

**ARTICLE**

***THE EFFECT OF CORNELL NOTE TAKING TECHNIQUE  
ON THE READING COMPREHENSION TO THE EIGHTH GRADE  
STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR  
2016/2017***



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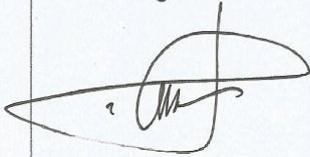
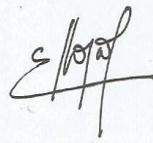
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# THE EFFECT OF CORNELL NOTE TAKING TECHNIQUE ON THE READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017

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## Abstract

This research was conducted after the researcher was doing teaching practice in SMP Muhammadiyah Kediri, and found some problems in teaching reading process. The students are still getting difficulties to catch the needed information because their reading comprehension skill is still poor. Therefore, the researcher applying Cornell Note Taking technique to teaching reading comprehension. The purposes of this research are to know the students' reading comprehension before and after being taught using Cornell Note Taking technique and to find out whether or not there are some positive effects of using Cornell Note Taking technique on the students' reading comprehension applied to the eighth grade students of SMP Muhammadiyah Kediri in academic year 2016/2017. The researcher used quantitative experimental design with one-group pre-test and post-test design. In order to collect the data, the researcher used reading test about narrative text. The sample is VIII-C which has 21 students. The result showed that the score of t-test (23.699) was higher than table at the degree of significance 5% (2.086). Therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Thus, it can be concluded that Cornell Note Taking technique has positive effect on the students' reading comprehension. Here, it is suggested that English teacher to use Cornell Note Taking technique in teaching reading because it will make students concentrate while reading and try to understand the material easily.

**Keywords:** Cornell Note Taking, reading comprehension

## A. INTRODUCTION

Teaching reading to junior high school is not easy. It needs a serious preparation for the English teachers. The teacher must understand who the students are, how they learn language, what materials they need, and so on. In reading,

the students need comprehension skill.

According to Pang et al. (2003: 14), "Comprehension is the process of deriving meaning for connected text".

Comprehension is the main purpose of reading because by comprehending the

text, the readers can understand what the writer is talking about.

Based on the experience, the researcher intends to conduct a research in SMP Muhammadiyah Kediri, during the researcher was doing teaching practice, the researcher found some problems in teaching reading process. There are some problems of the students when they are learning reading. First, the student lazy to read the text that make they could not recognize the main idea of the paragraph because the text is not interesting and also too long. Second, many students have lack of vocabulary that make them difficult to understand the meaning of word and found the key word in each sentence of the paragraph and made them difficult in getting the information from the text.

Therefore, applying Cornell Note Taking technique can be used as one of the teaching techniques that can help the students to comprehend the reading materials. Cornell Note Taking is one of interesting technique. According to Pauk in Houghton Mifflin Company (2001:237), "Cornell note-taking system is require students to divide their papers into a narrow left hand margin and a wide right hand margin. Notes are recorded in the right hand margin, while clarifying questions and headings are reserved for the left hand margin. At the end of their notes,

students review and write a full paragraph summary". The students can do reading activities while make a note. The process of Cornell Note Taking will help the students retain, analyze and ultimately remember and learn what they have read.

In this research, it was conducted to the eighth grade students at SMP Muhammadiyah Kediri. The researcher taken only one class from the eighth grade students VIII-C that consist of 21 students, collecting the data by reading test about narrative text used pre-test and post-test. Based on the limitation of the problem above, the researcher formulated the research problems as follow:

1. How is students' reading comprehension before being taught using Cornell Note Taking technique at eighth grade of SMP Muhammadiyah Kediri in academic year 2016/2017?
2. How is students' reading comprehension after being taught Cornell Note Taking technique at eighth grade of SMP Muhammadiyah Kediri in academic year 2016/2017?
3. Is there any positive effect of using Cornell Note Taking technique on the students' reading comprehension applied to the eighth grade of Muhammadiyah Kediri in academic year 2016/2017?

## B. RESEARCH METHODS

In this research, the researcher used quantitative experimental design, collecting the data by reading test in one class used pre-test and post-test. The information collected is analyzed using statistical procedures and hypothesis testing. The researcher gives a pre-test, treatment, and post-test. This research was conducted to the eighth grade students at SMP Muhammadiyah Kediri. According to Ary et al. (2010:148) "A population is defined as all members of any well-defined class of people, events, or objects". The number of the entire students was 150 (73 male and 77 female) the students were in eighth grade. The researcher uses clustering sampling as a way of taking the sample, because the researcher uses only one class to do the experiment. And the sample of this research is VIII-C which has 21 students consist of 10 females and 11 males. There are two variables which decided by the researcher. The independent variable is Cornell Note Taking Technique that was symbolized by X, it is expected can influence or control the process of teaching learning process. The dependent variable is students' reading comprehension to the eighth grade students at SMP Muhammadiyah Kediri in the Academic Year 2016/2017 that was symbolized by Y. The instrument used to

get the data was reading test consist of 20 items of questions in form of multiple-choice with the material about narrative text. The test was pre-test and post-test that was given before and after treatment. The technique of data analysis that the researcher uses in this research is T-test. From this process, the researcher will know whether this research is significant or not by looking at the result of pre-test and post-test analyzing used test.

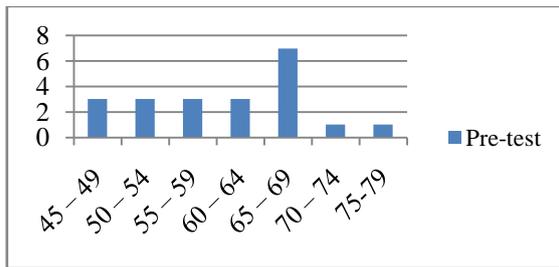
## C. RESULT AND DISCUSSION

Pre-test and post-test were used in this research. Pre-test was conducted on May, 4th 2017 involved 21 students. On the pre-test, the students had to answer 20 multiple choice questions consisting of narrative text. It was used to know how well the students' reading comprehension before the researcher gave them treatment by using Cornell Note Taking technique.

Post-test was conducted to measure how well the students' reading comprehension after being taught using Cornell Note Taking technique in teaching reading. It was conducted on Wednesday, 17th May, 2017. The researcher designed the post-test as same as the pre-test, but different topic. The result can be seen in the diagram below:

**Diagram 4.1.**

**Diagram Score Frequency of Pre-Test**



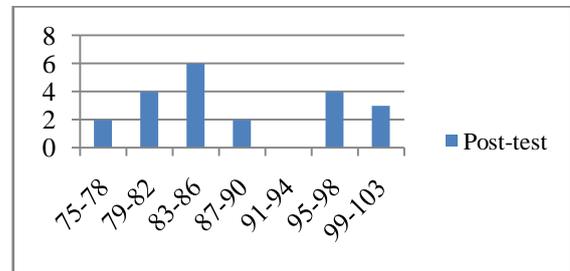
From the diagram frequency of pre-test above, it can be seen that there were 3 students got score 45 – 49, 3 students got score 50 - 54, 3 students got score 55 - 59, 3 students got score 60 - 64, 7 students got score 65 – 69, 1 student got 70 – 74, and 1 student got score 75 – 79. There were so many students who get low score. Low score here is less than the standard score of English subject of second year at SMP Muhammadiyah Kediri is 75. There were 20 students who didn't pass the test and the student who passed the test was 1 student. It can be concluded that students who cannot pass the test are higher than the students who pass the test. The total score of pre-test was 1230 and total sample was 21. Mean could be counted from total score was divided by the number of sample, thus the mean of pre-test was 58.57.

The treatment was done twice on 5<sup>th</sup> and 12<sup>th</sup> May 2017. Every treatment took 2 x 40 minutes and gave student worksheet that consist of 15 questions and the topic is narrative text. The researcher

gave post-test after treatment to the student by using Cornell Note Taking.

**Diagram 4.2.**

**Diagram Score Frequency of Post-Test**



From the diagram frequency of pre-test above, it can be seen that there was interesting scores from the students after being taught using Cornell Note Taking technique. There were 2 students got score 75 -78, 4 students got score 79 - 82, 6 students got score 83 - 86, 2 students got score 87 - 90, 0 student got score 91 - 94, 4 students got score 95 - 98 and 3 students got score 99 - 103. The total score of post-test was 1840. The total sample was 21. Mean could be counted from total scores was divided by the number of sample. Thus, the mean of post-test was 87.62. It means that the mean of post-test score is higher than the mean of pre-test.

From the result of Paired Samples Test, showed t-test is 23.699 and the t-table with degree of freedom 20 is 2.086 at the level of significance of 5%. It means t-test was higher than t-table (23.699 > 2.086) and Sig. (2-tailed) is 0.000 was lower than 0.05. The means differences between pre-test and post-test score was – 29.047. Ho is rejected. So, it can be

concluded that the result of this research is significant or there is significance effect of Cornell Note Taking technique to the eighth grade students' reading comprehension of SMP Muhammadiyah Kediri.

#### D. CONCLUSION

The successful teaching reading process depends on the teacher as a model in the classroom. The appropriate teacher's technique makes the students' learning easier, effective, and efficient especially in teaching reading. Reading is one of receptive skill where the students should understand the content of the text. It becomes the problem for the students to work with a text followed by some comprehension question. The students are asked to answer the questions to show that they understand what the text is about.

But in fact, the students are still getting difficulties to catch the needed information because their reading comprehension skill are still less. They cannot identify general information, factual information, detail information, implicit information, generic structures, meaning of word, and language features in context as well as grammatical features.

One of teaching technique that can be used by teacher is Cornell Note Taking technique. It is a system for organizing

students' notes into an effective study guide. This strategy promotes active learning and critical thinking, providing a method by which students can increase their comprehension of class material. Also, it helps students to comprehend the text through their own language and make their note easier to read.

#### E. SUGGESTION

Based on the result of the study the researcher gives several suggestions to some people including teacher, students, and the other researcher as follow:

##### 1. For the English Teacher

The English teacher is suggested to apply Cornell Note Taking as the technique to encourage the students' reading comprehension. By using this technique, students will concentrate while reading and try to understand the material easily.

##### 2. For Other Researcher

For the other researchers, the researcher suggests to use this technique to teach different language skill such as listening, speaking, writing, vocabulary or different type of text such as recount, descriptive, and procedure text. This technique may not help for teaching seventh graders but, it may be appropriate to not only for eighth junior high school

students but also for the tenth, or eleventh senior high school students.

### 3. For the Students

Knowing the benefits of Cornell Note Taking technique, the students can be active to practice and apply them in their learning activity. It has the purpose to develop their English especially in reading comprehension. The students can read English material not only inside the class but also outside class. Therefore, English can be their habits and it can change their reading ability.

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