

**THE EFFECT OF NOTE-TAKING STRATEGY  
TO THE ELEVENTH GRADE STUDENTS' READING  
COMPREHENSION AT SMA N 7 KEDIRI  
IN ACADEMIC YEAR 2014/2015**

Thesis

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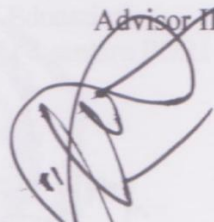
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## THE EFFECT OF NOTE-TAKING STRATEGY TO THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMA N 7 KEDIRI IN ACADEMIC YEAR 2014/2015

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### ABSTRAK

Reading is one of the four skills that should be mastered by students in order to reach the information or knowledge. Comprehending a text means understand the content by reaching the information that we are going to know. In the level of senior high school, reading comprehension can be a serious problem in the process of delivering information from written text. Many of them faced that comprehend what they've read is hard to be done for they immediately forgot the content and facing many new vocabulary which make them bored to continue reading.

This study is aimed to apply Note-Taking strategy in real class at XI IPA 1 SMA N 7 Kediri that face the problem explained above. The writer wanted to know whether or not there is significant effect of Note-Taking strategy to the students reading hortatory text comprehension of the eleventh grade students' at SMA N 7 Kediri academic year 2014/2015 by comparing student's score before being taught using Note-Taking Strategy and after being taught with Note-Taking strategy.

The writer used quantitative study with experimental design and employed one group Pre-test and Post-test design. The population is all eleventh grade students at SMA N 7 Kediri and the sample is XI IPA 1 which consists of 30 students. This research was done three meetings that was first meeting for pre-test, second meeting for treatment 1 and the last third meeting for treatment 2 and post-test. This research used pre-test and post-test to collect the data. In analyzing the data the writer used T-test.

The result showed score of t-test was 6,01 at the degree of freedom of 28 t-table is 2,467 for the level significant 1% and 1,707 for the level significant 5%. So it means that t-observed (6,01854) > t-table of level 1%. It means that it was very significant. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there was significant effect of Note-Taking strategy to the students' reading comprehension to the eleventh grade students of SMA N 7 Kediri academic year 2014/2015.

Finally, the writer infers that Note-Taking strategy can be an alternative strategy in reading comprehension especially in hortatory text because it can help students easily recall the information related to the text later they can be faster in answering comprehension question after the text since they hand their own note using their own words or symbols

**Key Words:** Reading, Reading Comprehension and Note-Taking Strategy

## A. Introduction

Reading is mental process and the goal of reading is to understand the written text. Pang (2003:6) defines reading is about understanding written texts and it is complex activity that involves both perception and thought. She also explains that reading consists of two related process: word recognition and comprehension. The most detailed one, Cline (2006:2) defines reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly the meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product. Given the above discussion, it can be concluded that reading is an activity to understand written text that involves both perception and thought to make text meaningful. In order to understand written text, the readers must be able to decode the words on the page and extract the meaning.

In contrast with the integrated and strategic approaches to understanding text applied by good readers, poor readers use few effective strategies for understanding and remembering what they read (Pressley &

Afflerbach, 1995). They are often less interested in reading for they feel such bored to face whole text and hard to comprehend them. Referring two discussions above, the problems of reading comprehension are poor readers habit when reading and fail to comprehend a whole text.

Reading comprehension is a process of deriving meaning that involves thinking and reasoning to make a sense of words, sentences, and connected text. The elements of reading comprehension are the text, the reader, and the activity (fluency and strategies) that combined together define the act of reading.

Supporting the element of reading, the reader acquire to have the skills of reading comprehension that include drawing inferences; mental images (creating visual and sensory images before, during, and after reading a text); revising and evaluating; determining the structure, organization, ideas, and theme; and making a note.

Then, in teaching reading has three stages: pre-reading stage, while reading stage, and post-reading stage. In every stage have activities that can help students in reading comprehension. By using Note-Taking in pre-reading stage,



students can recall such information related to the picture or little given and make a note by predicting what are going to face in that article. In whilst reading students make a note in every single paragraph by using their own words hoping that they will be easy recall information inside paragraph without reading whole text. Next in post-reading stage, note-taking can help students faster in order to answer the following question related with the text because they have already had some note using their own words or symbols.

In line, the students are doing Note-Taking by using their own words while-reading stage by silent reading can help students to easily recall the information in a text. Finally they can comprehend text by answering questions around the text without re-read a whole text but read their own note.

## **B. Research Method**

In this reasearch there are two variables; independent variable and dependent variable. Based on this research entitled “The Effect of Note-Taking Strategy to the Eleventh Grade Students’ Reading comprehension at SMA N 7 Kediri Academic Year 2014/2015”, so independent variable is Note-Taking Strategy and dependent

variable is Reading comprehension. The resercher uses Quantitative research. It is experiment research. There are some designs of experiment research. According to Sugiono (2009: 110), “there are three kinds of Pre-experimental design, they are ,1) One-shot Case Study ,2) One Group Pre test-Post test, 3) Intec-Group Comparison” . In this reseach, the design that is choosen by the researcher for doing the research is Pre-experimental design

In this research, the researcher chooses SMAN 7 Kedri as the place to get the data that is located on Penanggungan street, Number 4 Kediri, especially eleventh grade students. The total students of eleventh grade students are 310 students. The researcher choose XI IPA 1 that has 30

In the first treatment process, the writer introduces note-taking strategy before students were trained to start giving the experience about the strategy. It used three procedures, they are: pre-teaching, whilst-teaching and post-teaching. In pre-teaching, the very first activity is that the writer greeted students and warm up the class before giving the material. During whilst-teaching, the writer introduced the note-taking strategy, the function and how

to apply it in the process of reading comprehension in hortatory exposition text. In post-teaching, the writer evaluated students after the lesson done such as question and answer (feedback) finally close the meeting.

The second treatment was similar with the first treatment, there were also three procedures in this treatment. The activity of pre-teaching, whilst-teaching and post-teaching are same with the first treatment but in whilst-teaching, the writer asked students to remember about hortatory exposition text and Note-Taking strategy. Then, the writer gave post-test to measure their reading comprehension after being taught using note-taking strategy.

The writer told students that this test would make no sense with their own score so they do not need to cheat, it only helps them in order to learn new strategy with the hopes it would be useful for their future study. Then, the writer showed the purposes of topic today followed by some leading questions such as “have you ever tried showing your argument?”, “is it agree or disagree?”, “did you also express your reason?”, “did you give the recommendation?”. Finally the writer asked them to conclude what is the

generic structure of hortatory exposition text and introducing the keywords that was the different between hortatory and analytical exposition.

In the process of whilst-teaching, the writer gave a hortatory exposition text entitled “Boarding School Education” and asked students to guess what the text is probably talk about. Later, students are asked to read the text by silent reading and self questioning around (what is the text talk about, where did it happen, why, which sentence shows agree and disagree, what is the writer’s recommendation) then wrote down their own words or symbols to make them easily recall the information related to the text. For a note, the writer explained if students face the difficult vocabulary they may not too often open dictionary for it can leads them easily bored but they may skip and tried to understand the other words and make a judgment what the sentence is talked about. Then, the writer told students to answer the comprehension questions given after text and discuss it together with the class.

In post-teaching, the writer gave a chance to students to ask unclear explanation related to the strategy used today. In short, the writer and students

gave feedback. The writer closed the class by greeted students and told them when she was going to meet them again.

The second meeting that was on May 18<sup>th</sup>, the writer entered to the class as usual and greeted students later checked the attendance list. There was no absent at that time and they seems fresh for it was it the third period of teaching learning process. After that the writer tried to recall their memory of the previous meeting by asking about generic structure and the social function of hortatory exposition text followed by the different between hortatory and analytical exposition text. The writer also told them that in the end of study there would be a post-test.

Later, the writer checked their memory about the strategy applied in the previous meeting. Most of them remembered about the strategy (Note-Taking). To warm up the class, the writer gave them a text with five comprehension questions and asked them to do it by using Note-Taking strategy in 15 minutes then discussed it together to help students who still confused and drew a conclusion.

In the last period of English subject that day, the writer gave them a post-test which is having similar

number of questions and blue print with the pre-test. It was 20 multiple choice of comprehension questions that must be done in 45 minutes.

Finally, the result of test was analyzed statistically. The technique of the data analysis that is used is using T – test especially T – test for one group because the object of the research is only one class of eleventh grade students of SMAN 7 Kediri.

### **C. Research Finding**

After analyzed using t-test, it can be concluded that Note-taking Strategy has significant impact on the eleventh grade students' reading comprehension, because the score of post-test is higher than pre-test. T-observed was 6,01854. At the degree of freedom of 28 t-table is 2,467 for the level significant 1% and 1,707 for the level significant 5%. So it means that t-observed (6,01854) > t-table of level 1%. It means that it was very significant. So, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

It can be concluded that Note-taking strategy has very significant influence to students' reading comprehension in hortatory exposition



text to the second grade student of SMAN 7 Kediri.

#### **D. Conclusion and Suggestion**

Based on the data analysis during the research, the researcher concludes that before the students taught by using Note-taking Strategy, the students have problem in reading hortatory exposition text generally in comprehend the story, especially at the second grade students of SMAN 7 Kediri in academic year 2014/2015. The students face such difficult to comprehend the text and they have very limited vocabulary even forgetful what they've read thus make them hard to answer comprehension questions related to the text. The progress happens after the researcher gave the treatment two meetings. In the first treatment, the students are able to have understanding about hortatory exposition organization, language features, and how to know the characteristic of characterization in the story. In the second treatment, the students begin to practice how to answer the question with

Therefore, the Note-taking Strategy is compulsory to be applied to teach reading especially hortatory exposition text at second grade students of SMAN 7 Kediri. It is important to be

regarded as an appropriate Strategy to teach reading because this Strategy can make the students have better in reading. By using this Strategy, there is collaboration between teacher and students to learn how to read hortatory exposition text and the students more focus and concentrate in the process of reading. In short, the researcher concludes that the Note-taking Strategy gave significant effect to the students' comprehension in reading hortatory exposition text at second grade students of SMAN 7 Kediri in academic year 2014/2015.

Based on the research done by the researcher in SMAN 7 Kediri especially the second grade students in academic year 2014/2015, in this opportunity the researcher tries to give some suggestion and recommendation to everyone who relates. The results of this study are expected to give practical contributions to English teachers and future researchers.

1. For the English teachers, the findings of this research can be used as the information dealing with Strategy in teaching reading as the investigations related to the application of Note-taking Strategy in Hortatory exposition text carried out in this present

study show positive result. English teachers can use the Note-taking Strategy in their teaching and learning process, especially in reading.

2. For the students especially eleventh grade students of SMAN 7 Kediri they learnt about Note-taking strategy and it can be an alternative choice in order to comprehend written text and answer the comprehension questions faster for this strategy facilitates them to easily recall the information by taking notes in the form of words or symbols.

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