

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH NOTE
TAKING STRATEGY AT SEVENTH GRADE OF UPT SMP NEGERI 14 BANDAR
LAMPUNG IN ACADEMIC YEAR OF 2022/2023**

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Abstract: This research aimed to improve students' reading comprehension through Note Taking Strategy. The subject of this research was the 7th K Grade of UPT SMP Negeri 14 Bandar Lampung. It consisted of 31 students. This research used Classroom Action Research (CAR) which was consisted of 2 cycles. In this research, the writer used test and non-test in collecting data. The test used in the research was formative and summative test. Meanwhile in non-test, the writer used field note and observation sheet. In analyzing data, this research used quantitative and qualitative data. Based on the result of the research, it found that there was an improvement in students' reading comprehension after implementing note taking strategy. Refers to the result of the test, it showed that a number of students who get the score ≥ 75 is about 17 students with the percentage 54. 83% in the first cycle. Meanwhile, it was better in the second cycle. In this cycle, a number of students who get the score ≥ 75 is about 24 students with percentage 77.41%. in the other hand, referring to the students' attitude or behaviour to the lesson. It showed that there were some positive progression that supported them in mastering the lesson. Therefore, it can be concluded that the implementation of Note Taking Strategy is successful to improve students' reading comprehension at seventh grade of UPT SMP Negeri 14 Bandar Lampung.

Keywords: Note Taking Strategy, Reading Comprehension

INTRODUCTION

Reading is one of important skills which must be mastered in learning English, the students and the readers can get much information and increase our knowledge. By reading students and readers can understand the sentence in written which author informs to get much knowledge. Reading comprehension is a reading activity to absorb information from book, internet, computer, and many others. Every human must have reading ability especially students, because students can get information, add insight and students can also have strengthen memory. in reality students get difficulties when learning and mastering English because students lack of interest in learning, lack of vocabulary, and in reading ability they are lazy to read because the text is long. The writer assumed that the teacher can motivate students' interest in learning English by using variations in teaching strategy, especially in teaching reading because students often do not interest in reading text and difficult for them to comprehend the English reading text. For solving the problem, the

writer proposed the use of Note Taking Strategy to improve students reading comprehension.

Reading comprehension is important for students in every subject, because most of teaching materials consist of the text. Students find difficulties in comprehending reading text, because usually in the text are many sentences. It makes students lazy to read and have difficulty in find main idea of the text, many students who have difficulty in reading comprehension such that they cannot comprehend text use verbatim word representations of the content, take incomplete notes, or ones that contain only a small percentage of the critical ideas presented in the teacher or in the textbook. The purpose of reading is to get reading comprehension, students can comprehend the text, and students can get information of the text with their own background knowledge. Reading comprehension is a process of students to find the main idea, the meaning, and to get the information. To remember the main idea, the meaning, and the information students must write with briefly. By taking notes students

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can easier to recall, easier to understand, and easier to learn something especially in reading. According to Nunan in Sadeghi Karim and Mina Rahmani, (2016) that "Reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. The goal of reading is comprehension. Therefore, reading for comprehension or meaning is one primary purpose for reading. But there are some obstacles to successful understanding".

Note Taking Strategy can help students focus and better understand the main idea in reading text. Note Taking Strategy will improve students reading comprehension and listening comprehension, it makes students easier to remember and recall what they see and what they hear. Note Taking in reading comprehension can help students to get the information, meaning, and to get main idea in reading text and get the main idea in listening. Note taking makes to have better changes in remember, developing ideas. By note taking the writer will improve students reading comprehension. According to Fadjardo in Sadeghi Karim and Mina Rahmani, (2016) that "sees note-taking as a complex activity which combines reading and listening with selecting, summarizing, and writing.

Based on the preliminary research at UPT SMP Negeri 14 Bandar Lampung, the writer found some problems that the students were dealing with reading difficulties. The first problems, students` found difficulty in learning English, especially in reading. The second problems, students` reading comprehension need to be improve. The third problems, students` get difficulties to find the main idea of the text. The fourth problems, students` are not able to recognize the vocabulary. The fifth problems, teacher has never used Note Taking Strategy in teaching reading.

Based on the explanation above, the writer interested to improve students` reading comprehension by used Note Taking Strategy in teaching reading. Note taking strategy used in teaching reading comprehension that can be solution to the students reading difficulties it there are considered as a problem and provide students with knowledge suitable for problem solving. Therefore the writer proposes a research entitles: "Improving Students` Reading Comprehension Through Note Taking Strategy at Seventh Grade of UPT

SMP Negeri 14 Bandar Lampung in academic year of 2022/2013".

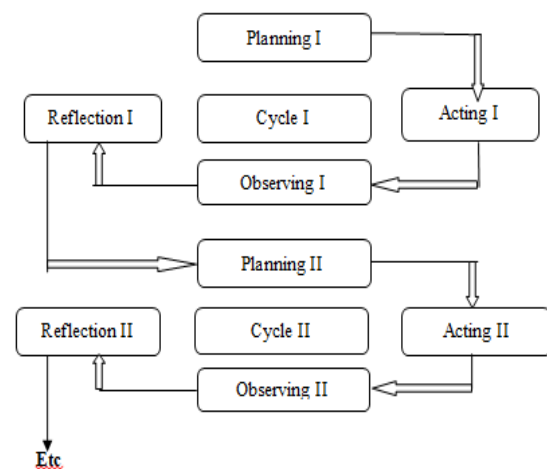
METHOD

The procedure of research is used Classroom Action Research (CAR) that has some procedures and is done for four meetings divided into two cycles. CAR should be conducted at least two cycles continuously. According to Kemmis and Ms Taggart in Burns (2010:8), action research occurs through a dynamic and complementary process, which consist of four essentials `moment` of planning, action, observation, and reflection. In this research the writer would conduct the classroom action research into two cycles.

1. Identifying problem and planning action.
2. Implementing the action.
3. Observation.
4. Reflecting.

Those steps can be illustrated as follows:

Figure 1
CAR Design by Kemmis and Mc Taggart



Subject of the Research

The subjects of this research were the students of the first semester at seventh grade of UPT SMP Negeri 14 Bandar Lampung in academic year 2022/2023. The total number of students in the seventh grade are 336 students which are divided into 11 classes. The subjects of this research are 31 students of VII.K class.

Instrument of Research

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Instrument of this research including formative, summative, field note, and observation sheet.

a. Formative

Formative is used to know students' achievement in reading comprehension it is for students in the end of classroom activities in each meeting. The writer used in reading test in doing this research.

b. Summative

Summative is used to assess students' reading comprehension. The writer gave test in the end of each cycle. The form of the test was multiple choice consist of 20 questions with four options (a,b,c, and d). the score of each item is 5 points and 0 for wrong. The highest score was 100 points and lowest score was 0 point.

c. Field note

Field Note was used not only to note the support data in the research but also used to record the teaching learning process related to the weakness and obstacles that was found in addition, the researcher and the teacher was able to see and took a note on students' reading comprehension progress in the classroom.

d. Observation sheet

The observation sheet was used to observe the students' activity during learning process in each cycle. This was focused with the students as the subject in implementing the strategy.

Quantitative Data Analysis

a. Individual Completeness

To count the score of students' learning completeness, the writer used the formula:

$$SS = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100$$

In which:

SS = Students' score

Based on the minimum criteria learning activity of English at UPT SMP Negeri 14 Bandar Lampung, the students are said pass the learning of English if the score is more than or equal to 75.

b. Classical Completeness

To count the score of classical learning completeness, the writer used the formula:

$$CC = \frac{\text{Number of Passed Students}}{\text{Total of Students}} \times 100$$

In which:

CC = Classical Completeness

Based on the determination at UPT SMP Negeri 14 Bandar Lampung, the class is said to complete in the number of students who achieve the minimum criteria of mastery learning (KKM) is more than or equal to 75%.

Qualitative Data Analysis

The method was used to analyze qualitative data is Descriptive Qualitative method. Qualitative data analysis is used to analyze students' learning activities during the learning process. The data was obtained through direct observation towards students' learning activities. It was noted by the teacher by using observation sheet of students' learning activities.

FINDING AND DISSCUSSION

This research was conducted in two cycles. Each cycles consisted of three meetings. Each meeting had the same materials, namely descriptive test, but had different topics in each topic. The teaching and learning process in each meeting was about 50 minutes. The summative test was conducted on the last meeting of each cycle.

Most of students were less interested to participate in the lesson in first cycle. The data in observation sheet of students activity will be analyzed by finding the total score and mean.

The formula that used to analyze the data is:

$$\bar{x} = \frac{\sum x}{n}$$

In which:

\bar{x} = Mean Score of students' learning activity

$\sum x$ = Sum of the mean score of all students

n = Total Number of students'

The data in the observation sheet of students activities above were analyzed by finding the total score and average of the class. Then, it will be categorized using the criteria of the table below.

Table 1
Criteria Result of Students' Learning Activity

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No.	Range of Score (%)	Category
1.	>8.00	Very active
2.	7.50 – 7.99	Active
3.	7.00 – 7.49	Quite active
4.	6.00 – 6.99	Less active

Adapted from Aqib, *et al.* (2011:269)

The Result of Data in Cycle 1

The writer used note taking strategy in this research. The strategy was expected to help the students to improve their reading comprehension. Based on the result of the research, it can be seen that there was an increase in the teaching and learning process. The data of the first cycle can be seen on the table below:

Table 2
The Result of Cycle 1

No	KKM	Cycle 1		information
		The number of students	%completeness	
1	≥75	17	54, 83%	Complete
2	≤75	14	45,16%	Incomplete

Based on the tables above, it can be seen that some students still got score which was lower than the minimum completeness criteria (≤75) and did not complete the minimum completeness criteria of the class since the students who got score higher or equal to 75 was not reach 75% of the students in the class. The students who got the score ≤75 was about 14 students with percentage 45,16%. While the students who got the score ≥75 was about 17 students with the percentage 54,83%. After doing a reading test in cycle 1, there were some students who had not reached the minimum completeness criteria (KKM) of the class.

The Result of Data in Cycle 2

Table 3
The Result of Cycle 2

No	KKM	Cycle 2		information
		The number of students	%completeness	
1	≥75	24	77,41%	Complete
2	≤75	7	22,58%	Incomplete

Based on the tables of the result above, there was an improvement in the second cycle. It can be seen from the increases of students' score. The students who got ≥ 75 was 24 students with percentage 77,41%. While the students who got ≤75 was 7 students with percentage 22,58%. It meant that the students score complete the minimum completeness criteria (KKM).

From the result of the reading test in the first cycle and the second cycle, it can be seen that there were 17 students who passed the minimum completeness criteria with the score ≥75 and the percentage 54, 83% in the first cycle. Meanwhile in the second cycle, there were 24 students who passed the minimum completeness criteria with the score ≥75 and the percentage 77,41%. Therefore, the second cycle was better than the first cycle. As a result, Note Taking Strategy could improve students' reading comprehension and their learning activity.

CONCLUSION

Based on the result of the research, it can be concluded that the students' reading comprehension in the Seventh Grade of UPT SMP Negeri 14 Bandar Lampung improves after being taught using Note Taking Strategy. It can be seen from the students' score in reading test. The result of the score in the first cycle showed that there were 54. 83% of the students who passed the minimum completeness criteria of the English subject. Meanwhile, the result of the score in the second cycle showed that there were 77.41% of the students who passed the minimum completeness criteria of the English subject. It showed that there was a significant improvement of the students' score after using Note taking strategy in teaching and learning activity. Moreover, the students' learning

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activity was shown to be increased. It can be seen from the result of the observation sheet of the first cycle and the second cycle. In the first cycle, the mean score of the students' learning activity was 6.74. Meanwhile, the mean score of the students' learning activity was 7.72. The students be more active and enjoyed in following the lesson. It meant that there were some positive progressions that supported the students to master the lesson after being taught using Note Taking Strategy.

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