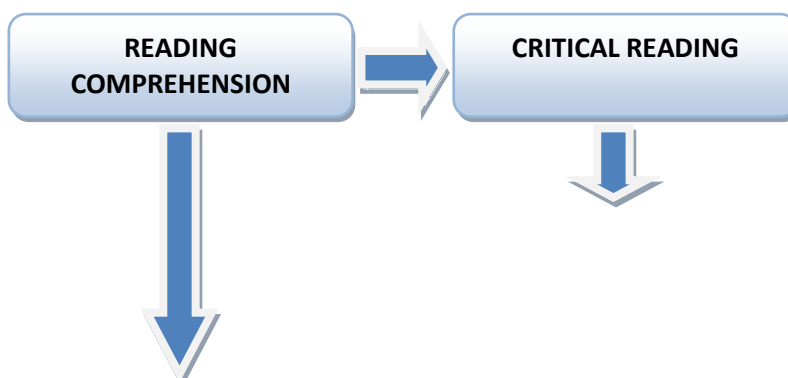


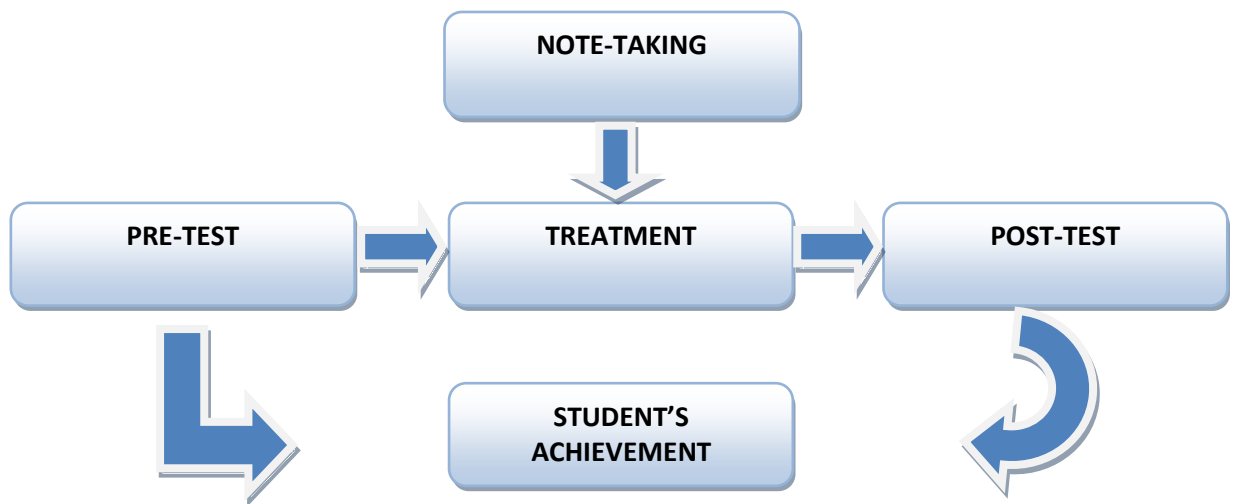
### e. Advantages of Cornell Note-Taking Method

There are many advantages of using the Cornell note-taking method (Ruschhaupt, 2010) because it is set up so the students see the main points of the lecture—vocabulary words, important dates and people, theories, steps to math problems, and processes. The following are advantages to using the Cornell note-taking method:

- 1) Keeps the notes organized, so the students can revise and review them later.
- 2) Allows the students to find important information easier.
- 3) Focuses on important concepts like vocabulary words, dates and people, theories, and processes.
- 4) Provides an efficient method of taking notes during any kind of lecture.
- 5) Allows for an easier way to study that can lead to higher grades in college.
- 6) Allows the students to review for tests in an organized way

### C. Conceptual Framework





The conceptual framework above describe that student's Reading Comprehension will be examined in Pre-Test. Meanwhile, after doing treatment by using Critical reading based on Cornell Note-Taking Method. In the same way, it also will be exercised in Post-Test. Thus, the researcher could see the difference student's achievement between Pre-Test and Post-Test in developing student's Reading Comprehension on VII A Class at SMP PGRI 1 Tamalate.

#### **D. Hypothesis**

The hypothesis of this study can be mastered are alternative and null hypotheses. The hypothesis is formed as follow:

Ho: There is no significant different before and after the students are taught through critical reading based on Note-Taking Method

Ha: There is significant different before and after the students are taught through critical reading based on Note-Taking Method.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The designs of the research will use pre-experimental design (One Group Pre-test Post-test) in which do pre-test, give treatment, and post-test. It aims to know whether there is significant development before and after using Note-Taking Method and to know whether by using Note-Taking Method could develop the student's comprehension in reading, and this could be presented as follow:

**Table 3.Pre-Experimental (One Group Pre-Test Post-Test) Design**

<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>O1</b>	<b>X</b>	<b>O2</b>

(Arikunto, 2006)

**B. Research Variable**

Researcher will use two variables in this research. Note-Taking Method (X) was the independent variable of the research, and student's Reading Comprehension (Y) was the dependent variable.

**C. Population and Sample**

**1. Population**

The population of this research was VII A Class of SMP PGRI 1 Tamalate in 2015/2016 academic year which was totally 120 students.

**Table 4.Number of Population**

<b>CLASS</b>	<b>POPULATION</b>
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VII A	20
VII B	19
VIII A	17
VIII B	21
IX A	23
IX B	20
<b>TOTAL</b>	<b>120</b>

(Tata Usaha SMP PGRI 1 Tamalate)

## 2. Sample

The sample represents the whole population in this research. So, this research used a purposive sampling that will take VII A class.

### D. Research Instrument

The instrument of this research will be use is test Essay test. The test identify the student's achievement in using Note-Taking Method to develop Reading Comprehension. From this test the Researcher got information about the student's Reading Comprehension and found the weakness after giving treatment. Trough this test the researcher identified an error made by the students in reading based on Note-Taking method.

### E. Data Collection

In collecting data, the researcher will use some procedures as follows:

1. Pre-test

The researcher will give test to the sample before applying Note-Taking Method as a pre-test to measure the prior knowledge of the students.

## 2. Treatment

In giving treatment, the researcher will carry out the class meeting. The ways of the researcher in presenting the materials in the classroom interaction are as follows:

- a. The researcher will explain and apply Note-Taking Method in teaching Reading Comprehension.
- b. The researcher will give examples and ask the students to use Note-Taking Method after Reading.
- c. The researcher will give exercises.
- d. The researcher will check their work and gives feedback.

## 3. Post-test

After giving the treatment, the students will be given a Post-Test and the researcher will distribute the post-test to the sample.

## 4. Comparing the result between pre-test and post-test.

The comparison between pre-test and post-test are used to know whether using Note-Taking method was effective to develop the student's comprehension in reading.

## **F. Technique of Data Analysis**

In analyzing data will collect through the pre-test and post-test. The researcher will analyze by using the following procedures:

1. In giving score, the researcher will use the formula:

$$score = \frac{\textit{students' correct answer}}{\textit{total number of items}} \times 10$$

(Sudjana: 1982)

2. Classifying the student's score based on the score standard of evaluation in the following:

- a. Score 9,6 – 10 is classified as excellent
- b. Score 8,6 – 9,5 is classified as very good
- c. Score 7,6 – 8,5 is classified as good
- d. Score 6,6 – 7,5 is classified as fairly good
- e. Score 5,6 – 6,5 is classified as fair
- f. Score 3,6 – 5,5 is classified as poor
- g. Score 0 – 3,5 is classified as very poor

(Depdikbud in Muhalim, 2010)

3. Calculating the mean score of the students' answer by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = mean score

$\sum X$  = the sum of all scores

N = the total number of students

(Gay, 1981)

4. To find out the standard deviation, the researcher used following formula:

$$Sd = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where :

Sd = Standard deviation

n = Number of students tested

$\sum$  = Sum Total

The value was consulted to the standardization of coefficient reliability.

Where:

- (+0.90) – (+1.00) : Excellent Reliability
- (+0.85) – (+0.89) : Very Good Reliability
- (+0.80) – (+0.84) : Good Reliability
- (+0.70) – (+0.79) : Fair Reliability
- Less than (+0.70) : Poor Reliability

(Soehartono, 1998)

5. Then, to know the significant difference between the score of the pre-test and post –test, the researcher will calculate the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$\bar{D}$  = mean score

$\sum D$  = the sum of all the scores

$N$  = the total number of students

$t$  = test of significance

(Gay: 1981)

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

The findings of the research deal with the use of Note-Taking Method in teaching Reading Comprehension which consisted of the students' development of Reading Comprehension.

The findings of the research present the result description of the research through the distribution score of pretest and posttest on Reading Comprehension by using Note-Taking Method. It also describes the students' Reading Comprehension achievement in general through the distribution score of pre-test and post-test. The result is presented in the following point.

**1. Score Classification**

**Table 5. The Percentage of Students' Score Classification**

No	Pre-Test			Post-Test		
	Classification	Number of Students	%	Classification	Number of Students	%
	Very Poor	0	0%	Very Poor	0	0%
	Poor	6	30%	Poor	1	5%
	Fair	7	35%	Fair	2	10%
	Fairly	3	15%	Fairly	5	25%



	Very Good		5%	Very Good		5%
	Good	1	5%	Good	2	5%
	Fairly Good	3	15%	Fairly Good	7	35%
	Excellent	0	0%	Excellent	0	0%
	<b>Total</b>	<b>20</b>	<b>100%</b>	<b>Total</b>	<b>20</b>	<b>100%</b>

This table described about the percentage of students' score classification in pre-test and post-test. In pre-test, 0 student was classified as **Very Poor (0%)**, 6 students were classified as **Poor (30%)**, 7 students were classified as **Fair (35%)**, 3 students were classified as **Fairly Good (15%)**, 1 student was classified as **Good (5%)**, 3 students were classified as **Very Good (15%)**, and 0 student was classified as **Excellent (0%)**. While in post-test, 0 student was classified as **Very Poor (0%)**, 1 student was classified as **Poor (5%)**, 2 students were classified as **Fair (10%)**, 5 students were classified as **Fairly Good (25%)**, 5 students were classified as **Good (25%)**, 7 students were classified as **Very Good (35%)**, and 0 student was classified as **Excellent (0%)**.

## 2. Mean Score

The students' Mean Score could be seen in the following table:

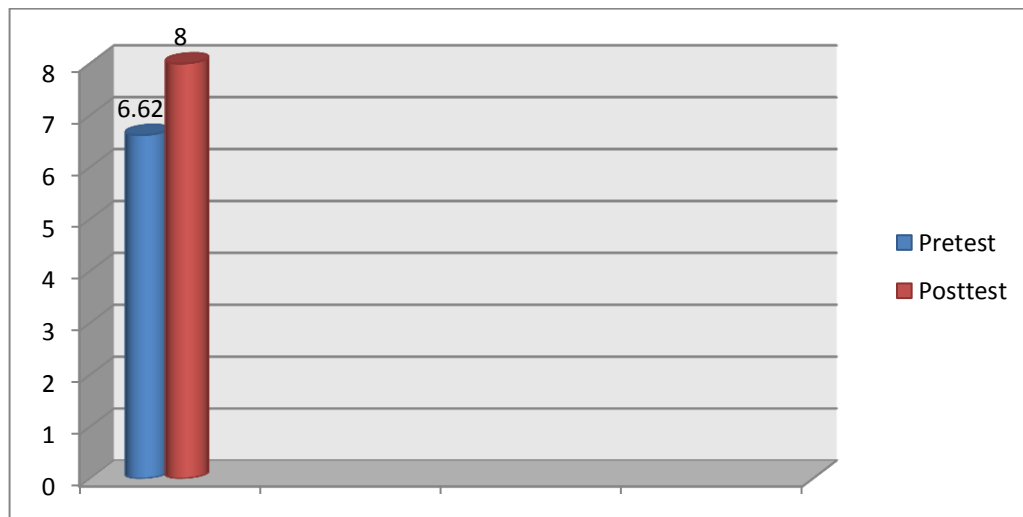
**Table 6. The Mean Score of Students' Reading Comprehension**

Indicator	Mean score	
	Pre-test	Post-test
Reading		

g	<b>6.62</b>	<b>8</b>
Comprehension		

Table 6 indicated that there were differences of students' score of pre-test and post-test in Reading Comprehension. The data analysis showed the students' mean score improved from pre-test to post-test. The students' mean score of pre-test was **6.62** and it was classified as **Fairly Good**. However, after applying treatment the students' Reading Comprehension improved. It was proved by students' mean score in post-test was **8** and it was classified as **Good**. It means that, using Note-Taking Method was effective to develop students' Reading Comprehension.

**Graphic 1. The Mean Score of Students' Reading Comprehension**



Graphic 1 indicated the difference mean score of students' comprehension of Reading Comprehension between pre-test and post-test. Before applying treatment in pre-test, students' mean score were **6.62**. After applying treatment, students' mean score were improved, where in post-test were **8**. So, the difference score between both tests were **2.62**. It means that students' score in post-test was greater than students' score in pre-test.

Thus, using Note-Taking Method was effective to develop students' Reading Comprehension.

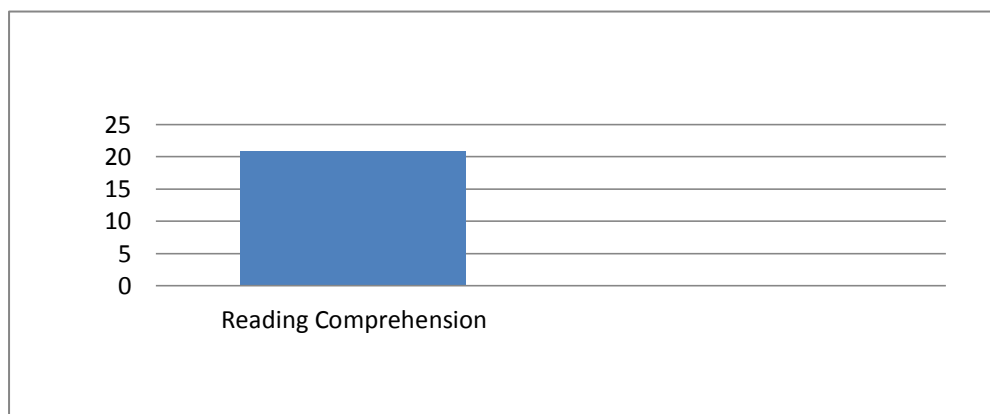
**Table 7. The Students' Improvement Reading Comprehension**

Indicators	Mean score		Improvement
	Pre-test	Post-test	
Reading Comprehension	6.62	8	20.84%

Table 7 indicated that the students score in post-test improved after teaching Reading Comprehension by using Note-Taking Method where the improvement of students' achievement in Reading Comprehension was **20.84%**. Before giving treatment the students score in pre-test was **6.62 (Fairly Good)**. However, after giving treatment the students' score in post-test improved to be **8 (Good)**. It meant that, after using Note-Taking Method gave development to the students' Reading Comprehension.

In another type, the following graphic was designed to show the students' development in Reading Comprehension.

**Graphic 2. The Students' Improvement in Reading Comprehension**



Graphic 2, showed the students' improvement before and after applying the treatment. The students' improvement for Reading Comprehension was **20.84%**. Using Note-Taking Method was effective to develop the students' Reading Comprehension.

### 3. Test of significance (t-test)

Table 8. Test of Significance

Variables	t-test	t-table	Explanation
Reading Comprehension	3.46	2.093	t-test > t-table

The researcher compared t-test value and t-table value to know whether the use of Note-Taking Method in teaching Reading Comprehension was significant, to find out the degree of freedom (df) the researcher used formula  $N - 1 = 20 - 1 = 19$ , for the level significant ( $p = 0.5$  and  $df = 19$ , t-table got score 2.093. After calculating the t-test value of Reading Comprehension, it got score 3.46, so the value of t-test and t-table was ( $3.46 > 2.086$ ). It meant that there was different result of the value of t-test and t-table.

Based on the data analyzed above, the researcher concluded that there was significant improves of Reading Comprehension for the students through Note-Taking Method. In other word, the use of Note-Taking Method was effective to develop the students' ability in Reading Comprehension

### 4. Hypothesis Testing

The results of statistical analysis of the level of significant 0.5 with digress of freedom ( $df = n - 1 = 20 - 1 = 19$ ) indicated the result of post-test was bigger than the result of pre-test students' Reading Comprehension. The value of t-test in was **3.46** while the t-table was **2.093** where **3.46 > 2.093**. It was concluded the null hypothesis ( $H_1$ ) was accepted. Seeing the fact that, the students' Reading Comprehension could develop after treatment by using Note-Taking Method.

## **B. Discussion**

In this part, the Researcher presents the discussion about the data analysis on the research that has been presented in the previous sub chapter. In this case the Researcher divides discussion into two parts: part (1) discussion about data analysis, which was intended to find out the improving students' Reading Comprehension through Cornell Note-Taking Method, it could be identified through the result of pre-test and post- test, and (2) the discussion about test of significance (t-test).

In this case the Researcher discussed the result of the data analysis in accordance with the scope of this research. The discussion was intended to know the students development in Reading Comprehension by using Note-Taking Method.

Based on the analysis obtained from the students' pre-test mean score were **6.62 (Fairly Good)** while post-test were **8 (Good)**. And the result of t-test was **3.46** higher than t-table (**2.093**). It indicated that after giving treatment by using Note-Taking Method the students have better achievement and the researcher had known in the application of treatment, the students' attention be focused in learning and how to understand the lesson.

Based on the result above, the researcher concluded that seventh grade students of SMP PGRI 1 Tamalate had good response in learning Reading after the application of Note-Taking Method. Therefore, the researcher could apply Note-Taking Method in teaching English especially in Reading Comprehension in teaching learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings of the previous chapter, the researcher would like to make a conclusion that Note-Taking Method could develop the Reading Comprehension of the students. It was proved by the result of the test.

#### **B. Suggestion**

Based on the conclusion above the researcher proposed some suggestions as follows:

1. The Note-Taking Method can develop the students' Reading Comprehension. Therefore, the English teacher is suggested to teach the student to use Note-Taking Method.
2. The teacher should give enough opportunity to the students to practice their Reading Comprehension through various techniques, one of them is using Note-Taking Method because it is easy to be presented and it is also enjoyable for the students in learning.

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