THE INFLUENCE OF WINDOW NOTE MODEL ON THE STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMA N 1 NRONGGOT ACADEMIC YEAR 2015-2016

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain

the Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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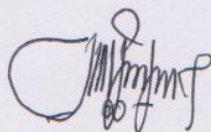### DIAN OKTAVIA SARI
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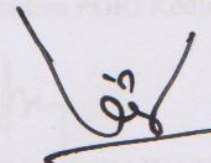University of Nusantara PGRI Kediri

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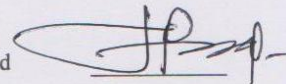University of Nusantara PGRI Kediri

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THE INFLUENCE OF WINDOW NOTE MODEL ON THE STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMA N 1 NRONGGOT ACADEMIC YEAR 2015-2016

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ABSTRACT

Reading is one of english skills that should be mastered by students in senior high school. This skill will give new knowledge or update student's knowledge when students read written text. In real class, teacher still applies conventional technique of teaching reading comprehension, teacher only gives students to read the text and answer the question. And the other, teacher always use text translation and ask the students to doing the exercise make the students unmotivied

The problem of the research are: 1) How is the result of the students' reading comprehension of the Tenth Grade at SMAN 1Ngronggot in academic year 2015/2016 before being taught using window note Strategy? 2) How is the result of the students' reading comprehension of the Tenth Grade at SMAN 1 Ngronggot in academic year 2015/2016 after being taught using window note Strategy? 3) Is there any significant effect of window note strategy to the students reading comprehension of the tenth grade at SMAN 1 Ngronggot in academic year 2015/2016?.

This research uses quantitative and the design is pre-experimental design.The sample of this research is 34 students. The research was done in twice meetings. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

At the end of t-test analysis process, the researcher gets the t-test value = 10,96. And the t-table value = 2,82. Based on the explanation before about the norm of t-test technique, the result is suitable with the first norm. if the t-test value (10,96) > t-table value (2,82), with the level of significance is 1% (0,001).it means that t-test is very significant. Thus, Ho or Null Hypothesis is rejected, and the alternative hypothesis (Ha) is accepted. In other word, it can be said that there is significant difference on students' reading ability with and without window note technique in reading comprehension. The researcher found the problems in teaching reading comprehension, they are about finding mind idea, detail information, similar mining, inferenceand implicit information.

Kata Kunci : Reading Comprehension, Window Note Strategy.

I. BACKGROUND

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading. It is supported by Arthur C. Graesser (2007:3) "Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes". From the definition above, it can be understand that reading is about achievement. The reader should identify the genre, rhetorical structure, plot, perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author. By reading any literature, the students are able to expand their knowledge or to set up existing knowledge and obtain more information from literature that they read. Students will finish reading if they understand or know the meaning of the writer, In other word, students comprehend the meaning of the text. Every student has different purposes in reading , as: used to find important point and understand what they read. According to Gerardo (2006) "Reading has three main purposes, there are: for survival, for pleasure and for learning". Reading is always used in daily life, not only in the classroom but also outside the classroom. In out of school, reading has two purposes: they are reading for survival and reading for pleasure. Reading for survival is consider to be in response to our environment, to find out information and can include street sign, advertisement, and time table, for example reading can used to find information in street and it can used to find information on schedule of bus or reading could be used to read street sign so that someone know where to go. While reading for pleasure is something that does not have to be done, for example: reading a novel, comic, magazine, newspaper and read anything for getting information. So the students who read with a purpose tend to comprehend and remember what they read longer than who have purpose. Reading comprehension is the process of understanding the meaning of the text , between the reader and writer to involve background knowledge. Reading background cannot be separated from understanding. It is supported by Weir and Singhal in Seken (2004) "Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge".

Moreover, reading comprehension is a process of understanding meaning between the reader and the author which involve background knowledge. They can

understand the text that they read, it is support by Weir and Singhal in Seken (2004) "Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge".

In addition, every students has different purpose in reading, such as: it is used to find the important point and comprehend what they read. When students read for pleasure is something that should they do because this is a hobby of every individual, for example: they read novels, comics, magazines, newspapers and read anything to get information. So the students who read with a purpose tend to comprehend and remember what they read longer than who have purpose. Reading for learning is considered to be the type of reading done in classroom and is goal orientation. The function of reading is to reach the purpose and understand a text, for example students can distinguish similarities, differences, make a simple synthesis, topic, main idea, reference and inference. If the students can reach all of the purposes of reading, naturally students will comprehend the material.

Furthemore, reading for learning is considered to be the type of reading done in classroom and is goal orientation. The function of reading is to reach the purpose and understand a text, for example students

can distinguish similarities, differences, make a simple synthesis, topic, main idea, reference and inference. If the students can reach all of the purposes of reading, naturally students will comprehend the material.

In spite of the importance of reading skill, there many problem in learning reading comprehension, the first is the student still confused to find out main idea, topic, reference and inference of the text. Second, They often feel bored when they read to find and understand the paragraphs, sentences or even words, and easily to forget the material. According to Harvey, Richard and Perini (2007: 71) " Students' failures to learn are failures to recognize when their learning process has been sidetracked by those aspects of the content that are invisible (abstract), confusable (easily mixed up with other concepts), and neglectable (easy to overlook)". To increase the skill in reading comprehension the teacher should improve his/her ability in teaching reading. In teaching reading, the teacher has to know the learners condition during teaching learning activity, whether they are bored, enjoy, passive or active in the class. The teacher should create a comfortable classroom condition to keep the learners' motivation in learning. It is supported by Jeremy Harmer (2001:51) "Motivation is some kind of internal drive which pushes

someone to do things in ordeer to achieve something."

Teacher is still applying conventional technique of teaching reading comprehension, it means that teacher only gives students to read the text and answer the question. The teacher not only use conventional technique but also teacher always use text translation and ask the students to doing the exercise make them unmotivated. Teacher does not know that there is simple and appropriate technique which can apply in teaching reading and never has many methods, or strategic in teaching reading comprehension.

From the entire problem above, the teacher should improve his/her ability in teaching reading descriptive text to avoid the students' boredoms and difficulties. Teacher should apply strategies in teaching reading. In line with this view, David (2003: 68) defined "strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading". From the statement, it means that using reading strategic can give solution about all the problems, by using strategic of reading, teacher will make the teaching and learning process better and can accomplish the purpose of reading.

To solve the problem in reading comprehension above, it has to serve a teaching materials. One of the proper methods that can be used in reading comprehension is window note model. Window note model is a good model of generating class discussion sharing of opinion and ideas. Window note model can encourage thinking, leads students develop and practice new language and can create the motivation and involvement necessary which can make the students to actively participate in teaching learning process. It means that window note model can also increase self-confidence. Therefore, by using window note model in teaching reading comprehension the student will have confidence, because after the student make a note they must share what their write or their think to the class or inftont of the class. According to Silver, Strong, and Perini (2007:208)," Most adults can remember being asked as students to copy notes from the board or to arrange ideas and information according to the rules of the traditional Roman numeral outline. Tasks like these often obscure the amount of genuine thinking necessary to create good and useful notes". It means that window note model is a strategy who given the teachet to students to make a note when the teacher explain about the material to hep the students solve their problem about understanding in reading. According to Lisa Guzzardo Asaro and Barry Chute Macomb (2007/26), "Window Notes is a focusing and organizational strategy that students engage in during reading. As students read selected

text, they are asked to focus their attention and organize their thoughts in four specific areas". From the statement above, it means that window note id focus on facts, feelings, and ideas. Student must make window note when they are reading to get about the fact, feelings and ideas.

In line with this view, using window note strategy give many advantages, they are 1) students can find the fact from the text, 2) Students can identify the feeling of the text, 3) students can make some questions based on the text, 4) students can find the ideas of the text. Based on the background above, the writer conducts a research entitled "The Influence of Window Note Model on the Students' Reading Comprehension of the Tenth Grade at SMAN 1 Ngronggot in Academic Year 2014/2015".

II. RESEARCH METHOD

In this research, it used Quantitative research, according to Creswell (2003:18) A quantitative is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories),employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

The design of the research is experiment research.Ary (2010:265) "experimental research is to determine whether a causal relationship exists between two or more variables".It means that if the researcher wants to know the future of the data which appears directly, the research is called experiment. The approach this used in this research is quantitative approach because the data is in the form of number and it must be calculated and proved using statistic formula.

On the other hand the name of quantitative research, it means that is demanded that this reserach has to use number, starting from collecting the data, the exclamation of the data and the appearance of the result. Ary stated (2010: 25), " The quantitative researcher would suggest an experimental study to try to determine the impact of block scheduling and other demographic variables on student performance".Quantitative research can represent other people to spread or do the organized interview and it is the advantage of quantitative research.The researcher use One group Pre-test and Post-trest the writer applyed Pre Test, Treatment, Post test to students and get the result to compare of the data and get the conclusion.

III. FINDING AND CONCLUSION

a. Finding

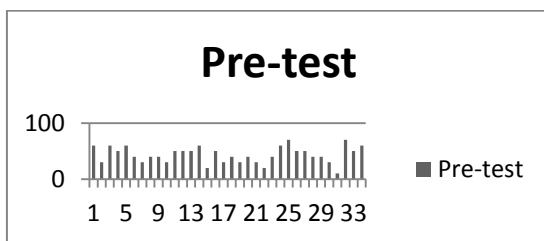In this part, the writer discussed about the data analysis that

was t-test. To analyze the t-test, the writer has to analyze the data of students' reading comprehension before being taught using window note Strategy and the data analysis of students' reading comprehension after being taught using window note Strategy.

The writer also provided the data frequency of pre-test by using diagram.

Diagram 4.4

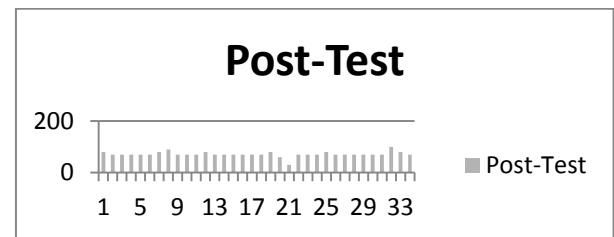**The Diagram of Frequency of pre-test**

Pre-test

From the diagram of frequency, it could be seen that 1 student the score 10. While the range 20 were achieved 2 students. Further 7 students got score between 30. While the range 40 were achieved 8 students. The range 50 were achieved 8 students. While the range 60 achieved 6 students. The last. The range 70 were reached by 2 students. There was many students who got low score. Low score. it could make conclusion that students could not pass was higher than the students who could pass the task.

The writer also provides the data frequency of post-test by using diagram.

Diagram 4.6

The Diagram of Frequemcy of post-test

Post-Test

From the diagram of frequency above, it could be seen that there was interesting scores from the student after being taught using Window Note Strategy. Only 1 student the score 30. While the range 60 were achieved by 1 student. Further, there are 24 students the score 70, while the range 80 were achieved 6 students. Only 1 student get score 90 And the last, the range 100 were achieved 1 student. It could make a conclusion that the diagram frequency above show the post-test was better that pre-test score.

Table 4.9

Average score between pre-test and post-test

N= 34 Students	Pre-Test	Post-Test
Total score	1480	2440
Mean	43,52	71,76

In could be seen from the table, that the total score of pre-test was different with post-test. In pre-test, was got 1480 and the score increase in post-test. It was

2440. Automatically, means of pre-test and post-test was different too. Means 43,52 was obtained in post-test and means 71,76 was obtained in post-test.so. it means that post-test mean was better than pre-test mean.

Window Note Strategy gave significant effect to the students' reading comprehension could be seen in the table differences level of significant from t-table and t-score below

Table 4.10

Table t-test based on significance 1% and 5%

DF (N-1)	T-Observed	T-Table 1%	5%
33	11,46	2,756	2,04

Based on the data, it showed that the t-score was greater that the t-table of degree significance 1% (7,43) > 2,756. It meant that it was very significance. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

Table 4.11

The differences of level significant of t-table and t-score

t-score	t-table 5%	Significance Ha	Significance Ho
11,4	2,04	Accepted	Rejected

6	5		

From the result of the data. It could be concluded that: there was significant impact of using Window Note Strategy to the students reading comprehension, especially to the tenth grade students at SMAN 1 Ngronggot in academic year 2014/2015

b. Conclusion

Based on the previous chapter, it can be concluded that reading is important skill that should be mastered by students in senior high school. This skill must be taught before the students are taught using writing. Because without reading, students will face the difficulties when they learn other skills. But students consider that reading is very difficult and bored, because of that, the best way to solve that problem is using strategy in teaching reading. It is needed in order students fell enjoy, active and easy to understand what text they read. One of the suitable strategy is compare and contrast strategy. The students can increase their reading comprehension. Besides, by using compare and contrast strategy, they can look for the characteristic of the object, distinguish the similarities and differences, and make a simple synthesizing from the text and understand the text easily.

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