Improving the Students' Reading Skill trough Note-Taking Technique: A Pre-Experimental Research

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Article Info	Abstract
	This research aimed at finding out the improvement of the students' critical comprehension and creative comprehension. The researcher applied a pre-experimental design. The sample was taken by a total sampling technique and the total number of samples was 20 students. It employed eight meetings (one meeting for pre-test, six meetings for treatment, and one meeting for post-test). It employed a reading test as an instrument. The results of this research showed that the Note-Taking Technique improved students' reading skill which focused on critics and creativity. It was proved by the students' post-test score that was higher than the students' pre-test score. It also proved by the value of the t-test 6.29, which was higher than the value of t- table 2.093. This indicated that the alternative hypothesis was accepted, and the null hypothesis was rejected and there was a significant difference in the students' reading skill before and after using Note-Taking Technique. It was concluded that the use of Note-Taking Technique can improve the students' reading skill.

Introduction

Reading is one of the important skills in learning English. It is used to get information. Even though it is known that there are many ways to get information, however reading is a common way to fulfill our need for date information because almost all of the information, advertisement scientific books, and instruction of things are in writing form.

Besides that, think reading the students can improve their knowledge in the fields of science. Based on the result observation of the researcher at SMA Muhammadiyah 9 Makassar especially the second grade (XI) in the academic year 2016-2017, it shows that the mean score of the students' reading comprehension must be more improved. That's, why I take this method to verify whether note-taking techniques able to improve the students' reading skill or not.

Note-taking is an important academic task that helps you to remember what you have learned and helps you to review materials for re-use in revision and assignments. It is important that you are critical when note-taking and that you only write or draw what you will need later on, and that you record the information in a format that is easy to understand. You should look out for clues about what is important.

Note-taking is not necessarily a skill that students have upon arriving at campus or learn through trial-and-error during their education (Van Der Meer, 2012). Note-taking allows people to outsource their memories to an external source (paper), as well as make content explicit for future reference. Critically, learning can occur during both the production and

review of notes by allowing the learner to make connections between idea units and engage in deep processing of course content (Friedman, 2017). reviewing notes before voting on a verdict protected individuals from stereotype bias in a mock trial (Strub & McKimmie, 2012).

According to (El Meysarah, 2015). There are Cornell Note-taking System, to Start, Prepare Your Note Paper. Six steps of the Cornell Method are Recording, Reducing, Reciting, Reflecting, Reviewing and Recapitulating (Haghverdi, et., al, 2010). According to Walteym (2011). Note taking is of great importance to a student especially in higher levels of learning. Aleman (2014) suggest that It has been proven that effective note-taking enhances academic success

Methods

The research employed a pre-experimental research method with one group pre-test and post-test design. The treatment was conducted after the pre-test and before the post-test. The design of the experiment was presented as follow:

Table 1. Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Description; O1: Pre-test; X: Treatment; O2: Post-test

Data Collection

Before doing the treatment, the students were given pre-test to know their prior knowledge in reading. In this stage, the researcher read the text and the students answer the questions; the pre-test was administrated to the students by spent 40 minutes.

The treatment was conducted in six meetings and took 90 minutes for each meeting. The procedures of the treatment included; (a) The researcher reviewed information before presenting; (b) The researcher wrote keywords, names, and definitions on a chart or chalkboard as she spoke; (c) The researcher made sure that she was not talking too fast and audiovisual materials are visible and audible to everyone When presenting lessons; (d) Teach the students to recognize note-taking cues. Point out that information written on the board or chart is one cue for note-taking. However, make sure the students know that the material written on the board is not the only information they need to record; (e) Teach the students some "shorthand" method for recording notes—symbols used in place of high-frequency words. These must be "read" later, so neatness counts; (f) Provide skeletal notes—the basic content of what the researcher plan to teach. Include headings, subheadings, keywords or phrases, questions, etc. Leave blank spaces for your students to fill in the remaining key information; (g) After that, the researcher reviewed the students' notes and suggest ways they can improve them. Periodically collect the students' notes; (h) The students reviewed each other's notes on the same material and describe their note-taking strategies to one another; (1) The researcher made possible questions of these statements. The question could be started with 5 W + 1 H. The question could be more than one question for each statement.

Post-test was given after the students do the task of reading materials. Post-test was carried out to find out the students' reading skill improvement by used Note-Taking Technique.

Data Analysis

1. Scoring of Critical Comprehension (Own opinion)

Figure 2. Scoring of Critical Comprehension (Own opinion)

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response is correct, but not complete.	2
4.	Student response is not correct but is attempted	1

2. Creative Comprehension (The purpose of the text)

Figure 3. Scoring of Creative Comprehension (The purpose of the text)

No.	Criteria	Score
1.	The student can identify the purpose of the text very accurately.	4
2.	The student can identify the purpose of the text accurately.	3
3.	The student can identify the purpose of the text rather accurately.	2
4.	The student can not identify the purpose of the text accurately.	1

3. Scoring the student's correct answer of the pre-test and post-test by using this formula:

$$Score = \frac{Correct\ answer\ score}{Maximum\ score} X\ 100$$

(Gay, 1981:298)

4. Classifying the students' score into the following criteria:

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Low
7	0-45	Very low

5. Calculating the mean score of the students' answer by using the formula:

$$\overline{X} = \frac{\sum x}{N}$$

Where: X = Mean score
$\sum X$ = Sum of score in the group
N = Number of sample

6. Finding out the significant difference between the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = text of significance
$\overline{D}$ = the mean score
$\sum D$ = the sum of differences
N = the total number of students

Hypothesis

(H0): The using of note-taking technique cannot improve the reading skill of the second year students' of Sma Muhammadiyah 9 Makassar. (H1): The use of note-taking techniques can improve the reading skill of the second-year students' of Sma Muhammadiyah 9 Makassar.

Results and Discussion

The results of the data findings found that teaching reading skill through Note-Taking Technique can improve the students' achievement in reading of critical comprehension and also can improve the students' achievement in reading of creative comprehension. In the further interpretation of the data analysis are given below:

The Improvement of the Students' Reading Learning in Critical Comprehension

Table 4. The Improvement of the Students' Reading in Critical Comprehension

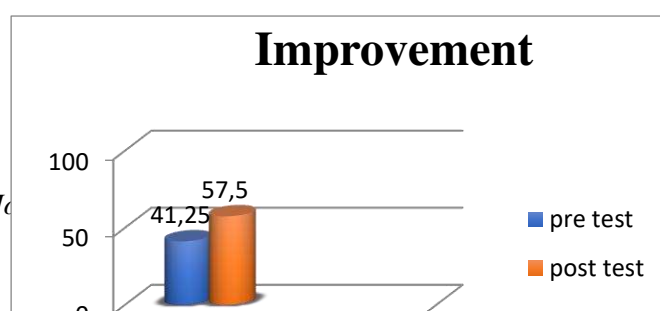| No	Indicator	Mean score		Improvement(%)
		Pretest	Post-test	
	Giving Own Opinion	41.25	57.5	39.4

Improvement

Figure 1. The Increase of the Students in Critical Reading Comprehension

Reading Comprehension in Terms of Critical Comprehension was about the comprehension to know own opinion of the text it based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It happened if we had more interested so the readers understood and got information from it. Harmer (2007) state that reading for general comprehension means not stopping for every word, not analyzing everything that the researcher included in the text.

The result of the data analysis through the reading test shows that the students' critical comprehension in term of giving own opinion has increased. It is indicated by the students' scores in pre-test and post-test. The mean score of the students in pre-test was 38.75. In terms of Critical comprehension in pre-test, the students were lack of giving own opinion that related of the topic had given. In pre test there were 7 (35%) out of students classified into very low score, 13 (65%) out of them classified into low score, none of them classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 55 . It has increased and higher then pre-test. The students can give the own opinion most suitable with the topic. In post test there were 14 (70%) out of students classified into low score, 5 (25%) out of them classified into fairly good score, 1 (0.5%) out of them classified into excellent score, none of them classified into very good and excellent score.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using Note-Taking technique. Thus, by using Note-Taking technique could be improved students' reading skill especially in Critical comprehension.

The Improvement of the Students' Reading Achievment in Creative Comprehension

Table 5. The Improvement of the Students' Reading in Creative Comprehension

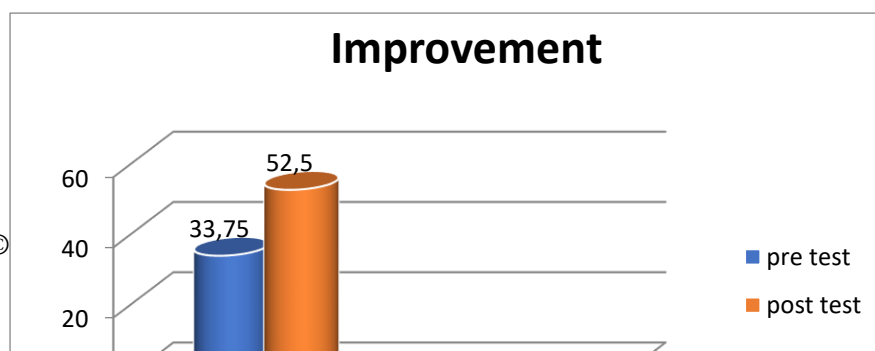| No	Indicator	Mean Score		Improvement(%)
		Pretest	Post-test	
	Purpose of the Text	33.75	52.5	55.5

Figure 2. The Improvement of the Students' Creative Reading Comprehension

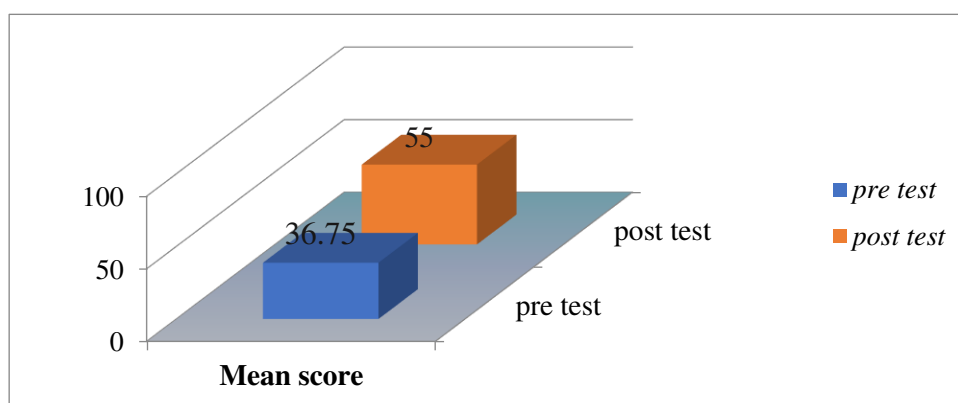| Variable	Mean Score	
	Pre- test	Post Test
Total mean score of students' critical and creative readingcomprehension	775	1100
N	20	20
$\overline{X}$	38.75	55

Figure 3. The Mean Score of Pre-test and Post-test of Critical and Creative Reading Comprehension

The result of the data analysis through the reading test shows that the students' creative comprehension in term of the purpose of text has increased. It is indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 41.25. The students were lack to find purpose of the text that related of the topic had given. In pre test there were 13 (65%) out of students classified into very low score, 7 (35%) out of them classified into low score, none of them classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 57.5. It has increased and higher then pre-test. After the implementation of treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In Note-Taking Technique, students is asked for writing the purpose of text reading the text. So it helped students to link the information from the text and most suitable with the topic. In post test there were 2 (10%) out of students classified into very low score, 15 (75%) out of them classified into low score, out of them classified into fairly good score, 3 (15%) out of them classified into excellent score.

Significance Testing

Table 6. T-test value of the students' reading skill

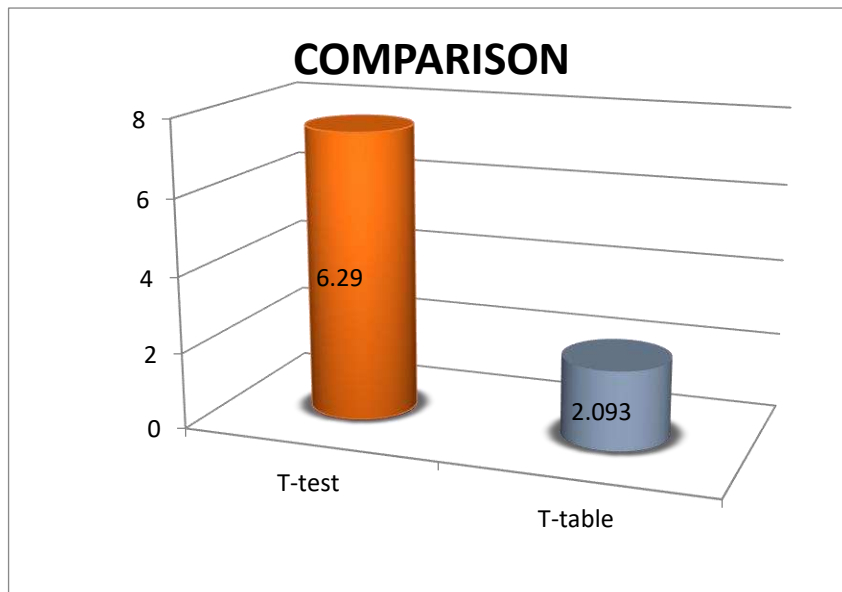| Variables	t-test	t-table
Reading Skill	6.29	2.093

Figure 4. The Comparison Between the Students' T-test and T-table

Through the result of pre-test and post-test, the result of the t-test value of the level of the significant 5 % = 0.05, degree of the freedom (df) = 19 indicated that t-table value was 2.093 and t-test value was 6.29. Therefore, it can be concluded that statistical hypothesis of H_I was accepted and the statistical hypothesis of H_O was rejected. It means that the using of Note-Taking Technique in teaching reading skill can improve the students' skill of reading.

Note-taking was interesting and beneficial for the students who studied English as foreign language because can improve the students' reading skills. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt.

Conclusion

The reading skill of the Second Year Students of SMA Muhammadiyah 9 Makassar in terms of critical reading comprehension has increse after using Note-Taking Technique. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of critical reading comprehension focused in giving own opinion was 39.4 %. The creative reading comprehension at the Second Year Students of SMA Muhammadiyah 9 Makassar has increse after using Note-Taking Technique. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of creative reading comprehension focused on the purpose of the text was 55.5%. Note-Taking Technique can increase reading comprehension at Second Year Students of SMA Muhammadiyah 9 Makassar. It is proved by the significant difference from pre-test to post-test through analysing the t-test and t-table value, result of the t-test is higher than t-table (6.29 > 2.093).

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