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***The Effectiveness of Using Cornell Method in Teaching Descriptive
Writing Skill to the Tenth Grade Students of SMA Pawyatan Daha
Kediri Academic Year 2016/2017***



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THE EFFECTIVENESS OF USING CORNELL METHOD IN TEACHING DESCRIPTIVE WRITING SKILL TO THE TENTH GRADE STUDENTS OF SMA PAWYATAN DAHA KEDIRI ACADEMIC YEAR 2016/2017

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ABSTRACT

This research is based on the result of observation and the experience of researcher, which is about the students' ability in writing class which had low score and got difficult in doing the writing product in organization and grammatical structure. The students' difficulties started from they got stuck in their writing and they gave up with their writing and could not solve their problem. This research was using the pre-experimental "one group pretest posttest design" with the X-5 class which consisted 28 students were chosen as the subject. This research was conducted in four times meeting with the instrument in the form of pre-test, RPP and post-test. The conclusion of this research was concluded from the result score which showed that Cornell Method has the significant effect to the students' descriptive writing skill. The t-test showed that t is higher than t -table $13,686 > 2,052$ at the significant of 5%.

KEYWORDS : writing, teaching writing, descriptive text, cornell method

I. BACKGROUND OF THE RESERACH

This research is based on the result of observation and the experience of researcher, which is about the students' ability in writing class which had low score and got difficult in doing the writing product in organization and grammatical structure. The students' difficulties started from they got stuck in their writing and they gave up with their writing and could not solve their problem. Then, the effect could be shown by the students' achievement or

score, they got under the standard score from the school which was 75.

The research problems in this research are (1) how is the students' descriptive writing skill before being taught using the Cornell Method at the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017? (2) how is the students' descriptive writing skill after being taught using the Cornell Method at the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017? (3) how is the

effectiveness of Cornell Method in teaching descriptive writing skill to the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017?. To tackle the reserach problem, the researcher try to apply cornell method in teaching descriptive text to the students, it is one of note taking method. In order to help the students in their descriptve writing skill. Then, the objective of this research are (1) to identify how is the students' descriptive writing skill before being taught using the Cornell Method at the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017? (2) to indentfy how is the students' descriptive writing skill after being taught using the Cornell Method at the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017? (3) to describe how is the effectiveness of Cornell Method in teaching descriptive writing skill to the tenth grade students of SMA Pawyatan Daha Kediri academic year 2016/2017?.

Bachman (1990:87) divides the language competence into two parts: organization competence and pragmatic competence. Alexander LG (1975) says that all of four basic language skill the most important are speaking and writing. He says that

speaking and writing are the most important of these skills, since to some extent they presuppose the other two. Rivers (1981:294) says that writing is conveying information or expression of original ideas in a consecutive way in the new language.

As Levine (2002) states that when sentences are used, grammatical errors abound, tenses are wrong, there is poor agreement between subject and verb, and words are used in the wrong order. Note taking is one of the strategies considered in many studies to be effective in improving students' learning, stated by (Baker and Lombardi, 1985; Boyle and Weishaar, 2001; Di Vesta and Gray, 1973; Fisher and Harris, 1973; Hartley, 1983; Kiewra, 1985) in other words, this note taking help students to learn writing skill effectively by following the instruction of Cornell Method itself and also improve the writing skill.

Brown, Bransford, Ferrara, and Campione, 1983 also says that use of these behaviors accompanied with cognitive strategies such as analyzing, reasoning, transferring information, taking notes and summarizing characterizes a truly effective learning process. At the end of the study the researcher hopes that the use of Cornell Method in teaching and learning

descriptive writing skill will be beneficial for teacher and students. By using this Cornell Method students will be able to write descriptive text effectively.

II. RESEARCH METHOD

Donald Ary (2010:26) says that researchers study variables, which are characteristics that take on different values across people or things. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. It means that a variable is a defined characteristic that varies and all experiments have one fundamental idea behind them; to test the effect of one or more independent variable.

According to Creswell (2009:49) variable refers to a characteristics or attribute of an individual or an rganization that can be measure or observed and that varies among the people or organization being studied. They are two common types of variables used in educational research. Those are independent and dependent variables. Then, it is possible for the researcher to have more than one dependent variable in experiments. In this case of research study of the effectiveness of using the cornell

(note-taking) method in writing skill has two variables, they are: (1) According to John Creswell (2012:116) an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. It is the variable which manipulated the dependent variable in experimental research study. The manipulated variable is called the experimental treatment or the independent variable (Donald Ary 2010:26). It is the variable that influences because change or emergence the dependent variable. The independent variable in this research is student's performance of Cornell Method; (2) John Creswell (2012:26) says that a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. This variable is to measure the outcomes of the research.

The observed and measured variable is called the dependent variable (Donald Ary 2010:26). Dependent variable is the variable affected or becoming the result because of the existence of independent variable. The dependent variable in this research is writing skill.

The approach of the research used quantitative research. It was pre-

experimental "one group pretest posttest design" as the technique of the research used in this research. The population in this research was tenth grade students with the X-5 class which consisted 28 students were chosen as the subject for the sample of the research by using cluster sampling. The reserach instruments according to Creswell (2012:159) states that validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. It means that to make the valid instrument, it must be appropriate with what the purposes of the instruments are taken and it must be supported by the test scores that represents the evidence of the instrument purposes.

To gain the valid data, this research was conducted in four times meeting with the instrument in the form of pre-test, treatment (RPP) and post-test. The data analysis technique used "one group pretest posttest design" with the formula $O_1 - X - O_2$ in collecting the data. In analyzing the data of the research, the reseracher used t-test formula from Sugiyono in order to find out the effectiveness of cornell method in teaching decriptive writing skill to the tenth grade students of SMA Pawyatan Daha Kediri.

Cornell method it self is Cornell note taking style or 2-Column method which was developed by Walter Pauk of Cornell University. It was said to be unique as it was designed to saves time. The function of the method is helping to keeps the notes organized and easy in listing about what the learners or writers want to write.

III. RESEARCH FINDING AND CONCLUSION

Another objective of this research is to know how the result of this research. The researcher do this research through many stages till finally find and considering all steps in applying cornell (note-taking) method in teaching writing descriptive text to rich the satisfied result and reported in this chapter. This research take place and school to be the sample is SMA Pawyatan Daha Kediri at the tenth grade students in academic year 2016/2017. The class which had been chosen by the teacher as the pre-experimental that was "One Group Pretest-Posttest Design" at the X-5 class. There were 28 students in that class and had their own problem and difficulty in writing descriptive text, but most of them had problem in organizing the generic structure of the

descriptive text and the grammatical structure.

This research has an object to help the students more effectively in learning writing descriptive text by applying the cornell method. The researcher used these procedures to collect the data of the students writing descriptive skill in using the cornell method: (1) data analysis of students' descriptive writing ability before being taught by using cornell method, the total of the pre-test score was 1.675 with the 28 students and the mean of pre-test was 59,82. It showed that the pre-test score was the students' descriptive writing score before being taught by using cornell method; (2) data analysis of students' descriptive writing ability after being taught by using cornell method, the total score of post-test was 2.410 with the 28 students and the mean was 86,07. It showed that the pre-test score was the students' descriptive writing score after being taught by using cornell method; (3) the difference score between students' pre-test and post-test score was significant. While the means' pre-test was 59,82 and post-test was 86,07, means that the post-test score was higher than the pre-test score.

In analyzing the data of t-test the researcher used SPSS version 21 with the result that t-score was 13,686 with the degree of freedom 27 and the t-table was 2,052 with the level significance of 5%. The conclusion of this research result was (1) the students' descriptive writing skill was low by getting the score under the standard score from the school (75) and their difficulties were in organizing the text and the grammatical structure. (2) the students' descriptive writing skill was high by getting the score began from the standard score from school (75) to the highest score (100). (3) the cornell method was effective in teaching the descriptive writing skill. Those result were concluded from the result score which showed that Cornell Method has the significant effect to the students' descriptive writing skill. The t-test showed that t is higher than t -table $13,686 > 2,052$ at the significant of 5%.

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