**THE USE OF NOTE TAKING TECHNIQUE IN IMPROVING READING COMPREHENSION: An Experimental Study for the Eighth Grade Students at SMPN 11 Mataram in Academic Year 2012-2013**

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**Abstaksi**

Penelitian ini bertujuan untuk mengetahui pengaruh dari penggunaan tehnik note taking dalam meningkatkan kemampuan siswa memahami bacaan. Populasi berjumlah 204 siswa yang terbagi dalam enam kelas. Sampel terdiri dari 68 siswa yang dipilih secara acak dan terbagi menjadi dua kelompok, 34 siswa kelompok eksperimen dan 34 siswa kelompok kontrol. Prosedur penelitian yang diterapkan adalah pretest-treatment-posttest. Pretest diberikan kepada kelompok eksperimen maupun kontol dengan tujuan untuk mengetahui kemampuan dasar siswa dalam memahami bacaan. Kemudian, treatment diberikan selama dua kali pertemuan pada masing-masing kelompok, yang mana kelompok eksperimen diterapkan tehnik note-taking dalam proses pembelajaran reading, sedangkan kelompok kontrol tidak. Tehnik analisis data menggunakan rumus statististika t-test . Hasil penelitian menunjukan rata-rata nilai siswa kelompok eksperimen (8,03) lebih tinggi dibandingkan dengan kelompok control (3,08). Hal ini menunjukan adanya perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Hal tersebut juga dapat dibuktikan dengan perbandingan antara nilai t-test (3,46) yang lebih tinggi dari t-table pada kisaran derajat (df=66) ditingkat kepercayaan 95% (2,00) dan 99% (2,66) (2.00<3.46>2.66). Dengan demikian, dapat disimpulkan bahwa penerapan tehnik note-taking sangat efektif dalam meningkatkan kemampuan siswa dalam memahami bacaan.

**Abstract**

This study is aimed at finding out the effect of using note-taking technique in improving reading comprehension. The total number of population in this study is 204 students containing six classes. The sample was selected by cluster random sampling, and there were 68 students as the sample of this study, which was divided into two groups: 34 students belonged to experimental and 34 students belonged to control group. The research procedures are pre test-treatment-post test. Pre-test was given for both of experimental and control group in order to know the basic ability of reading comprehension. Then, treatment were given in twice for each group. The experimental group was treated by note taking technique, whereas the control group was treated by conventional method. The data were analyzed statistically by using t-test formula. The result of this study proved that the mean of students’ scores for experimental group (i.e,8.03) was higher than the control group (i.e,3.08). This can be interpreted that there was significant difference of reading comprehension achievement during this study between experimental and control group. It is also supported by the t-test value (i.e,3.46) which was higher than t-table in two tails test at confidence level 0.5 (95%) (i.e,2.00) and 0.1 (99%) (i.e,2.66) (2.00<3.46>2.66) in degree of freedom (df) 66. Therefore, note taking technique is effective in improving student’s reading comprehension. Thus, the alternative hypothesis (Ha) is accepted.

**Key words: *Note Taking Technique, and Reading Comprehension.***

1. **Introduction**

Communication needs language use as the media. Many countries use English as their second language. To face this global challenge, education is important. That is because Indonesia who learn English as a foreign language, learn and use English from lowest to the highest level of education. In English learning, four skills have to be taught especially in school. They are listening, speaking, reading and writing. One of the language skills that plays an important role in English is reading. According to Harmer (2007) states that it is fruitful not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts. Reading is one of the two language receptive skills. It gives students the possibility of accessing written materials. Undeniably, reading is more than seeing words correctly, more than recognizing the meaning of isolated word, reading also requires someone to think, feel and image fully comprehension. Reading is an important activity in every language. Reading is only incidentally visual, the reader then contributes more information by the print on the page (Brown,2001). Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, and brochures. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Selbe (2011) states that reading activities require words recognition, comprehension, and fluency. To understand all types of information in an array of the texts, it requires not only the reading activity, but also ability to understand the content. In addition, he states that without the ability to understand the text content, one is not able to absorb or comprehend a lot of information quickly, accurately, and easily. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students’ reading comprehension that is still far from what is being expected. According to the reason, the researcher is interested in investigating the use of note taking technique in improving reading comprehension for the eighth grade students in SMPN 11 Mataram. She also desires to know the advantages and the problems faced by students and teacher in using that method.

1. **Reading as Language Skill**

Reading is a complex developmental challenge that relates with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity.

Reading comprehensively, first, implies the capture of the writer’s purposes and implies that the readers, who identify basic information, are able to predict, to infer, to argue and to recognize writers’ points of view. The reading comprehension process focuses on three elements: The text being read, the background knowledge possessed by the reader, and contextual aspects (Urquhat,2000). He suggests that background knowledge is a helpful tool when a person confronts a text since he can reorganize his knowledge and put it together better. To comprehend a reading it is necessary that the reader be able to extract the key words in order to capture the whole sense of the text. It constantly involves guessing, predicting, checking and asking oneself questions. It is possible, for instance, to develop the students’ powers of inference through systematic practice or introduce questions that encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

1. **Reading Process**

Reading processis a process in which we construct meaning from print. Any of the sub-processes, such as word identification or comprehension, that involved in the act of reading.There is a set of common underlying processes that are activated when we read. Grabe and Stoller (2002) show the list of process as follows:

|  |  |
| --- | --- |
| ***Lower-level processes*** | ***Higher-level processes*** |
| \*Lexical access | \*Text model of comprehension |
| \*Syntactic parsing | \*Situation model of reader interpretation |
| \*Semantic proposition formation | \*Background knowledge use and inference |
| \*Working memory activation | \*Executive control process |

The lower-level processes represent the more automatic linguistic processes and are typically viewed as more skills orientated. The higher- level processes generally represent comprehension processes that make much more use of readers’ background knowledge and inference skills. Grabe and Stoller (2002) highlight the important role of working memory because the information fades from memory quickly, which makes the reading process inefficient. To sum up, reading involves various types and levels of cognitive and meta-cognitive processes which are intertwined complicatedly. Therefore, all of these processing should be taken into consideration in developing students’ reading skills.

1. **Techniques for Teaching Reading**

There are techniques as follows:

1. Generate Questions, Readers can be taught to generate questions that reliably prepare their minds for reading. One way is to have them take something they know about the passage (or story), even just the title if they are at the beginning, and ask the questions, “who, what, how, and why.” Their minds will then expect to find these answers, and will either recognize and remember when they see them, or will continue wondering as they continue reading. Either way, they are paying closer attention to what they are reading.
2. Monitor Comprehension, the readers’ act of paying attention to whether or not they comprehend as they read, that is, “monitoring” their comprehension, also has a fancier name: metacognition. They deliberately remain aware of their mental state while reading, and when they realize they do not understand, review the text and acquire the missing information. Until they become skillful, have them stop as often as every few sentences to decide if they understand what they are reading and to take corrective action if they do not. As they become more proficient, they are able to read for longer stretches between pauses.
3. Summarize, the readers distill the central idea of the text and remove trivial and redundant information. Researchers have found that readers in the early grades primarily just delete unwanted text. More advanced readers, however, condense ideas into their own words, and even group ideas from several paragraphs into a single summary statement. Summarization can be taught and improved with practice. Beginning readers summarize every few sentences or every paragraph. More advanced readers can summarize several paragraphs or even longer passages. Frequently summarizing forces the readers to reorganize the information in a way that is sensible to them. It also helps them monitor so they don’t go too far afield before realizing that important information is missing.
4. **Note Taking Technique**

## It is widely accepted by educators that note taking is a valuable tool that can help increase the retention of information (Kwira,2001). Stahl (2006) further, mentions that note taking is one of many “cognitive processes that students need in order to facilitate their own learning and to improve their academic performance. By definition, then, note taking is linked to student achievement. Note taking is an activity that students will need to use in school if they want to be successful, students will increasingly have to depend on their ability to take notes in order to be successful in the classroom. Some researchers have found positive relationships between note taking and learning. Other studies indicate that note taking has no effect on achievement. A few researchers have even found that taking notes has an adverse affect on student achievement.

## Many studies that have considered the effect of note taking on achievement recognize that there are two distinct categories of note taking. The first category suggests that the notes themselves are useful because they provide the student with a record of information that she may review. From this perspective, notes are valuable because they 1) help the learner rehearse important content, and 2) can serve as a mnemonic device that can help the student to remember parts of the content that were not included in the notes themselves. The second category suggests that the act of taking notes is important because it 1) increases attention and concentration, 2) encourages students to process the material at a deeper level, and 3) provides a means of connecting new learning with prior knowledge (Carrier & Titus). These two categories imply that note taking can boost achievement by acting as a *product* (the former category) or as a *process* (the latter category).

1. **Procedure in Applied Note Taking**

According to Cornell (1949, in Bullock 2008) , with this method, different parts of the notebook page have different functions. Notes are recorded on one half, key words and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the page, the advantages of Cornell system are: a) results in more organized notes, b) allows students to quickly identify key words and concepts, c) can easily be used as a study guide for exams, d) arrangement of information is aesthetically pleasing and easy to scan.

There are steps in note taking in Cornell system as follow:

1. Divide the paper

* Use loose-leaf notebook paper and write on one side of the page only.
* Divide the paper vertically by drawing a line from top to bottom about two from the left side of the page.

1. Documentation

* Write the date and page number at the top of each page.

1. Record notes

* During the lesson, record the main ideas and concepts on the right side of the page. This is the notes column.
* Rephrase the information in own words before writing it down.
* Skip one line between ideas and several lines between topics.
* Avoid writing in complete sentences; use symbols and abbreviations.

1. Review and clarify

* As soon as possible, review the notes in the right column and clarify any ambiguous information.
* Compare the information with your text and/or other students’ notes.
* Pull the main ideas, concepts, terms, places, dates, and names from the right column and record them in the left-hand recall column.

1. Summarize

* Prepare a summary of the lesson material and record it at the end of the notes.
* The summary may be in sentences or short phrases.

1. Study

* Use both sections of the notes to prepare for exams.

1. **Research Design**

This study was an experimental research and conducted in two classes of eight grade students at SMPN 11 Mataram. It aimed to find out “the effect of note taking technique in improving reading comprehension. This research applies two group designs that focused on teaching two classes of Junior High School students of grade VIII. The two sample of this research were experimental and control groups. The research procedures are pre test-treatment-post test. The writer gave pre test for both of experimental and control groups in the first meeting to know the basic ability of reading comprehension, then, after the pre test the writer taught for two meeting in each group as a treatment. The researcher applied note taking in the experimental group, meanwhile, the control group was not treated by using note taking. For the last, the researcher gave a post test after conducting treatment to investigate the effect of treatment. The total number of population of this study is 204 students containing six classes of eighth grade student at SMPN 11 Mataram, consisting of: VIII A, 33 students, VIII B 35 students, VIII C 33 students, VIII D 34 students, VIII E 35 students, VIII F 34 students. The samples for this study were taken by cluster random sampling technique. From approximately, six classes on eight grade students at SMPN 11 Mataram were selected randomly by writing six different numbers on six different pieces of paper and chose two pieces of paper randomly. In addition, the samples were divided in two groups, where class VIII D as an experimental group and VIII F as a control group based on the lottery result. Thus, the total number of sample in this study is 68.

1. **Finding and Discussion**

**Table 1**

***Pre Test and Post Test Raw Score of Experimental Group and Control Group***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **Experimental Group (X)** | | **NO** | **Control Group (Y)** | |
| **Pre Test (X1)** | **Post Test (X2)** | **Pre Test (Y1)** | **Post Test**  **(Y2)** |
| 1 | 70 | 77 | 1 | 80 | 83 |
| 2 | 77 | 83 | 2 | 77 | 77 |
| 3 | 87 | 90 | 3 | 60 | 63 |
| 4 | 77 | 80 | 4 | 73 | 67 |
| 5 | 83 | 83 | 5 | 73 | 70 |
| 6 | 70 | 77 | 6 | 57 | 60 |
| 7 | 67 | 73 | 7 | 67 | 67 |
| 8 | 83 | 90 | 8 | 77 | 77 |
| 9 | 70 | 80 | 9 | 60 | 63 |
| 10 | 80 | 87 | 10 | 80 | 83 |
| 11 | 80 | 83 | 11 | 63 | 67 |
| 12 | 83 | 87 | 12 | 70 | 73 |
| 13 | 83 | 90 | 13 | 70 | 73 |
| 14 | 70 | 87 | 14 | 63 | 67 |
| 15 | 73 | 90 | 15 | 67 | 70 |
| 16 | 90 | 93 | 16 | 70 | 77 |
| 17 | 70 | 80 | 17 | 63 | 67 |
| 18 | 80 | 87 | 18 | 70 | 73 |
| 19 | 80 | 87 | 19 | 70 | 73 |
| 20 | 70 | 80 | 20 | 73 | 73 |
| 21 | 73 | 80 | 21 | 53 | 60 |
| 22 | 87 | 90 | 22 | 53 | 67 |
| 23 | 83 | 90 | 23 | 70 | 73 |
| 24 | 87 | 93 | 24 | 73 | 77 |
| 25 | 57 | 73 | 25 | 63 | 67 |
| 26 | 80 | 87 | 26 | 67 | 70 |
| 27 | 67 | 80 | 27 | 67 | 70 |
| 28 | 80 | 87 | 28 | 80 | 83 |
| 29 | 63 | 73 | 29 | 80 | 83 |
| 30 | 67 | 73 | 30 | 83 | 87 |
| 31 | 87 | 93 | 31 | 60 | 63 |
| 32 | 83 | 90 | 32 | 67 | 70 |
| 33 | 53 | 77 | 33 | 63 | 67 |
| 34 | 70 | 83 | 34 | 70 | 77 |
| **High** | **90** | **93** | **High** | **83** | **83** |
| **Low** | **53** | **73** | **Low** | **53** | **60** |

The table above shows that the lowest score of the pre test score for experimental is 53 and for control group is 53, the highest score for experimental is 90 and for control group is 83. Therefore, it can be inferred that both groups has the same lowest score in pre test and the score of both groups as a whole have increased in the post-test. However, the range score does not describe about the improvement, rather , the decrease and the difference that occurred between experimental and control group. Therefore, further computation needs to be done.

**Table 2**

***Tabulation deviation and square deviation scores of Experimental Group***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experimental Group** | | | | |
| **No** | **Pre test (X1)** | **Post test ( X2)** | **Deviation scores (dx)** | **Square of deviation score (dx)2** |
| 1 | 70 | 77 | 7 | 49 |
| 2 | 77 | 83 | 6 | 36 |
| 3 | 87 | 90 | 3 | 9 |
| 4 | 77 | 80 | 3 | 9 |
| *5* | 83 | 83 | 0 | 0 |
| 6 | 70 | 77 | 7 | 49 |
| 7 | 67 | 73 | 6 | 36 |
| 8 | 83 | 90 | 7 | 49 |
| 9 | 70 | 80 | 10 | 100 |
| 10 | 80 | 87 | 7 | 49 |
| 11 | 80 | 83 | 3 | 9 |
| 12 | 83 | 87 | 4 | 16 |
| 13 | 83 | 90 | 7 | 49 |
| 14 | 70 | 87 | 17 | 289 |
| 15 | 73 | 90 | 17 | 289 |
| 16 | 90 | 93 | 3 | 9 |
| 17 | 70 | 80 | 10 | 100 |
| 18 | 80 | 87 | 7 | 49 |
| 19 | 80 | 87 | 7 | 49 |
| 20 | 70 | 80 | 10 | 100 |
| 21 | 73 | 80 | 7 | 49 |
| 22 | 87 | 90 | 3 | 9 |
| 23 | 83 | 90 | 7 | 49 |
| 24 | 87 | 93 | 6 | 36 |
| 25 | 57 | 73 | 16 | 256 |
| 26 | 80 | 87 | 7 | 49 |
| 27 | 67 | 80 | 13 | 169 |
| 28 | 80 | 87 | 7 | 49 |
| 29 | 63 | 73 | 10 | 100 |
| 30 | 67 | 73 | 6 | 36 |
| 31 | 87 | 93 | 6 | 36 |
| 32 | 83 | 90 | 7 | 49 |
| 33 | 53 | 77 | 24 | 576 |
| 34 | 70 | 83 | 13 | 169 |
| **Nx = 34** | | | **∑dx = 273** | **= 2977** |

**Table 3**

***Tabulation of deviation and square deviation scores of Control Group***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Control Group** | | | | |
| **No** | **Pre test (Y1)** | **Post test ( Y2)** | **Deviation score (dy)** | **Square of deviation score (dy)2** |
| 1 | 80 | 83 | 3 | 9 |
| 2 | 77 | 77 | 0 | 0 |
| 3 | 60 | 63 | 3 | 9 |
| 4 | 73 | 67 | -6 | 36 |
| *5* | 73 | 70 | -3 | 9 |
| 6 | 57 | 60 | 3 | 9 |
| 7 | 67 | 67 | 0 | 0 |
| 8 | 77 | 77 | 0 | 0 |
| 9 | 60 | 63 | 3 | 9 |
| 10 | 80 | 83 | 3 | 9 |
| 11 | 63 | 67 | 4 | 16 |
| 12 | 70 | 73 | 3 | 9 |
| 13 | 70 | 73 | 3 | 9 |
| 14 | 63 | 67 | 4 | 16 |
| 15 | 67 | 70 | 3 | 9 |
| 16 | 70 | 77 | 7 | 49 |
| 17 | 63 | 67 | 4 | 16 |
| 18 | 70 | 73 | 3 | 9 |
| 19 | 70 | 73 | 3 | 9 |
| 20 | 73 | 73 | 0 | 0 |
| 21 | 53 | 60 | 7 | 49 |
| 22 | 53 | 67 | 14 | 196 |
| 23 | 70 | 73 | 3 | 9 |
| 24 | 73 | 77 | 4 | 16 |
| 25 | 63 | 67 | 4 | 16 |
| 26 | 67 | 70 | 3 | 9 |
| 27 | 67 | 70 | 3 | 9 |
| 28 | 80 | 83 | 3 | 9 |
| 29 | 80 | 83 | 3 | 9 |
| 30 | 83 | 87 | 4 | 16 |
| 31 | 60 | 63 | 3 | 9 |
| 32 | 67 | 70 | 3 | 9 |
| 33 | 63 | 67 | 4 | 16 |
| 34 | 70 | 77 | 7 | 49 |
| **Ny = 34** | | | **∑dy = 105** | **= 653** |

After getting the deviation score of the pre test and post-test, the mean deviation score of both the experimental and control groups can compute by using the next formula:

1. ***Mean Deviation Score of Experimental Group***

=

=

= 8.03

1. ***Mean Deviation Score of Control Group***

=

=

= 3.08

The result of the computation shows that the mean deviation score of the experimental group is higher than the control group. The difference of the means shows that the independent variable (note taking technique) gives positive effect to dependent variable (reading comprehension). However, in order to know whether the two groups were significantly different, the writer applies t-test statistical computation, the formula as follows:

t- test =

=

=

=

=

=

= 3.46

In this case, the writer needs to know the degree of freedom, in order to compare t-test and t-table that occurred. The total number of sample is 68, consisting 34 students in experimental group and 34 students in control group. In addition, the degree of freedom (df) is obtained by using formula bellows:

df = (Nx+Ny)-2

= (34+34)-2

= 66

Next, the writer compares t-test and t-table in two tails test at the confidence level of 0.5(95%) and 0.1(99%).

**Table 4**

***The comparison between t-test and t-table***

|  |  |  |  |
| --- | --- | --- | --- |
| **t-test** | **t-table** | | |
| 3.46 | Df | 0.5 | 0.1 |
| 66 | 2.00 | 2.66 |

1. **Conclusion and Suggestion**

The results of this study demonstrates that note taking technique is effective in improving reading comprehension for the eighth grade students at SMPN 11 Mataram in academic year 2012-2013. The differences of students’ achievement between the experimental and control group is shown by the improvement of students’ scores in the post-test. Finally, the writer comes to a conclusion that note taking is effective in teaching reading because it could improve the students’ reading comprehension and the students’ ability to understand and absorb the information in reading texts. Therefore, it is advisable to the teacher to apply note-taking technique as one of methods in teaching reading comprehension.

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