

**IMPROVING THE STUDENTS' READING SKILL TROUGH NOTE-TAKING
TECHNIQUE AT THE SECOND YEAR STUDENTS OF SMA MUHAMMADIYAH 9
MAKASSAR**

(A Pre-Experimental Research)



A THESIS

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APPROVAL SHEET

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ABSTRACT

NURMILA. 2017. “Improving the Students Reading Skill Through Note-Taking Technique at the Second Year Students of SMA Muhammadiyah 9 Makassar”, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Supervised by Hj. Andi Tenri Ampa and Nurdevi Bte Abdul.

This research aimed at finding out the improvement of the students’ critical comprehension and creative comprehension.

The researcher applied a pre-experimental design. The population was the Second Year Students of SMA MUHAMMADIYAH 9 MAKASSAR. The sample was taken by total sampling technique and the total number of sample was 20 students. It employed of eight meetings (one meeting for pre-test, six meetings for treatment, and one meeting for post-test). It employed reading test as instrument.

The results of this research showed that the Note-Taking Technique improved students’ reading skill which focused on critical which (own opinion) and creative which (the purpose of text). It was proved by results of students’ score of post-tes, was higher than students’ score of pre-test. It also proved by the value of the t-test 6.29, which was higher than the value of t- table 2.093. This indicated that alternative hypothesis was accepted, and null hypothesis was rejected and there was a significant difference of the students’ reading skill before and after using Note-Taking Technique. It was concluded that the use Note-Taking Technique can improved the students’ reading skill.

Key word : Improving. Note-Taking Technique. Reading Skill

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NURMILA

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CHAPTER 1

INTRODUCTION

A. Background

Up to now, English is still a favourite means of communication among the people in the world and it is used all over the world, so, English becomes an important tool or international communication. Therefore, being able to use English, we can easily associate with other people all over the world and by this capability he or she can be easily apply for job, spread news, work out his or her social relation.

Reading is one of the important skills in learning English. It is used to get information. Even though, it is known that there are many ways to get information, however reading is common way to fulfill our need about up to date information because almost of the information, advertisement scientific books and instruction of things are in writing form.

Besides that, through reading the students can improve their knowledge in fields of science. Based on the result observation of the researcher at SMA Muhammadiyah 9 Makassar especially the second grade (XI) in academic year 2016-2017, it shows that the mean score of the students' reading comprehension must be more improved. That's, why I take this method to verify whether note taking technique able to improve the students' reading skill or not.

Note taking is an important academic task that helps you to remember what you have learnt and helps you to review materials for re-use in revision and assignments. It is important that you are critical when note taking and that you only write or draw what you will need later on, and that you record the information in a format that is easy to understand. You should look out for clues about what is important. The lecturer or author will organise his or her material in a logical way so try to utilise their organisational skills when note taking. When taking notes you might like to try different study techniques such as the SQ3R

approach or you might like to use a more visual approach such as a spray diagram. And most importantly, after taking effective notes, it is important to organise and store your notes effectively. Effective note taking should reduce your study time, should increase your retention of knowledge, and should provide you with a summarised list of resources for your future projects. (Dhann 2001:4).

Based on the case above, the researcher was inspired to conduct a research under the title “Improving the Students Reading Skill Through Note-Taking Technique at the Second Year Students of SMA Muhammadiyah 9 Makassar”

B. Problem Statement

Based on the previous background above, the researcher formulates research questions as follow:

1. How is the improvement of students’ reading skill in terms of critical comprehension by using Note-Taking Technique ?
2. How is the improvement of students’ reading skill in terms of creative comprehension by using Note-Taking Technique ?

C. Objective of the Research

Based on the problem statement above, the objective of the study are, to find out:

1. The students’ critical comprehension before and after using Note-Taking.
2. The students’ creative comprehension before and after using Note-Taking.

D. Significance of the Research

The benefits of this research are:

1. For the students, by using Note Taking Technique improve the students reading skill especially students critical comprehension in the term of giving own opinion and creative comprehension in term of purpose of the text.

2. For the teachers, it was expected that the research will give good contribution for English teacher in improving student's reading skill.
3. For the researcher, it was expected to giving a new insight in increasing English reading ability.

4. Scope of the Research

The scope of this research will focus to improve the students' reading skill by using Note-Taking technique which was used a pre-experimental research in the classroom at the second year students of SMA Muhammadiyah 9 Makassar in relating to the students reading skill. This researcher focuses on the students critical comprehension particularly in giving own opinion of the text and creative comprehension particularly the purpose of the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Note Taking Technique

Note-taking is a valuable skill to individuals in both academic and non-academic settings. However, note-taking is not necessarily a skill that students have upon arriving at campus or learn through trial-and-error during their education (Der, 2012). People take notes for many different reasons, including: to learn, to enhance long term retention, and to document events. Note-taking allows people to outsource their memories to an external source (paper), as well as make content explicit for future reference. Critically, learning can occur during both the production and review of notes by allowing the learner to make connections between idea units and engage in deep processing of course content (Blakely,2011).

In addition to helping students learn and retrieve information, note-taking can also be used in professional settings to help people make better decisions, solve problems, and work more efficiently as a group. For example, reviewing notes before voting on a verdict protected individuals from stereotype bias in a mock trial (Strub & McKimmie,2011).

Note-taking is a difficult skill, but it is an important skill, especially considering the pervasiveness of lecture throughout middle-school, high school and college classes. This study set out to examine whether teaching high school students the Cornell note-taking method and requiring them to use it would affect their performance on unit tests (Borr, 2012)

1. Note-Taking Tips

According to Ballbara, and friends (2000) Note-taking is one of the most frequently used strategies for learning material. Here are some tips that will help your students become better note-takers:

- a. Preview information before presenting it.
- b. Write key words, names, and definitions on a chart or chalkboard as you speak.
- c. When presenting lessons, make sure you are not talking too fast and that audiovisual materials are visible and audible to everyone.
- d. Teach your students to recognize note-taking cues. Point out that information written on the board or chart is one cue for note-taking. However, make sure your students know that the material written on the board is not the *only* information they need to record. Teach them to listen for certain verbal cue words or phrases. *Examples:* “First” or “The reason for” or “There are three causes.” Other cues include repeated phrases or pauses by the speaker. Have your students brainstorm a list of other note-taking cues.
- e. Teach your students some “shorthand” methods for recording notes—symbols used in place of high-frequency words. These must be “read” later, so neatness counts!
- f. Provide skeletal notes—the basic content of what you plan to teach. Include headings, subheadings, key words or phrases, questions, etc. Leave blank spaces for your students to fill in remaining key information.
- g. Review your students’ notes and suggest ways they can improve them. Periodically collect your students’ notes. Your suggestions should be concrete and apply directly to the lesson’s material.
- h. Let your students review each other’s notes on the same material and describe their note-taking strategies to one another.

2. Popular Note-Taking Methods

Cornell Method, which is developed by Walter Pauk, a loose-leaf notebook is recommended to allow one to insert handouts into his or her notes. A vertical line is

drawn down the notebook about two inches from the left margin. Only one side of the page is used. A formal outline is avoided, but a style appropriate to the lecturer's style may be used. The note-taker should use short telegraphic sentences and phrases. Most things should be phrased in one's own words. The left hand column is used as a recall column. The students should edit their notes and write key words or questions in the margin and use these key words as a study aid to test their knowledge. Information is summarized at the bottom of the page. Six steps of the Cornell Method are Recording, Reducing, Reciting, Reflecting, Reviewing and Recapitulating (Pauk, 2001).

3. Cornell Note-taking System

According to (Pauk, 2014) There are Cornell Note-taking System, to Start, Prepare Your Note Paper. Use and 8½ by 11 inch piece of loose-leaf notebook paper. Draw a line down the sheet 2½ inches from the left-hand edge of the paper. End this line 2 inches from the bottom of the paper. If your paper already has a line down the left-hand margin, ignore it. Next draw a line that is 2 inches up from the bottom of the page. Draw this line completely across the page. Turn over this page to see how your note paper should look. Then, take and use your notes.

1. Write Notes, In Part A, write your classroom or textbook notes.
 - a. Write your notes in short sentences. For example, write "Jean home 3pm," instead of "Jean will be home at 3:00 PM." Leave out unnecessary words.
 - b. Write clearly. It can be hard to read bad hand-writing, even if it is your own! Write your notes clearly. They aren't useful if you can't read them.
2. Replay and Reduce

The first chance you get replay the lecture or the reading in your head. This might be while you walk to your next class, in your next study hall, or at home. Later, reread your notes and think about the lecture. Sometimes a word or short phrase can be a clue to help you remember a whole idea. These clues are called key words or key phrases. When you review your notes reduce each idea in them to key words or key phrases. Write these key words in Part B of your note paper. These clues will trigger your memory. When you study, the key words will help you remember the whole idea.

Some people find it easier to remember their notes when they write key questions instead of key words in Part B. Which is better? Try each. Which works best for you?

3. Recite

Say each fact or idea out loud. This is called reciting. It helps you remember better. Cover Part A of your note paper with a blank sheet of paper. You should only see the key words or questions in Part B. Read each key word or question out loud. Recite out loud and in your own words the fact or idea the key word relates to.

Then, check to make sure that your answer is complete and correct. If you do not know the right answer, study your notes and recite your answer out loud again. Recite until you get all the answers correct. Go through the whole lecture or chapter this way.

Do you feel funny reciting out loud? It is worth doing. Research shows that students who recite out loud remember material much better than those who just reread the same material to themselves. It is also important to use your own words for

the answer. Your own words make the material mean more to you than if you memorize an idea in someone else's words.

4. Think and Reflect

Think about the information you have in your notes. This thinking process is called reflecting. Reflect by asking yourself questions about your notes. Ask yourself, 'What are the most important ideas?', 'Why is this information important?', and 'How does this relate to what I already know?'

5. Review

The word review means to view or look at something again. The best way to prepare for test is to review or look at your notes regularly. Make this a habit. Recite and reflect on your notes every day. Short, fast reviews daily will help you understand and remember more than 'cramming' before a test.

6. Summarize

If you can summarize your notes in your own words, you really understand the facts and ideas in them. Review your summaries when you study for tests.

Write your summary in Part C, at the bottom of your note paper. You can:

- 1). Summarize each page of notes on that page;
- 2). Summarize the entire lecture on the last page of notes for that lecture; or do both.

4. Why Students Should Be Taking Notes

Students should find out in college (as they will in life) that they don't always get what they want. They need to take their own notes and not think they are excused from doing so because they've got the teacher's notes. Research results such as these don't preclude teachers from supplying students with written materials, maybe an outline

of the day's topic or a diagram, but we do so needing to remember "that it is the process, the engagement with the material—the cognitive exercise involved in recollecting, summarizing, reorganizing and restructuring [the notes] that actually matters the most. (Weimer, 2015)

5. The Important of Note Taking

According to Walteym (2011) Note taking is of great importance to a student especially in higher levels of learning. This is because:

1. The student is expected to get his information from a list of books recommended to him by the lecturer. He has to isolate the information that is essential from that which is less important from a textbook. This can only be achieved through note taking.
2. Note-making helps one's memory as the extraction and writing of the notes fixes the relevant facts in the student's mind.
3. Good note-making habits help train a critical mind, helping a student pass his examinations as well as develop a discerning, insightful mind which is quick at grasping relevant information.
4. On the occasions when one is called upon to give a lecture, speech or to participate in a discussion, good note-making skills help in providing a record of the essential points so that the speaker does not have to read out what he has prepared. The notes will remind him of the contents and sequences of his lecture or contribution to a discussion.

6. Seven Key Benefits of Effective Note-taking

According Aleman (2014) It has been proven that effective note-taking enhances academic success, but does it do more?

1. Improves focus and attention to detail. Developing note-taking skills engages a student, requiring them to focus and increase their attention to detail, and as we all know, the devil is in the detail!
2. Promotes active learning. By taking effective notes, students are actively involved in the learning process thus giving it a purpose and increasing productivity.
3. Boosts comprehension and retention. A proven method of increasing memory retention, note-taking can also increase comprehension by breaking down the content for a student to consume easily.
4. Teaches prioritizing skills. Often overlooked in its importance, it is essential for a student to be able to select important material and discard unnecessary content. This further adds to their organizational and creativity skills.
5. Extends attention span. Proven to extend a student's attention span, a necessary tool in any learning situation!
6. Improves organization skills. By prioritizing content and organizing effectively, a student develops key organization strengths. As teachers are well aware, organization is key!
7. Increases creativity. Equipped with the ability to organize their ideas effectively, focus on a particular subject and expand on ideas through knowledge retention, students can use their own initiative increasing creativity and innovation.

7. Note-Taking from Readings

There are several ways how to Note-Taking from the Reading according (Kauffman, & Yang, 2011) we can see the explanation below:

- a. Use abbreviations, symbols, and key words
- b. Develop symbols to help you record your thoughts or reactions. For example, an exclamation point could mean “I disagree”
- c. Organize your notes with headings, numbers, etc.
- d. Leave blank spaces on your page so you can incorporate lecture notes later
- e. Circle, highlight or underline concepts you don't understand that you want to look up later
- f. Your notes should be accurate and complete, including all necessary diagrams, key points, theories, definitions, formulas, and facts, so that you could study from your notes without rereading the textbook
- g. Record textbook page numbers on your notes so if you don't understand you can quickly find the textbook page for reference

B. The Concepts of Reading

Good readers are able to take in a stream of discourse and understand the abstract of it without worrying too much about the details. Reading for such general comprehension means not stopping for every word, not analyzing everything that the researcher included in the text (Harmer 2003-2010). Many of the student's worrying about the meaning of every single word. Given half a chance, many of them would rather tackle a reading passage with a dictionary (electronic or otherwise) in one hand and a pen in the other to write the translations all over the page.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, p.137). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author.

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2012).

a. Functions of Reading

According to Slamet (2007), there are eight reading functions. Reading functions include:

1. Intellectual technology Reading has an intellectual function when reading we can improve our intellect and thinking power. An example is when we read research reports, journals, or a scientific work. This reading material is very helping anyone to be able to sharpen the mind.
2. Function of creativity after reading we often become moved to doing new things these new things come about because information we get from reading in this case, mem9 guidelines for reading comprehension read can be said to have a function

spur creativity. Reading can spur our creativity by reading we become encouraged to do new things full of creativity one example is read the reading materials that inspire us to writing poetry.

3. Practical function the practical function of reading is by reading us can obtain information that is practical or based practice. Information which is practically the point is information that fills our mind with knowledge about activities that can be practiced or manifested. Example is reading reading material that contains on how making a kite lay layah, recipe drinks and food recipes, photographing techniques, drawing techniques, and so forth.
4. Receptive function read with the receptive function we are reading to get entertainment examples are reading materials a light reading, like a popular novel, a funny story, or a picture story.
5. Informal function read with function we read for the purpose of obtaining information. Such information it can be anything we need in everyday life. Once that information, we may not doing nothing however, we keep the information it's in the brain we can excrete or use information it whenever we need it an example is reading information from newspapers, magazines, or the internet site. 10 guidelines for reading comprehension.
6. Religious function In the religious function, reading can be done for improve faith, stand up, and bring closer the self to god the example is when we read the material religious readings, such as spiritual magazines or books holy
7. Social function reading with social functions in writing oral and loud when we read orally and loudly, it's not only we can get information from the material reading. Other people can also benefit reading.

8. By listening to what we read. We can give benefits of reading activities with attitude, speed, swimming, and thinking. Examples of reading activities with social functions are reading news, reading literature, and reading the announcement.
9. The killing function is lonely we get the reading function as a lonely killer when we read with a purpose just to fill the time spare. We do reading activities just to spend time. An example is reading a magazine or letter the news is waiting for a friend or while we are no other activities other than reading.

b. The Purpose of Reading

Dalman in Nurmasita (2009:20) states that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purposes of reading as follows:

1. Reading to Find the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. Reading is of eviction usually done for this purpose.

2. Reading to Answer Questions

Reading to find the answer to one more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when the questions are partly couched in the exact words of the write.

3. Reading to Summarize and Organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationship among the details. Furthermore, he often

needs to know either how to make these relationships clear to others or how to record them for later rereading.

C. Levels of Reading Comprehension

There are various types of comprehension; higher levels of thinking, Burns and Smith in Murni (2012) have the same opinion about the level of comprehension and they divide it into four levels of skills: They are literal reading, interpretative reading, critical reading and creative reading. Each of these skills could be explained. As follows:

1. Literal Reading

Literal reading refers to of the straightforward meaning of the text, such as facts, vocabulary, dates, times and location . Question of literal comprehension can be answered directly and explicitly from the text. In our experiences working with the teachers, we have found that they often check on literal reading first to make sure that their students have to understood the basic or surface meaning of the text. This level is crucial to all reading skill at any level because a reader must first understand what the author said before can draw an inference or make an evaluation.

2. Interpretative Reading

The next types of comprehension are interpretive reading. Interpretative is based on literal understanding in the text; students must use information from various part of the text and combine them for additional understanding that is from different part of the text.

They must be able to read carefully what they have read. Students need to able to see the relationship among the ideas, for instance hoe ideas to together and also see implied meaning of these ideas. It also oblivious that before our students can do this, they have first understood the ideas that are state. Interpretative or reverential comprehension includes thinking process such as drawing conclusion, making

generalizations and predicting outcome. At this level, teachers can ask more challenging question such asking students to the following:

- a. Re-arrange the ideas or topics discussed in the text
- b. Explain the authors purpose of writing
- c. Summarizing the main idea when this not explicitly stated on the text.
- d. Select conclusion which can be deduced from the text they have read.

3. Critical Reading

Critical reading is the ability to evaluate the credibility of piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his reading. As a good reader, we nee to be aware of that. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented the students can be test on the following skills:

- a. The ability differentiate between facts and opinion
- b. The ability to recognize persuasive statements
- c. The ability to judge the accuracy of the information given in the text.

Critical reading is actually a two-step process: Reading for understanding for understanding and analyzing what the students have read. When they are asked to evaluate a piece of writing they must be sure that you clearly understand what they have read. Since they understand the author's viewpoint, purpose, and methods of support are they ready to critique the piece effectively.

4. Creative Reading

Creative reading involve going beyond the material presented by the author, creative reading requires the readers to think as the read just as critical reading done, and it also requires the readers to use their imaginations. In creative reading the reader tries

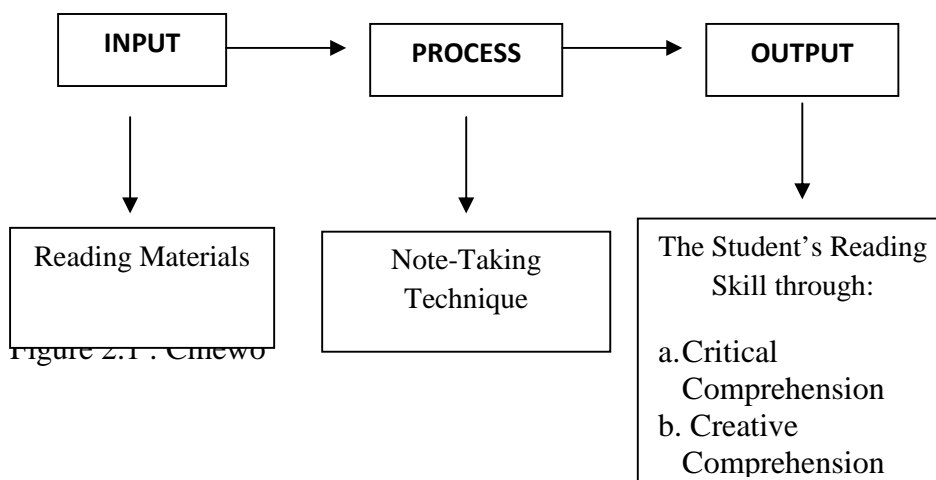
to purpose new alternative solution or response those by the writer. It requires readers feeling for the for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal response are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understand of the material.

An example of comprehension question that requires a personal response is: what do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

D. Conceptual Framework

The theoretical frame work underlying of this research was presented in the following diagrams:

Figure 2.1 : Concept Framework



In the diagram above input, process and output are briefly classified the following:

- a. Input refers to the graded reading materials.
- b. Teaching reading through Note-Taking Technique.
- c. Output refers to the students Reading Skill are Critical Comprehension and Creative Comprehension.

E. Hypothesis

Best on the problem statment before , the researcher presents temporary, as follows:

(H₀): The using of note-taking technique cannot improve the reading skill of the second year students' of Sma Muhammadiyah 9 Makassar.

(H₁): The using of note-taking technique can improve the reading skill of the second year students' of Sma Muhammadiyah 9 Makassar.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

The research employed a pre-experimental research method with one group pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design of the experiment was presented as follow:

Figure 3.1 Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

(Suharsimi Arikunto, 2013)

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

B. Population and Sample

1. Population

The population of this research was the second year of SMA Muhammadiyah 9 Makassar 2016/2017. There was one class. It was X1 IPA the number of population are 20 students.

2. Sample

The researcher used total sampling technique which was the sample was selected from all of the population. It mean all of the students was taken as sample. The researcher took 20 students from one class (IPA) at the second year of SMA Muhammadiyah 9 Makassar.

C. Research Variables and Indicators

This research works on two variables, as follow:

1. Independent variable

Independent variable was the used Note-Taking Technique in teaching the students' reading skill. In this activity the teacher used pre reading, whilst reading and post reading.

2. Dependent variable

Dependent variable was the achievement of reading skill of the students through Note-Taking Technique. In this activity the teacher used some materials from short reading. The students was gave pre-test, treatment and post-test. After the treatment, the students was gave post-test which the result was compared with the result of the pre-test to find out the improvement in their reading skill. From this test the students can be known the achievement of the students.

The indicators are:

- a. The indicators of critical reading is giving own opinion of the text.
- b. The indicators of creative reading is the purpose of the text.

D. Research Instruments

The instrument of the research used in collecting the data was reading test. The form of the test was essay reading test. It consisted of ten items for pretest and posttest. However, the researcher only focus on two item that related to research focus, those are

critical comprehension (giving own opinion) and creative comprehension (purpose of the text).

E. Procedure of Collecting Data

The procedure of collecting data are presented in chronological order as follows:

1. Pre-test

Before doing the treatment, the students were given pretest to know their prior knowledge in reading. In this stage, the researcher read the text and the students answer the questions; pretest was administrated to the students by spent 40 minutes.

2. Treatment

After giving the pre-test, the researcher corrected out the treatment to the students by using Note-Taking Technique. This treatment was conducted six meetings and took 90 minutes for each meeting. The procedures of the treatment were as follows:

- a) The researcher reviewed information before presenting
- b) The researcher wrote key words, names, and definitions on a chart or chalkboard as she spoke.
- c) The researcher made sure that she was not talking too fast and audiovisual materials are visible and audible to everyone When presenting lessons.
- d) Teach the students to recognize note-taking cues. Point out that information wrotten on the board or chart is one cue for note-taking. However, make sure the students know that the material written on the board is not the only information they need to record.
- e) Teach the students some “shorthand” method for recording notes—symbols used in place of high-frequency words. These must be “read” later, so neatness counts!

- f) Provide skeletal notes—the basic content of what the researcher plan to teach. Include headings, subheadings, key words or phrases, questions, etc. Leave blank spaces for your students to fill in remaining key information.
- g) After that, the researcher reviewed the students’ notes and suggest ways they can improve them. Periodically collect the students’ notes.
- h) The students reviewed each other’s notes on the same material and describe their note-taking strategies to one another
- i) The researcher made possible question of these statement. The question could be started with 5 W + 1 H. The question could be more than one question for each statement.

3. Post-Test

Post-test was given after the students do the task of reading materials. Post test was carried out to find out the students’ improvement in learning reading skill by used Note Taking Technique.

F. Technique of Data Analysis

The steps under take in quantitative analysis employing the following formulas:

1. Rating Scale for Reading

- a. Scoring of Critical Comprehension (Own opinion)

Figure 3.2. Scoring of Critical Comprehension (Own opinion)

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3

3.	Student response is correct, but not complete.	2
4.	Student response is not correct, but is attempted	1

(Erickamichelle, 2016)

b. Creative Comprehension (The purpose of the text)

Figure 3.3. Scoring of Creative Comprehension (The purpose of the text)

No.	Criteria	Score
1.	The student can indentify the purpose of the text very accurate.	4
2.	The student can indentify the purpose of the text accurately.	3
3.	The student can indentify the purpose of the text rather accurate.	2
4.	The student can not indentify the purpose of the text accurately.	1

(Literacy Department : 2004)

2. Scored the student's correct answer of the pre-test and post-test by using this formula

:

$$Score = \frac{Correct\ answer\ score}{Maximum\ score} \times 100$$

(Gay, 1981:298)

3. Classified the students' score into the following criteria :

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good

5	56-65	Fair
6	46-55	Low
7	0-45	Very low

(Depdikbud in Herlis, 2011)

4. Calculated the mean score of the students' answer by using the formula :

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

Where :

X = Mean score

ΣX = Sum of score in the group

N = Number of sample

(Gay, 2006: 320)

5. Finding out the significant difference between the pre-test and post-test by calculating the value of the test using the following formula:

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

Where:

t = text of significance

\bar{D} = the mean score

$\sum D$ = the sum of differences

N = the total number of the students

(Gay, 1981: 331)

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter answered of problem statements in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own word to explain it.

A. Findings

The results of the data findings found that teaching reading skill through Note-Taking Technique can improve the students' achievement in reading of critical comprehension and also can improve the students' achievement in reading of creative comprehension. In the further interpretation of the data analysis are given below:

1. The Improvement of the Students' Reading Learning in Critical Comprehension

Students' score of Pre-test and Post-test classified into some criteria and the percentage of the students' score of pre-test and Post-test were presented in the following table:

Table 4.1: The Improvement of the Students' Reading in Critical Comprehension

No	Indicator	Mean score		Improvement(%)
		Pre – test	Post – test	
	Giving Own Opinion	41.25	57.5	39.4

Based on the table 4.1 above, it showed that the score of students in post-test improved after teaching reading comprehension in terms of Critical Comprehension by using Note-Taking Technique. The mean score of the students in pre-test were 41.25 and post-test which to be 57.5.

The result of pre-test and post-test had improved which was 39.04 %. the data showed that Note-Taking technique in reading could improve students' reading skill in terms of Critical Comprehension. The improvement of the students' critical reading could be described as follows chart:

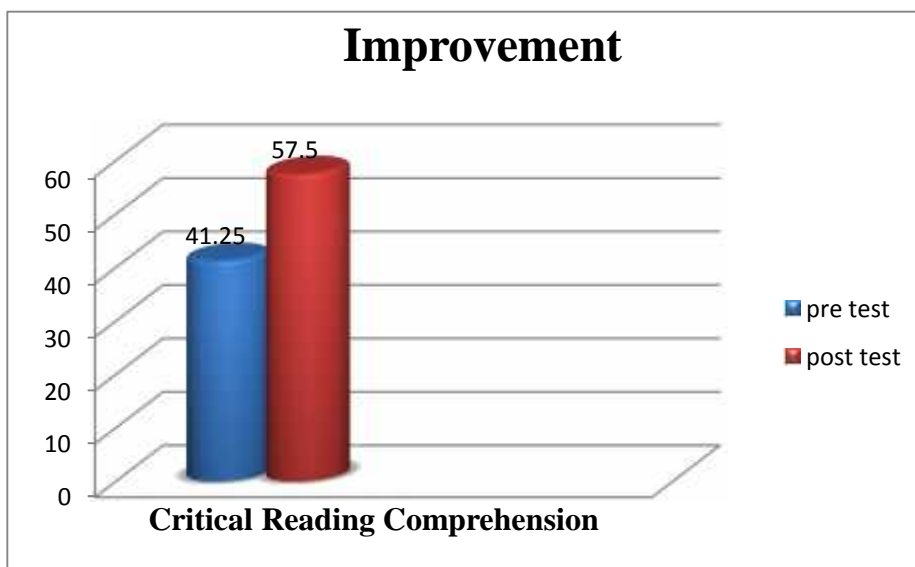


Figure 4.1: The Increase of the Students in Critical Reading Comprehension

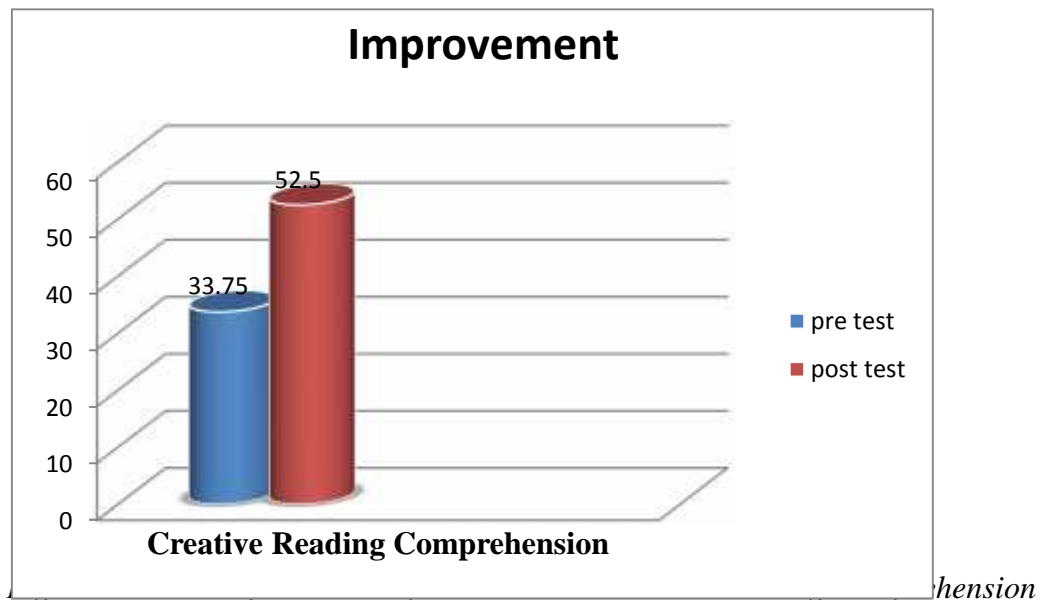
2. The Improvement of the Students' Reading Achievement in Creative Comprehension

The improvement of the students' reading achievement in Creative comprehension, which focused on the purpose of the text as indicator at the Second Year Students of SMA Muhammadiyah 9 Makassar as result of the students' assessment of Pre-test and Post-test can be seen clearly in the following table:

Table 4.2: The Improvement of the Students' Reading in Creative Comprehension

No	Indicator	Mean Score		Improvement(%)
		Pre – test	Post – test	
	Purpose of the Text	33.75	52.5	55.5

The table indicates that there is increase of the students in creative reading comprehension from pre-test to post-test. The score of creative reading has increased (55.5%) from the mean 33.75 in pre-test and becomes 52.5 in post test. It is more clearly shown the increasing of the students, following chart is presented:



After being calculated the students' result in critical and creative reading comprehension above, reseracher calculated the mean score of pretest and post-test of critical and creative reading comprehension, presented in the following table:

Table 4.3. The Mean Score of Pre-test and Post-test

Variable	Mean Score	
	Pre- test	Post Test
Total mean score of students' critical and creative reading comprehension	775	1100
N	20	20
\bar{X}	38.75	55

The data on the table above shows that there's an increase of students' score from pre-test to post-test. In pre-test, the mean score is 38.75 but after the implementation of Note-taking technique, it becomes 55. It is more clearly shown in the chart:

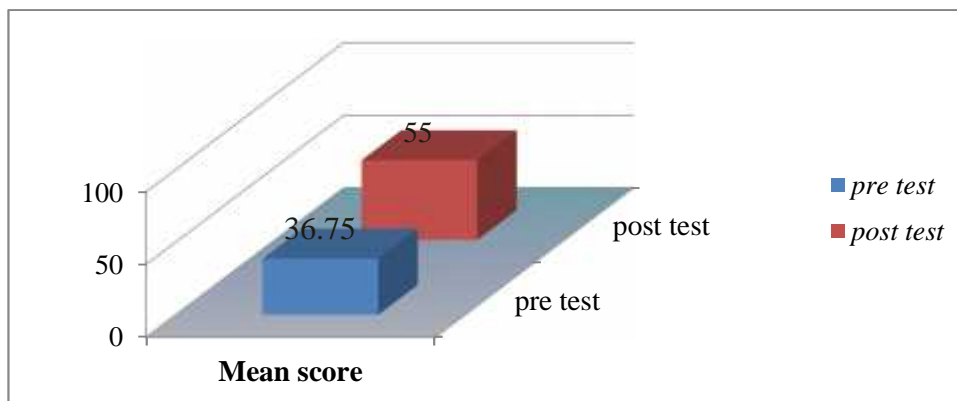


Figure 4.3: The Mean Score of Pre-test and Post-test of Critical and Creative Reading Comprehension

3. Significance Testing

Analyzing t-test was used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1 = 20-1 = 19$) it is found that the t-table value is 2.093 the result of the calculation is shown as follows:

Table 4.4: T-test value of the students' reading skill

Variables	t-test	t-table
Reading Skill	6.29	2.093

The table above shows about the comparison between the students' t-test and t-table to improve critical reading comprehension and creative reading comprehension after using Note Taking Technique. The value of the t-test is greater than t-table. The score in variable of reading skill ($6.29 > 2.093$).

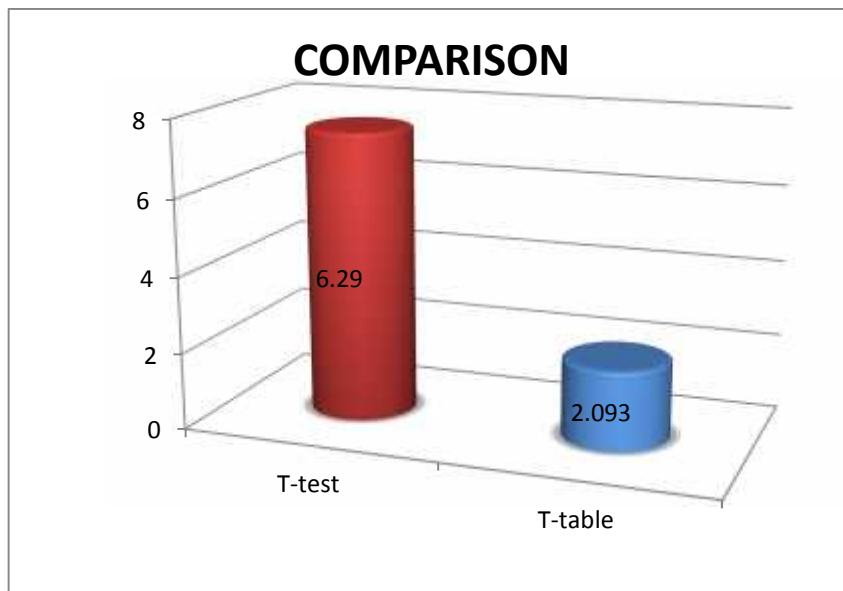


Figure 4.4: The Comparison Between the Students' T-test and T-table

It can be concluded that there was significant difference between the results of the student reading skill before and after using Note-Taking Technique. This also means that null hypothesis (H_0): The use of Note-Taking Technique does not effective in improved the students' reading skill at the Second Year Students of SMA Muhammadiyah 9 Makassar is rejected and the alternative hypothesis (H_1) The use of

Note-Taking Technique does effective in improved the students' reading skill at the Second Year Students of SMA Muhammadiyah 9 Makassar is accepted.

B. Discussion

In this part, the result of findings was explained clearly about students' increase in critical reading comprehension in terms of giving own opinion and creative reading comprehension focused on the purpose of text. In findings, the data showed that the increase of students' in reading skill was significant after analysing t-test and t-table value.

1. The Increasing of the Students' Critical Reading Comprehension

Reading Comprehension in Terms of Critical Comprehension was about the comprehension to know own opinion of the text it based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It was happened if we had more interested so the readers understandable and got information from it. As Harmer (2003-2010) state that reading for general comprehension means not stopping for every word, not analyzing everything that the researcher included in the text.

As Burns and Smith in murni (2012) state that Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented .The result of the data analysis through the reading test shows that the students' critical comprehension in term of giving own opinion has increased. It is indicated by the students' score in pre-test and post-test.

The mean score of the students in pre-test was 38.75. In terms of Critical comprehension in pre-test, the students were lack of giving own opinion that related of the topic had given. In pre test there were 7 (35%) out of students classified into very low score, 13 (65%) out of them classified into low score, none of them

classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 55 . It has increased and higher than pre-test. The students can give their own opinion most suitable with the topic. In post test there were 14 (70%) out of students classified into low score, 5 (25%) out of them classified into fairly good score, 1 (0.5%) out of them classified into excellent score, none of them classified into very good and excellent score.

In the treatment at the first meeting the researcher actually found that there were most of students got problem in reading because the most of them still lack to read a text and to giving own opinion each paragraphs. The second until the last meeting, they tried to read and giving own opinion in the text and also they pay attention to the explanation that given by the researcher to them at the end of meeting.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using Note-Taking technique. Thus, by using Note-Taking technique could be improved students' reading skill especially in Critical comprehension.

2. The Increasing of the Students' Creative Reading Comprehension

In addition, Creative comprehension in reading, It was one of important aspect in reading comprehension because a good reading should be know purpose of the text.

As Burns and Smith in Murni (2012) state that in creative reading the reader tries to purpose new alternative solution or response those by the writer. The result of the data analysis through the reading test shows that the students' creative

comprehension in term of the purpose of text has increased. It is indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 41.25. The students were lack to find purpose of the text that related of the topic had given. In pre test there were 13 (65%) out of students classified into very low score, 7 (35%) out of them classified into low score, none of them classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 57.5. It has increased and higher then pre-test. After the implementation of treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In Note-Taking Technique, students is asked for writing the purpose of text reading the text. So it helped students to link the information from the text and most suitable with the topic. In post test there were 2 (10%) out of students classified into very low score, 15 (75%) out of them classified into low score, out of them classified into fairly good score, 3 (15%) out of them classified into excellent score.

Researcher could conclude that using Note-Taking technique was one of good technique that could improve the students' reading skill in reading of the Second Year students' of SMA MUHAMMADIYAH 9 MAKASSAR in academic year 2016/ 2017 could improved in Critical comprehension and Creative Comprehension

3. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom (df) = 19 indicated that t-table value was 2.093 and t-test value was 6.29. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of Note-Taking Technique in teaching reading skill can improve the students' skill of reading.

Note-taking was interesting and beneficial for the students who studied English as foreign language because can improve the students' reading skills. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt.

From the discussion above, it could be concluded that the Second Year Students of SMA Muhammadiyah 9 Makassar in academic year 2017 / 2018 have good skills in reading after being taught through Note-Taking Technique especially in comprehending a text.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description in the previous chapter, the researcher puts forward conclusions and suggestions as follows:

A. Conclusion

1. The reading skill of the Second Year Students of SMA Muhammadiyah 9 Makassar in terms of critical reading comprehension has increase after using Note-Taking Technique. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of critical reading comprehension focused in giving own opinion was 39.4 %.
2. The creative reading comprehension at the Second Year Students of SMA Muhammadiyah 9 Makassar has increase after using Note-Taking Technique. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of creative reading comprehension focused on the purpose of the text was 55.5%.
3. Note-Taking Technique can increase reading comprehension at Second Year Students of SMA Muhammadiyah 9 Makassar. It is proved by the significant difference from pre-test to post-test through analysing the t-test and t-table value, result of the t-test is higher than t-table ($6.29 > 2.093$).

B. Suggestion

After looking at the result of the research, the researcher would like to put forward the following suggestions.

1. Special for English teacher, Note-Taking Technique can be applied in improving the students' reading skill.
2. Note-Taking Technique is one of the technique that can be considered in teaching in order to help the students' ability of reading comprehension in the classroom. because it was effective to improve the students' achievement.
3. For the next researcher, applying Note-Taking Technique in doing researching in the other variables of reading.

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RENCANA PELAKSANAAN PEMBELAJARAN (RRP)

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Menentukan main idea dari teks bacaan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Materi note-taking and teks bacaan bahasa inggris

Metode Pembelajaran

Teks bacaan

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 2. Salam dan tegur sapa
 3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 1. Menjelaskan Note-taking technique
 2. Memberikan materi berupa teks bacaan
 3. Mengaplikasikan Note-taking technique
 - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - b. Memberikan waktu selama 15-20 menit
 - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
 1. Guru mendiskusikan isi bacaan bersama siswa
 2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 1. Menanyakan kesulitan yang dihadapi oleh siswa
 2. Menyimpulkan materi pembelajaran
 3. Mengevaluasi siswa.

Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. When and where did the story happen?
- d. How many actors are in the story?
- e. What was Malin Kundang do when he met his mother?
- f. Why his mother curse him into stone?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RRP)**

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

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Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

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Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Menentukan main idea dari teks bacaan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Teks Bacaan

Metode Pembelajaran

Note-Taking technique

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 2. Salam dan tegur sapa
 3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 1. Menjelaskan Note-taking technique
 4. Memberikan materi berupa teks bacaan
 5. Mengaplikasikan Note-taking technique
 - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - b. Memberikan waktu selama 15-20 menit
 - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
 1. Guru mendiskusikan isi bacaan bersama siswa
 2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 1. Menanyakan kesulitan yang dihadapi oleh siswa
 2. Menyimpulkan materi pembelajaran
 3. Mengevaluasi siswa.

Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. When and where did the story happen?
- d. How many actors are in the story?
- e. What LoroJongrang did to foiled Bandung Bandawasa's effort?
- f. Why he cursed LoroJongrang into stone statue?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

RENCANA PELAKSANAAN PEMBELAJARAN (RRP)

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Menentukan main idea dari teks bacaan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Teks Bacaan

Metode Pembelajaran

Note-Taking technique

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 2. Salam dan tegur sapa
 3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 1. Menjelaskan Note-taking technique
 2. Memberikan materi berupa teks bacaan
 3. Mengaplikasikan Note-taking technique
 - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - b. Memberikan waktu selama 15-20 menit
 - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut.
Sebagai tindak lanjutnya:
 1. Guru mendiskusikan isi bacaan bersama siswa
 2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 1. Menanyakan kesulitan yang dihadapi oleh siswa
 2. Menyimpulkan materi pembelajaran
 3. Mengevaluasi siswa.

Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. When and Where did the story take place?
- d. How many actors are there in the text?
- e. What was Snow White did when she heard her uncle and her aunt talking about leaving her?
- f. Why did Snow White decided to ran away?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RRP)**

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- d. Menentukan main idea dari teks bacaan
- e. Membuat kesimpulan dari teks bacaan
- f. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Teks Bacaan

Metode Pembelajaran

Note-Taking technique

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 2. Salam dan tegur sapa
 3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 1. Menjelaskan Note-taking technique
 2. Memberikan materi berupa teks bacaan
 3. Mengaplikasikan Note-taking technique
 - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - b. Memberikan waktu selama 15-20 menit
 - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut.
Sebagai tindak lanjutnya:
 1. Guru mendiskusikan isi bacaan bersama siswa
 2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 1. Menanyakan kesulitan yang dihadapi oleh siswa
 2. Menyimpulkan materi pembelajaran
 3. Mengevaluasi siswa.

Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. When and where did the story happen?
- d. How many actors are in the story?
- e. What was the crane to make the fox realize his mistake?
- f. Why the crane did like that to the fox?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

RENCANA PELAKSANAAN PEMBELAJARAN (RRP)

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- g. Menentukan main idea dari teks bacaan
- h. Membuat kesimpulan dari teks bacaan
- i. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Teks Bacaan

Metode Pembelajaran

Note-Taking technique

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 4. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 5. Salam dan tegur sapa
 6. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 4. Menjelaskan Note-taking technique
 5. Memberikan materi berupa teks bacaan
 6. Mengaplikasikan Note-taking technique
 - d. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - e. Memberikan waktu selama 15-20 menit
 - f. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut.
Sebagai tindak lanjutnya:
 3. Guru mendiskusikan isi bacaan bersama siswa
 4. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 4. Menanyakan kesulitan yang dihadapi oleh siswa
 5. Menyimpulkan materi pembelajaran
 6. Mengevaluasi siswa.

Penilaian

- d. Teknik : tulisan
- e. Bentuk : menjawab sesuai teks bacaan
- f. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. Where and when did the story happen?
- d. How many actors are in the story?
- e. What was Ali Baba do to get the cave?
- f. Why the thieves want to kill Ali Baba?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RRP)**

Nama Sekolah : SMA MUHAMMADIYAH 9 MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Aspek / Skill : Reading
Alokasi Waktu : 2 x 40 Menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- j. Menentukan main idea dari teks bacaan
- k. Membuat kesimpulan dari teks bacaan
- l. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

Sumber belajar

Teks bacaan bahasa inggris

Materi Ajar

Teks Bacaan

Metode Pembelajaran

Note-Taking technique

Langkah – langkah Pembelajaran :

- Kegiatan awal :
 7. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
 8. Salam dan tegur sapa
 9. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
 7. Menjelaskan Note-taking technique
 8. Memberikan materi berupa teks bacaan
 9. Mengaplikasikan Note-taking technique
 - g. Memberikan bacaan sesuai tingkat kecerdasan siswa
 - h. Memberikan waktu selama 15-20 menit
 - i. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut.
Sebagai tindak lanjutnya:
 5. Guru mendiskusikan isi bacaan bersama siswa
 6. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
- Kegiatan akhir
 7. Menanyakan kesulitan yang dihadapi oleh siswa
 8. Menyimpulkan materi pembelajaran
 9. Mengevaluasi siswa.

Penilaian

- g. Teknik : tulisan
- h. Bentuk : menjawab sesuai teks bacaan
- i. Evaluasi

Answer the Question!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. Where and when did the story happen?
- d. How many actors are in the story?
- e. What was town mouse do with country mouse?
- f. Why the country mouse said when dinner with town mouse?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Aspek penilaian

Jumlah soal ada 10, tetapi hanya fokus pada 2 soal saja, dan setiap nomor mendapatkan point 4, 3, 2, 1 tergantung ketepatan jawaban siswa.

Teaching Material

The First Meeting

Read the text carefully!

MALIN KUNDANG

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" then he ordered his crews to set sail. Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.
 - e. Think and Reflect, Think about the information in the notes.
 - f. Review, review the notes.

- g. Summarize, make a summary in the bottom of the note paper.
2. Answer these following questions based on the text above!
- a. What is the purpose of the text?
 - b. What do you think about the story? Explain with your own opinion!
 - c. Where and when did the story happen?
 - d. How many actors are in the story?
 - e. What was Ali Baba do to get the cave?
 - f. Why the thieves want to kill Ali Baba?
 - g. What lesson can you take in the story above?
 - h. How was this problem solve in the story?

Teaching Material

The Second Meeting

Read the text carefully!

Loro Jonggrang

Long time ago there was a princess called LoroJonggrang. Loro Jonggrang was the daughter of giant king called Ratu Baka. She had a proposal from a young noble, Bandung Bandawasa. He was handsome, wealthy, and powerful but Loro Jonggrang didn't want to marry him. She gave a task to Bandung Bandawasa. She had to make 1,000 temples in one night, to prepare his marriage to Loro Jonggrang.

Bandung Bandawasa used his supranatural power to call the genies, and he made the temples in unbelievable speed. LoroJonggrang saw the task was almost complete. Then she ordered her servants to help her hit the rice punches and made the sound of cooking. These action would make the genies think that morning had come.

They would run away Bandung Bandawasa was angry with Loro Jonggrang. He already finished 9999 temples, and when he built the 1000th he cursed Loro Jonggrang into a stone statue to fill the 1,000th temple.

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.
 - e. Think and Reflect, Think about the information in the notes.
 - f. Review, review the notes.
 - g. Summarize, make a summary in the bottom of the note paper.
2. Answer these following questions based on the text above!
 - a. What is the purpose of the text?
 - b. What do you think about the story? Explain with your own opinion!
 - c. Where and when did the story happen?

- d. How many actors are in the story?
- e. What was Ali Baba do to get the cave?
- f. Why the thieves want to kill Ali Baba?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Teaching Material

The Third Meeting

Read the text carefully!

Snow white

Once upon the time there lived a beautiful girl who has white skin named Snow White. She lived with her aunt and uncle because her parents were dead. One day, she heard her uncle and her aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this. So she decided it would be best if she ran away.

The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. Then, she saw a little cottage. She knocked but no one answered so she went inside and fell a sleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up and she saw the dwarfs. The dwarfs said, "what's your name?". "My name is Snow White." She answered. Doc, one of the dwarfs said, " if you wish, you may live here with us." "oh could I? Thank you" she said. Then Snow White told the dwarfs the whole story. Snow White and seven dwarfs lived happily ever after.

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.
 - e. Think and Reflect, Think about the information in the notes.
 - f. Review, review the notes.
 - g. Summarize, make a summary in the bottom of the note paper.

2. Answer these following questions based on the text above!
- a. What is the purpose of the text?
 - b. What do you think about the story? Explain with your own opinion!
 - c. Where and when did the story happen?
 - d. How many actors are in the story?
 - e. What was Ali Baba do to get the cave?
 - f. Why the thieves want to kill Ali Baba?
 - g. What lesson can you take in the story above?
 - h. How was this problem solve in the story?

Teaching Material

The Fourth Meeting

Read the text carefully!

The Dinner Party

Once there lived a fox and a crane in a forest. One day the cunning fox invited the crane for a dinner. The crane accepted the invitation and went to the fox's place at sunset.

The fox had prepared soup for dinner. When the crane sat down to eat, the fox brought two bowls of hot soup. The fox started to enjoy the soup.

But the crane could not drink the soup from the bowl with its long beak. It waited for the fox to finish the dinner and bid goodbye. It had to get back home hungry.

After a few days, the crane invited the fox for a dinner. The fox agreed and went to the crane's house well in time. The crane gave him a warm welcome. It served the soup in a jar with a long and narrow neck.

The crane enjoyed the soup using his long beak. The fox's mouth could not reach the soup through the narrow neck of the jar. It tried hard, but could not drink the soup. Then the crane brought a bowl of soup and said to the fox, "When I came to your house for dinner, you served me soup in a bowl, which I could not drink. I wanted to teach you a lesson. That's why I first served soup in a jar. Please drink the soup now and go home happily."

The fox realized his mistake and drank the soup. From then on both became good friends.

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.
 - e. Think and Reflect, Think about the information in the notes.
 - f. Review, review the notes.
 - g. Summarize, make a summary in the bottom of the note paper.

2. Answer these following questions based on the text above!
 - a. What is the purpose of the text?
 - b. What do you think about the story? Explain with your own opinion!
 - c. Where and when did the story happen?
 - d. How many actors are in the story?
 - e. What was Ali Baba do to get the cave?
 - f. Why the thieves want to kill Ali Baba?
 - g. What lesson can you take in the story above?
 - h. How was this problem solve in the story?

Teaching Material

The Fifth Meeting

Read the text carefully!

Ali Baba

Once upon a time there were 40 thieves who put their stolen and treasure in a cave. When they wanted to come in the cave, they said to the cave entrance, “Open Sesame!”. A poor man named Ali Baba saw them while they were doing that, so he heard the opening word. After the thieves left, Ali Baba went towards the cave and opened it. He was surprised to see a very large quantity of money in it. He took some of it and went back home soon.

After that Ali Baba became a rich man and his brother wanted to know how Ali Baba became rich. One day, his brother followed Ali Baba to solve the mystery. Next day, the brother went back to the cave and opened it. He found a lot of money but when he tried to get out he could not.

After a few minutes the thieves came in and saw the brother. The boss of thieves asked him how he knew about the cave. So he told him the story. They killed the brother and went to find Ali Baba’s house.

Next morning the thieves hid in big jars and went to Ali Baba’s house. The boss and two of his men pretended that they were merchants. Ali Baba invited them to lunch.

After lunch they took a rest. The house maid went out and found 40 thieves in the jars, so he boiled hot oil and poured it on their heads to kill them. After that, Ali Baba lived in happiness forever.

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.
 - e. Think and Reflect, Think about the information in the notes.
 - f. Review, review the notes.

g. Summarize, make a summary in the bottom of the note paper.

2. Answer these following questions based on the text above!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. Where and when did the story happen?
- d. How many actors are in the story?
- e. What was Ali Baba do to get the cave?
- f. Why the thieves want to kill Ali Baba?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Teaching Material

The sixth Meeting

Read the text carefully!

A TOWN MOUSE AND A COUNTRY MOUSE

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour.

The flavour was not much to the taste of the guest and presently he broke out with “My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land.”

So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened and some one came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But some one else came in, and off they scuttled again. This was too much for the visitor. “Good bye,” said he, “I’m off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace.”

1. Make a note
 - a. Make a column or note paper.
 - b. Write a note, the students write a note in short sentence and take important points in the text
 - c. Replay and reduce, reread the notes and reduce in to the key words or phrases.
 - d. Recite, Read each key word or question out loud.

- e. Think and Reflect, Think about the information in the notes.
- f. Review, review the notes.
- g. Summarize, make a summary in the bottom of the note paper.

3. Answer these following questions based on the text above!

- a. What is the purpose of the text?
- b. What do you think about the story? Explain with your own opinion!
- c. Where and when did the story happen?
- d. How many actors are in the story?
- e. What was Ali Baba do to get the cave?
- f. Why the thieves want to kill Ali Baba?
- g. What lesson can you take in the story above?
- h. How was this problem solve in the story?

Attendance List

No	Name	Attendance list										
		Pre test	Treatment								Post test	
			1	2	3	4	5	6	7	8		
1	A. Ibrahim	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓
2	Akhmad Rauhun Raihan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Alivia Putri Syaidina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Andi Askar Muzakkar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Farhan Assafie	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓
6	Febriani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Jusmiani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	M. Imran Ilham Udezah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	M. Iskandar Zulkarnain	✓	✓	✓	✓	✓	✓	s	✓	✓	✓	✓
10	Muh. Ilham Gaffar	✓	✓	a	i	✓	✓	✓	✓	✓	✓	✓
11	Muh. Takbir J	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓
12	Nurhidayah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Puspa Sari	✓	✓	✓	✓	✓	✓	✓	s	✓	✓	✓
14	Rahmad Hidayat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Rizky Cahya Iwani	✓	✓	✓	✓	s	✓	✓	✓	✓	✓	✓
16	Rosdianti	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Muhammad Hafis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Mega Wulandariyanti	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	A. Mutmainnah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Dimas Apridjaya Ningrat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Keterangan:

Sakit

Izin

Alfa

DATA ANALYSIS

A. THE STUDENTS' SCORE IN PRE-TEST

No.	Respondents	Critical (Own opinion)	Creative (Purpose of the text)
1	B. IBRAHIM	1	1
2	AKHMAD RAUHUN RAIHAN	1	1
3	ALIVIA PUTRI SYAIDINA	1	1
4	ANDI ASKAR MUZAKKAR	2	2
5	FARHAN ASSAFIE	1	1
6	FEBRIANI	2	1
7	JUSMIANI	2	2
8	M. IMRAN ILHAM UDEZAH	1	2
9	M. ISKANDAR ZULKARNAIN	1	1
10	MUH. ILHAM GAFFAR	1	1
11	MUH. TAKBIR J	2	2
12	NURHIDAYAH	2	2
13	PUSPA SARI	2	2
14	RAHMAD HIDAYAT	2	2
15	RIZKY CAHYA IWANI	1	1
16	ROSDIANTI	2	1
17	MUHAMMAD HAFIS	2	1
18	MEGA WULANDARIYANTI	2	2
19	B. MUTMAINNAH	2	2
20	DIMAS APRIDJAYA NINGRAT	1	1

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

B. THE STUDENTS' SCORE IN POST-TEST

No.	Respondents	Critical (Own opinion)	Creative (Purpose of the text)
1	C. IBRAHIM	2	2
2	AKHMAD RAUHUN RAIHAN	2	2
3	ALIVIA PUTRI SYAIDINA	2	3
4	ANDI ASKAR MUZAKKAR	2	2
5	FARHAN ASSAFIE	3	2
6	FEBRIANI	2	2
7	JUSMIANI	4	3
8	M. IMRAN ILHAM UDEZAH	2	2
9	M. ISKANDAR ZULKARNAIN	2	1
10	MUH. ILHAM GAFFAR	2	2
11	MUH. TAKBIR J	2	2
12	NURHIDAYAH	3	3
13	PUSPA SARI	2	2
14	RAHMAD HIDAYAT	3	2
15	RIZKY CAHYA IWANI	2	2
16	ROSDIANTI	2	1
17	MUHAMMAD HAFIS	2	1
18	MEGA WULANDARIYANTI	2	3
19	C. MUTMAINNAH	2	2
20	DIMAS APRIDJAYA NINGRAT	2	2

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

D. THE STUDENTS' READING SKILL IN PRE-TEST AND POST TEST

1. Pre-Test

No	Students	The purpose of text	Own opinion		X
1	S - 1	25	25	50	25
2	S - 2	25	25	50	25
3	S - 3	25	50	75	37.5
4	S - 4	50	50	100	50
5	S - 5	25	25	50	25
6	S - 6	25	50	75	37.5
7	S - 7	50	50	100	75
8	S - 8	25	50	75	37.5
9	S - 9	25	25	50	25
10	S - 10	25	25	50	25
11	S - 11	25	50	75	37.5
12	S - 12	50	50	100	50
13	S - 13	50	50	100	50
14	S - 14	50	50	100	50
15	S - 15	25	25	50	25
16	S - 16	25	50	75	37.5
17	S - 17	25	50	75	37.5
18	S - 18	50	50	100	50
19	S - 19	50	50	100	50
20	S - 20	25	25	50	25
		675	825	1500	775
	X	33.75	41.25	75	38.75

Note: The result of pre-test score of every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

1. Giving own opinion

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. The purpose of text

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. Post-Test

No	Students	The purpose of text	Own opinion		X
1	S - 1	50	50	100	50
2	S - 2	50	50	100	50
3	S - 3	75	50	125	62.5
4	S - 4	50	50	100	50
5	S - 5	50	75	125	62.5
6	S - 6	50	50	100	50
7	S - 7	75	100	175	87.5
8	S - 8	50	50	100	50
9	S - 9	25	50	75	37.5
10	S - 10	50	50	100	50
11	S - 11	50	50	100	50
12	S - 12	75	75	150	75
13	S - 13	50	50	100	50
14	S - 14	50	75	125	62.5
15	S - 15	50	50	100	50
16	S - 16	25	50	75	37.5
17	S - 17	50	50	100	50
18	S - 18	75	50	125	62.5
19	S - 19	50	50	100	50
20	S - 20	50	75	125	62.5
		1050	1150	2200	1100
	X	52.5	57.5	110	55

Note: The result of pre-test score of every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

1. The purpose of text

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. Own opinion

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

E. Table of the students' achievement

Students reading skill

No	X1	X2	D	X1 ²	X2 ²	D ²
	(Pre-Test)	(Post-Test)	(x2-x1)			
S-1	25	50	25	625	2500	625
S-2	25	50	25	625	2500	625
S-3	37.5	62.5	25	1406.25	3906.25	625
S-4	50	50	0	2500	2500	0
S-5	25	62.5	37.5	625	3906.25	1406.25
S-6	37.5	50	12.5	1406.25	2500	156.25
S-7	75	87.5	12.5	5625	7656.25	156.25
S-8	37.5	50	12.5	1406.25	2500	156.25
S-9	25	37.5	12.5	625	1406.25	156.25
S-10	25	50	25	625	2500	625
S-11	37.5	50	12.5	1406.25	2500	156.25
S-12	50	75	25	2500	5625	625
S-13	50	50	0	2500	2500	0
S-14	50	62.5	12.5	2500	3906.25	156.25
S-15	25	50	25	625	2500	625
S-16	37.5	37.5	0	1406.25	1406.25	0
S-17	37.5	50	12.5	1406.25	2500	156.25
S-18	50	62.5	12.5	2500	3906.25	156.25
S-19	50	50	0	2500	2500	0
S-20	25	62.5	37.5	625	3906.25	1406.25
Total	775	1100	325	33437.5	63125	7812.5
Mean score	38.75	55	16.25	1671.87	3156.25	390.62

F. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score

$$\bar{x} = \frac{\Sigma x}{N}$$

Where:

\bar{x} = the mean score

Σx = the total score

N = the number of students

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1. The Mean Score For Pre-Test

a. Critical reading

➤ Own opinion

$$X = \frac{\Sigma x}{N} = \frac{825}{20} = 41.25$$

b. Creative reading

➤ The purpose of text

$$X = \frac{\Sigma x}{N} = \frac{675}{20} = 33.75$$

2. The Mean Score For Post-Test

Critical Comprehension

- Own opinion

$$X = \frac{\sum x}{N} = \frac{1150}{20} = 57.5$$

Creative Comprehension

- The purpose of text

$$X = \frac{\sum x}{N} = \frac{1050}{20} = 52.5$$

G. CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of Students' reading skill achievement

Mean score of gain (D)

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{325}{20}$$

$$\bar{D} = 16.25$$

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

$$t = \frac{16.25}{\sqrt{\frac{7812.5 - \frac{325^2}{20}}{20 \cdot 19}}}$$

$$t = \frac{16.25}{\sqrt{\frac{7812.5 - \frac{105625}{20}}{19}}}$$

$$t = \frac{16.25}{\sqrt{\frac{7812.5 - \frac{5281.25}{2}}{19}}}$$

$$t = \frac{16.25}{\sqrt{\frac{2531.25}{19}}}$$

$$t = \frac{16.25}{\sqrt{133.75}}$$

$$t = \frac{16.25}{11.56}$$

$$t = 1.40$$

H. CRITICAL VALUE OF T-TABLE

Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.925	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527
22	1.717	2.074	2.819	3.505
23	1.714	2.069	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.058	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.704	3.307

**THE STUDENTS' SCORE AND CLASIFICATION OF THE STUDENTS
SCORE**

1. THE STUDENTS SCORE

No	Nama	The Students' Score					
		Pre-Test			Post-test		
		The text purpose	Own opinion	X	The text purpose	Own opinion	X
1	D. Ibrahim	25	25	25	50	50	50
2	Akhmad Rauhun Raihan	25	25	25	50	50	50
3	Alivia Putri Syaidina	25	50	37.5	75	50	62.5
4	Andi Askar Muzakkar	50	50	50	50	50	50
5	Farhan Assafie	25	25	25	50	75	62.5
6	Febriani	25	50	37.5	50	50	50
7	Jusmiani	50	50	75	75	100	87.5
8	M. Imran Ilham Udezah	25	50	37.5	50	50	50
9	M. Iskandar Zulkarnain	25	25	25	25	50	37.5
10	Muh. Ilham Gaffar	25	25	25	50	50	50
11	Muh. Takbir J	25	50	37.5	50	50	50
12	Nurhidayah	50	50	50	75	75	75
13	Puspa Sari	50	50	50	50	50	50
14	Rahmad Hidayat	50	50	50	50	75	62.5
15	Rizky Cahya Iwani	25	25	25	50	50	50
16	Rosdianti	25	50	37.5	25	50	37.5
17	Muhammad Hafis	25	50	37.5	50	50	50
18	Mega Wulandariyanti	50	50	50	75	50	62.5
19	I. Mutmainnah	50	50	50	50	50	50
20	Dimas Apridjaya Ningrat	25	25	25	50	75	62.5

2. THE CLASIFICATION OF THE STUDENTS' SCORE

No	Nama	The Students' Score					
		Pre-Test			Post-test		
		Purpose of text	Own opinion	X	Purpose of text	Own opinion	X
1	A. Ibrahim	Very Low	Very Low	Very Low	Low	Low	Low
2	Akhmad Rauhun Raihan	Very Low	Very Low	Very Low	Low	Low	Low
3	Alivia Putri Syaidina	Very Low	Low	Very Low	Fairly Good	Low	Low
4	Andi Askar Muzakkar	Low	Low	Low	Low	Low	Low
5	Farhan Assafie	Very Low	Very Low	Very Low	Low	Fairly Good	Low
6	Febriani	Very Low	Low	Low	Low	Low	Low
7	Jusmiani	Low	Low	Low	Fairly Good	Excellent	Very Good
8	M. Imran Ilham Udezah	Very Low	Low	Low	Low	Low	Low
9	M. Iskandar Zulkarnain	Very Low	Very Low	Very Low	Very Low	Low	Low
10	Muh. Ilham Gaffar	Very Low	Very Low	Very Low	Low	Low	Very Low
11	Muh. Takbir J	Very Low	Low	Low	Low	Low	Low
12	Nurhidayah	Low	Low	Low	Fairly Good	Fairly Good	Fairly Good
13	Puspa Sari	Low	Low	Low	Low	Low	Low
14	Rahmad Hidayat	Low	Low	Low	Low	Fairly Good	Low
15	Rizky Cahya Iwani	Very Low	Very Low	Very Low	Low	Low	Low
16	Rosdianti	Very Low	Low	Very Low	Very Low	Low	Very Low
17	Muhammad Hafis	Very Low	Low	Very Low	Low	Low	Low
18	Mega Wulandariyanti	Low 50	Low	Low	Low	Fairly Good	Low
19	A. Mutmai nnah	Low	Low	Low	Low	Low	Low
20	Dimas Apridjaya Ningrat	Very Low	Very Low	Very Low	Low	Fairly Good	Low

DOKUMENTASI





CURRICULUM VITAE



NURMILA, was born on November 08th 1995 in Bola tallu. She is the five child from five siblings. Her father is Alm. Latif and Her mother is Ati. In 2007 she has graduated from SDN 97 Tobalu Kab. Enrekang and continued her study at SMPN 1 Baraka graduated in 2010. In the same year, she continued her study at SMAN 1 Baraka and finished in 2013. After finished in senior high school, she proceeded her study at Makassar Muhammadiyah University in 2013. She was accepted in English Department of Teachers Training and Education Faculty. At the end of her study, she could finish her thesis in 2017 entitle *“Improving the Students’ Reading Skill Through Note-Taking Technique at the second Year Students of SMA MUHAMMADIYAH 9 Makassar (A Pre-Experimental Research)”*