

## ARTICLE

# THE EFFECT OF USING CORNELL–NOTE TAKING TECHNIQUE TO THE STUDENTS' OF READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MOJO



**By:**

**Tia Riszka Nuraeni**

**14.1.01.08.0082**

**Advised by:**

- 1. Yunik Susanti, M.Pd**
- 2. Sulistyani, M.Pd**

**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2019**



## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2019

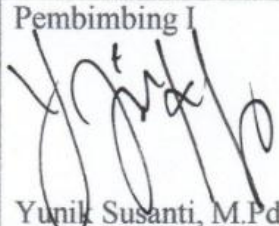


**Yang bertanda tangan di bawah ini:**

Nama Lengkap : Tia Riszka Nuraeni .....  
NPM : 14.1.01.08.0082.....  
Telepon/HP : 08990842028.....  
Alamat Surel (Email) : tiariszka@gmail.com.....  
Judul Artikel : The Effect of Using Cornell-Note Taking Technique to  
the Students' of Reading Comprehension at the Eleventh  
Grade Students of SMAN 1 MOJO .....  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris .....  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri .....  
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76 Mojoroto Kediri .....

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 04 Februari 2019
Pembimbing I  Yunik Susanti, M.Pd 0718017801	Pembimbing II  Sulistyani, M.Pd 0701056803	Penulis,  Tia Riszka Nuraeni 14.1.01.08.0082

# THE EFFECT OF USING CORNELL-NOTE TAKING TECHNIQUE TO THE STUDENTS' OF READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MOJO

Tia Riszka Nuraeni

14.1.01.08.0082

FKIP – Pendidikan Bahasa Inggris

tiariszka@gmail.com

Yunik Susanti, M.Pd. dan Sulistyani, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

## ABSTRACT

This study aimed to answer the formulation of the problems which are to know how the students' reading comprehension before and after being taught using Cornell-note taking technique at SMAN 1 MOJO and to know is there any significant effect of using Cornell-note taking technique to students' reading comprehension at the eleventh grade of SMAN 1 MOJO. The researcher uses pre-experimental quantitative design namely one group pre-test post-test design. The sample of this research was 32 students of XI MIPA 2 class of SMAN 1 MOJO in academic year 2018/2019. From the calculation obtained from pre-test and post-test, the results of this research show that the total scores was gotten by students is increasing after they were being taught using Cornell-note taking techniques and each total in the pre-test was 1945 with percentage of 60.78% and increase in post-test is 2550 with a percentage of 79.68%. Therefore, this study shows that Cornell-note taking technique has a significant effect on students' reading comprehension of SMAN 1 MOJO Kediri. It caused the result showed that t-score is 16.600 with significant (2-tailed) value is lower than 0.01, it means that alternative hypothesis ( $H_a$ ) is accepted. Thus, the researcher suggests for the teacher to guide the students slowly and should be smart in time management when applying this technique. For the next researcher, it is suggested to investigate the effect of this technique on reading indicators that still got low score, other genre of the text with the various types of subjects and on different samples and levels.

**KEYWORDS:** Reading, Reading Comprehension, Cornell-note Taking Technique

## I. BACKGROUND

Reading is considered as a complex skill that needs understanding and good interpretation. Reading is also an exercise dominated by both the eyes and the brain. It means that readers not only read the text but also understand the meaning of written text being read. Moreover, Harmer (1983) states that reading is process of transferring

information. It occurs between the writer and the reader. He also mentions that the students have to concentrate on little things in order to find and comprehend specific information in the text.

Callahan and Clark (1982: 60) describe reading is an active process in which people attempt to extract the idea,

concept, or image from the pattern words set forth on the printed page. From those definitions, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from the author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. In other words, reading is interpreting graphic symbols, which involves an interaction between the writer and the reader through the text.

Omaggio (1986: 150) describes while reading, presumably, many things can happen. Not only is the reader looking at the printed page and deciphering marks. The readers are presumably thinking about what she is reading, how useful, a useless, entertaining, boring text is. She may find some difficulties and ways of overcoming those or continuing the pleasure. Many different things can be going on when a reader reads with a different purpose of reading.

Besides that, reading a text will not be able to be separated from a comprehension. Reading and comprehension will be related to one another. When students read a reading they will not immediately understand just by glancing at the readings of the text but they must also understand it first. Therefore, comprehension in reading is very

necessary and important for students. Through reading comprehension, students can process the reading well and can understand what information the author wants to convey in the text.

Nowadays, the need of reading comprehension also requires teachers to facilitate students through interesting strategies in the learning process. Harmer (2007: 101) states that “Students are better to be impulse in responding to the context and gaining their feeling about it than only focusing them on the text construction”.

According to Grabe and Stoller (2002: 17) states that “reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately”. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what she has read without further recourse to the text. Reading is also defined as the process of understanding the meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is

understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such as recalling word meaning, finding an answer to questions answered explicitly or in paraphrase, drawing the inference from the context, and grabbing idea in the content. However, to comprehending the reading text is not easy for students they often have difficulty in understanding the reading texts.

According to Klingner, Vaughn, and Broadman (2007: 6) there are several factors that are found in the basic skills of the reader which cause difficulties in reading comprehension. These factors are the word reading, vocabulary mastery, fluency, and world knowledge. In addition, Snow (2002: 11) stated that “The text, the reader and the activity affect the reading comprehension”. It means, the reading text can influence reading comprehension depending on how the text the writer wants to convey. In this case, the reader will influence their reading comprehension through information that they previously had in their background knowledge.

Therefore, the teacher's role is very important for students to make it easier understanding the text in reading and besides that, the teacher needs the right technique or strategy that can be used and applied in the teaching process. Because

using appropriate techniques and strategies the students can more easily improve their ability to understand the text in reading.

For that reason, to help solve the problems that faced by students, the researcher decided to use an alternative technique to improve their reading skills through Cornell-note taking techniques to develop students' skills in reading skills. In this technique students will be taught to make a systematic outline process to bind important information, especially in reading of narrative text. So, they will not lose the information. Besides that, by using this techniques also can help students improve their ability to understand in reading, more easily develop ideas that they have, can identify keywords and connect background knowledge with new knowledge from the text that is read.

Cornell Note-taking is one technique and learning skill in recording and composing a read note to facilitate students' understanding. This technique has been used extensively to record the difficult and lengthy subject matter to make it more concise and easy to understand. Broe (2013) stated, Cornell Note-taking is taken and developed by Dr. Walter Pauk from Cornell University. Cornell-note taking in helping to solve the problem, usually called the CN-method, it is expected to help students learn as well as

increase their interest and comprehend in reading a text. This is a systematic process of an outline organizer. This is a very flexible strategy that will be adapted for the right variations of reading needs. The strategy will greatly help the students to understand and remember what material they have read. This helps students in make connections, develop questions, focus and monitoring their reading, and also analyze what they have learn.

In Cornell-note taking technique, there are several systems that are needed by the teacher before they taught reading activities in the class. Some of these procedures are important and must be known by the teacher when they want to implement them. When students are shown a structure for note-taking, it often improves the quality of their notes (Gray & Madson, 2007). In addition, Pauk (2001: 238) also stated, “The Cornell note-taking system is more than a sheet of paper on which to take notes. It is a system that efficiently takes you through a completely natural learning cycle on the same sheet of paper”.

As Pauk (2001) said there are several reasons why developing an effective technique of note taking is important in teaching reading. First is preventing forgetting, second is encourages

concentration, and third is records testable material.

Based on the problems described in the previous paragraph, the author wants to know the effect of using Cornell-note taking techniques in teaching English in high school. So, in this study, researcher wants to know the effects of Cornell-note taking techniques in teaching reading and using narrative text as one type of reading text. In the classroom, students will be taught to use and apply the technique in teaching reading and they are asked to follow the steps described in Cornell-note taking techniques. Besides teaching reading comprehension using the right techniques is very important to make reading classes more effective, helpful, and improve students' abilities.

## II. RESEARCH METHOD

In this study the researcher used quantitative approach. According to Ary, et.al. (2010: 39) stated, “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”. The purpose of cause and effect here can be interpreted that there are variables that are causes which are called independent variables and variables that can have an influence or effect to the

dependent variable. Other than that, Dornyei (2007: 24) also state that “Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods”. It means that the data from quantitative research in the form of number analyzed by using statistical formula. In order to find the data the researcher collected the information by analyzed using t-table on IBM SPSS. The technique used in this research was experimental research because the research will give provide manipulation or treatment of one variable to another. The type of experimental research used in this study was Pre-experimental research with one-group post-test pre-test design.

As state by Ary, et.al. (2010: 304) said, "Comparing student's scores from pretest and post-test in order to determine if exposure to the new teaching technique made any difference". In this study, the researcher will conduct the experiment in one class which the researcher will provide a pre-test to determine the students' reading comprehension before being taught using Cornell-note taking technique and post-test to determine progress in students' reading comprehension after being taught using Cornell-note taking technique. After that, the result of the pre-test and post-test were analyzed using t-table to find out the

effects of Cornell-note taking on students' reading comprehension.

The researcher took population in SMAN 1 MOJO in Academic Year 2018/2019 which is located in Jl. Tambangan No.16 Ds. Mlati, Mojo, Kab. Kediri. The researcher chose XI MIPA 2 which has 32 students contained 18 females and 14 males as the sample of the research.

In collecting the data, the researcher used pre-test, treatment, and post-test. In pre-test, the researcher gave a reading form test of multiple choice about narrative texts (legend/myth) with a total 20 questions as a purpose to know the students' score before give the treatment and being taught using Cornell-note taking. In treatment, the researcher taught reading comprehension of narrative texts to students by using Cornell-note taking technique with the curriculum 2013 as the foundation and basis for conducting treatment activities. The researcher also tells the students about the instruction or steps in the Cornell-note taking technique. So, the students not confused and they know what they have to do. While in post test, the researcher gave a reading test to know the students' score after give the treatment. After that, the researcher compares the result of pre-test and post-test, because the researcher wants to know the effect and the different score

before and after being taught using Cornell-note taking technique. The result of test will analyze statistically.

In analyzing the data, the researcher measured the score differences from pre-test and post-test of experimental group by the statistical calculation. In this research, in analyzing the data, the researcher applied T-test formula by using SPSS to find out whether the mean differences between them are significant or not.

### III. RESULT AND DISCUSSION

#### A. Result

##### 1. The Description of Students' Reading Comprehension Before and After Being Taught using Cornell-note Taking Technique.

The data of the pre-test showed that students' reading comprehension ability before being taught using Cornell-note taking are still low. It is shown by the results of the pre-test which found that from 32 students, the students achieved scores in reading comprehension as follows: 5 students with very poor scores, 13 students with poor scores, 11 students with fair scores, and only 3 students with good scores. It proves that students' reading comprehension before being taught using Cornell-note taking technique is still low.

After giving the pre-test the researcher gave treatment twice to the

students. In the first treatment, the researcher introduced and explained the Cornell-note taking technique with the steps and procedures contained the technique. In this treatment, the researcher also explained the narrative text in more detail to students starting from definitions, the generic structure, language features, and the example of the text. After that, the researcher gave worksheet to students about narrative texts and was done using the Cornell-note taking technique that had been taught before.

In the second meeting, the researcher did the same thing to students, which only distinguishes by the type of text. If on the first treatment using legend/myth stories on the second treatment, the researcher used animal stories/fable.

After given any treatment to the students, the researcher gives a post-test to students. Post-tests were given to measure the extent of the development and improvement of students' abilities in reading comprehension after being taught using Cornell-note taking. In this section, there is an increase in students' reading comprehension abilities. This is shown in the results in the post-test. Students achieve grades in reading comprehension as follows: 4 students with fair scores, 25 students with good scores, and 3 students with very good scores.



From the result data of pre-test and post-test, the researcher calculates and compares the pre-test and post-test scores using IBM SPSS version 23 and for analyzing the research data using a paired sample t-test on SPSS. That shows the total post-test score which increased to 2550 points higher than the pre-test result which only got 1945 points. the assessment was assessed and analyzed statistically using paired sample t-test on IBM SPSS statistics version 23. The results of the t-test showed 16,600 in the degree of freedom 31 which was higher than t-table 1% (2,744) and t-table 5% (2,040). That means that there is a significant effect of Cornell-note taking techniques on reading comprehension of eleventh-grade students. Most indicators on reading increase, especially on indicators determining antonym and identifying social functions.

## B. Discussion

Based on the result it can be concluded that students' reading comprehension before being taught using Cornell-note taking techniques was low, and then in this study the result of the scores increased after being taught using Cornell-note taking techniques. In line with the previous study by Johaerani (2017), she conducted that Cornell-note taking is a systematic process of the largest organizers. This is a flexible strategy that

**Tia Riszka Nuraeni | 14.1.01.08.0082**  
**FKIP – Pendidikan Bahasa Inggris**

can be adjusted to suit various reading needs. This technique can help students understand and remember what they read, it also helps students make connections, develop questions, focus and monitor their reading, and analyze what they have learned. In this case, the Cornell-note stimulates high-level thinking skills while helping students organize and recall content for assignments and tests inside or outside the class.

But in other studies, there are different results where Cornell-note taking techniques do not have the effectiveness in improving students' reading comprehension in learning activities. This is in line with research by Jacobs (2008) found from his research that there are differences between the two types of note taking used after he applied it in his class. In his research, he compared between Guided note taking and Cornell-note taking and used two sophomore-level English classes. Based on the result that came out after the experiment was completed if there was a better performance after learning the note-taking technique and students using Guided note taking showed a greater increase compared to Cornell-note taking, there were 84% correct on Guided notes and 61% only on Cornell-notes. It means the Guided note taking more appropriate in his research. In

line with Quintus, Borr, Duffield, Napoleon & Welch (2012) in their study which showed that there is no significant differences in the performance of the students using Cornell-note taking and with those who used others' techniques notes with their own choices. This has been shown by the result of the data that they got if the score of both sessions of Child Development were at the same level in academics as at the beginning before and after the research process. These results can also be caused by several factors that do not support such as, the situations, conditions, and different needs of students. Still in the same findings where there are studies with result say that there is no impact of Cornell-note taking by comparing Cornell-notes with other techniques that are appropriate / used according to the students' own choices.

#### IV. CONCLUSION

Based on the results above, it could be concluded that the influence of Cornell-note taking technique in teaching reading was effective when applied on the students' reading comprehension at eleventh-grade at SMAN 1 MOJO. These results also show that the Cornell-note taking technique is an appropriate technique for the teachers in the teaching and learning process for students' reading

comprehension. In addition, the students are also more facilitated and easier to get important information of narrative texts such as the main point in the text which is usually divided into characters, plots, settings, etc.

The researcher also concluded that Cornell-note taking is a technique that is suitable for students' reading comprehension because this technique can help students to get a better understanding of a narrative text. It can be seen from the scores obtained by the students from the result of the post-test was higher than pre-test, especially on indicators such as determining antonyms and determining social functions that were previously a problem for students. This proved to be effective because with the results that have been obtained as well as increased ability and reading comprehension of students becomes better than before. Most of the students are also able to answer some questions which consist of some indicators of reading comprehension. In addition, this technique also helps students get better learning when the learning process takes place and each student can improve their reading comprehension skills, especially in narrative text after being taught using Cornell-note taking.

## V. REFERENCES

- Alice C. Omaggio. 1986. *Language Teaching in Context, Proficiency-Oriented Instruction*, (USA: Heinle & Heinle Publishers, inc.), p.150.
- Ary, D., Jacobs, L. C. & Sorensen, C. 2010. *Introduction to Research in Education (8<sup>th</sup> ed)*. Canada: Wadsworth Cengage Learning.
- Broe, D. 2013. *The Effects of Teaching Cornell Notes on Student Achievement*. 12.
- Callahan F and L.H. Clark. 1982. *Teaching in the Middle and Secondary School. Planning for Competence*. (USA: Mc Millan po.co.inc), p. 60.
- Dornyei, Zoltan. 2007. *Research Method in Applied Linguistics*. NY: Oxford University Press, p. 24
- Grabe, William and Fredricka L. Stoller. 2002. *Teaching and Researching Reading*, Great Britain: Person Education, p. 17
- Gray, T., & Madson, L. 2007. *Ten easy ways to engage your students*. *College Teaching*, 55, 83-87.
- Harmer, J. 1983. *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*. London: Longman. p. 200-202.
- Harmer, J. 2007. *The Practice of English Language Teaching (4th Ed)*. UK: Longman.
- Jacobs, Keil. 2008. *A Comparison of Two Note Taking Methods in a Secondary English Classroom*. Proceedings of the 4th Annual GRASP Symposium, Wichita State University.
- Johaerani. 2017. *The Effect Of Using Cornell-Note Taking In Improving Reading Comprehension: An Experimental Research At Man 2 Mataram In Academic Year 2016/2017*. Mataram. Unpublished Thesis: Mataram University.
- Klingner. Janette K., Vaughn, Sharon., & Boardman, Alison. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- Pauk, W. 2001. *How to Study in College (7<sup>th</sup> Ed)*. Boston, MA: Houghton Mifflin Company.
- Quintus, L., Borr., M., Duffield, S., Napoleon, L., & Welch, A. (2012).



The Impact of the Cornell note-taking method on students' performance in a high school family and consumer sciences class. *Journal of Family and Consumer Sciences Education*, 30 (1), 27-38.

Snow, C., Chair. 2002. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND