

Improving the X-5 students' active participation and their reading comprehension achievement of narrative text through Note Taking technique at SMAN 1 Jenggawah Jember

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Abstract

Reading is one of English skills that should be mastered by the foreign learner including English as a foreign language learners. English is learned as a compulsory subject in the school. This research was conducted to solve the problems related to the reading achievement and active participation. The research subject was chosen by using purposive method. While, the research design used was Classroom Action Research. The data of this research was taken from test, observation, documentation and interview. The results showed an improvement happened after getting the actions. The improvement comprised in the active participation and the reading achievement. After the students getting treatment, the percentage of students' active participation increased from 69,7% or 23 students up to 78,7% or 26 students. Besides, there were 25 or 75,7% students who could reach the target score of 75. Before getting treatment, there were only 21 or 63,6% students who could not reach the standard score. This result showed that the use of Note Taking technique in teaching reading could improve the active participation and the reading achievement.

Keywords: *Active Participation, Narrative Text Reading Achievement, Note Taking Technique, Classroom Action Research.*

Introduction

In Indonesia, English is a foreign language that should be mastered by the Junior and Senior High School students based on the English Institutional-Level Curriculum. The objective of learning English is to develop spoken and written competency. Spoken competency covers listening and speaking, and written competency covers reading and writing. Both spoken and written competency of the language are intended to reach the goal of learning objectives. Therefore, the students have to master all the language skills such as listening, reading, speaking and writing and three English components, grammar, vocabulary and pronunciation.

Based on the four skills above, reading is one of the language skills which is very important. Reading is an important activity in life that can update people knowledge. By reading, people will be able to get much information that can enrich their knowledge in their life. In fact, reading is not an easy thing to do. There are so many reason and problems faced when people are going to read something, such as laziness and bored.

Those problems also occurred in teaching and learning process in the class of reading. The problems happened to the X-5 students of SMAN 1 Jenggawah Jember, based on the result of the preliminary study that the researcher conducted at SMAN 1 Jenggawah by interviewing the English teacher and observing the teaching and learning process. The result showed when the English teacher asked the students to read the text by themselves. Most of them read the text, but after they finished reading they were unable to retell the ideas dealing with the text. To make it worse a lot of students did not know the content of the story well. They did not know what the story tell about. Moreover, they had difficulties in finding and considering the necessary and unnecessary information in the text. Considering both of them was important, because not all the information in the text were needed to use to be the main idea to know the content or the purpose of the text. In this case, they just read the text given, without understanding it. Further, the students usually read the text more than once if they were being asked by the teacher. They still needed additional time to read the text to answer the questions. They were still looking for the answers. Sometimes, they

asked their friend about the answer given. It showed that they did not comprehend the text.

Based on those problems, the result of reading comprehension achievement test showed that there were so many students who could not pass the reading comprehension test. There were 21 (63,6) students who did not pass the standard score. In line with that, they also had difficulties in answering the questions of the text dealing with the word, sentence, paragraph and text comprehension. This situation was not conducive to make the students involved actively in reading activity because they were always given help by the English teacher. In addition, the teacher said that it was hard to attract the students' motivation and participation. He said that only about 50% students actively involved in the teaching learning process. The students who were sitting on the first and the second row only paid attention and the rest of the students were not interested in the teaching reading done by the teacher.

Therefore, the researcher and the English teacher applied Note Taking technique to solve these problems. The process of note taking could gain the students concentration and motivation in reading the text. It means that it could improve the active participation, as well as their reading achievement.

Dealing with the explanation above, Note Taking means a reading technique that requires the students to take a note while reading. According to Fisher (2001:3), Note Taking is the ability to take and organize notes in a significant predictor of student success. Rebecca has confirmed (1990:86) that the focus of taking note should be on understanding, not writing. The students' understanding in reading text has the important point rather than their writing ability in taking note, because it helps them to understand the text.

Note taking dealing with process and the product of activity. In process activity the students will comprehend the reading text given and taking note based the information that they get. In taking the information in the form of note, the students should take the number of words and remember those words as well. By using key word the students will easily in understanding each point that they have been considered in. Buzan (1993) says that key word is a word that encapsulates a multitude of meanings in as small unites as

possible. In addition, key words in this case mean the words that carry the important information in a sentence and are generally nouns and verbs, but they may include important modifiers (Burns *et al.*, 1996:455).

In relation with the research on the Note Taking technique, Handayani (2010) conducted a classroom action research of using note taking technique to improve the eleventh grade students reading comprehension achievement at SMAN 2 Tanggul Jember. The result showed that the note taking technique could improve the active participation and also students' reading comprehension achievement. In the first cycle, there were about 76% actively taking apart in teaching learning process. Meanwhile, on the second cycle, there were about 77% actively taking a part in teaching learning process. The reading score showed that in the first cycle the percentage of the students who achieved the standard requirement was 70% and it was improved in the second cycle as many as 77,14% students achieved the standard score required.

Thus, a classroom action research entitled: *Improving the X-5 students' active participation and their reading comprehension achievement of narrative text through Note Taking technique at SMAN 1 Jenggawah Jember* was conducted.

Research Method

The research design used in this research was Classroom Action Research. The aim of this research was to solve the problems related with active participation and reading achievement. The area of this research was SMAN 1 Jenggawah Jember and was chosen by using purposive method. Classroom action research with cyclical model was applied in this research. Each cycle covered four stages of activity: planning of the action, implementation of the action, classroom observation and evaluation, data analysis and reflection of the action (Elliot, 1991:70).

In line with this, Arikunto (2010: 129) states that in conducting classroom action research, the researcher needs to do it collaboratively with another researcher or do it with the team. The collaboration focused on identifying the problems faced by the students in reading comprehension, constructing the design of a classroom action

research, constructing the materials, carrying out the action, and doing the class observation and reflection, this classroom action research was conducted collaboratively with the English teacher of X-5 at SMAN 1 Jenggawah Jember.

The participant of this research were the X-5 class of SMAN 1 Jenggawah Jember in the 2013/2014 academic year. This class consisted of 33 students. Based on interview, the teacher informed that that class still had some problems related to active participation and reading comprehension achievement. The students' score below the standard score of 75 was 21 out of 33. It means that the X-5 class of SMAN 1 Jenggawah Jember was still needed improvement.

There were two kinds of data in this research, they were the primary data and the supporting data. The primary data was collected from the result reading test and the observation.

Observation is paying attention in an object by using all of his sense (Arikunto, 2010:199). Observation in this research was conducted to record the students' activities and responses in teaching and learning process, while the observation was carried out by the English teacher or the researcher collaboratively. Checklist is an instrument which data is going to be collected (Arikunto, 2010: 193). In taking data, the researcher and the English teacher used the checklist for observing the students participation. The indicators observed were in 1) the students' enthusiasm in asking and answering the questions, 2) the students' enthusiasm in teacher's explanation, 3) the students' enthusiasm in reading the text and doing note taking, 4) the students' enthusiasm in discussing the material, 5) the students' enthusiasm in comparing the notes with their pair, 6) the students' enthusiasm in doing the exercises.

Besides, the reading test was used to measure the students' ability after getting treatment. The achievement test was given in the form of objective type of multiple choice and true false formats. Hughes (2003:60) points that the advantages of multiple choice is that the scoring can be perfectly easy and the result will be reliable. That was the basic reason for the researcher were multiple choice and true false formats as the test type. The material was constructed based on the 2006 curriculum (KTSP) for Senior High School

and was consulted to the English teacher at SMAN 1 Jenggawah Jember and the consultants before administering the test. The observation was used to record the students' active participation. The type of text was narrative text. In addition, the interview was used to get the data in preliminary study. Besides, the documentation was used to get the names of the subjects and the previous reading score of X-5 class.

Discussion

Based on the results of the reading comprehension test and observation in cycle one, it could be said that the X-5 students had improved their reading comprehension achievement through note taking technique. The result of reading comprehension test by using note taking in cycle one showed that 75,7% of the students reached the standard score of ≥ 75 . In other words, the action given to the students in cycle one had been successful. The success criteria of the research was at least 75% of the students reached score ≥ 75 . Furthermore, from the observation checklist, it could be seen that active participation of the students had been increased in every meeting from 69,7% in meeting 1 and 78,7% in meeting 2. Based on the result of the preliminary study, there were only about 50% students who actively participated in the teaching learning activity.

The results indicated that the use of note taking technique in teaching reading comprehension was able to improve the class of X-5 students' reading comprehension achievement as well as their active participation during the teaching and learning process at SMAN 1 Jenggawah Jember. The results were in line with Spears' theory (2000:11) which states that keeping pencil in the students' hand and taking note of the ideas as they read have two advantages: (a) the note force the students to pay attention to what the writer is writing, thereby improving their concentration, and (b) help the students follow the direction of the writer's thoughts. Each student made notes differently because their knowledge about the content of the text and word or sentence was also varied. During the lesson, the students wrote their notes when they thought the idea was not too clear to them. So, they made it clear and simple in the form of

note taking. The notes that the students made, helped them understand the reading text better than before.

This research was conducted out in one cycle. The cycle was stopped because the percentage of active students in teaching learning process and the reading achievement had been improved. Besides, the English teacher wanted to continue the materials which had not finished yet and he wanted to some remedial class for his students whose scores were still below the schools' requirement. Moreover, the time was to close with the final examination (UAS), so the researcher should stop the action immediately.

Based on the explanation above, it proved that Note Taking technique could improve the students' active participation and their reading achievement.

Conclusion and Suggestion

Based on the data of analysis and discussion, it could be concluded as follows:

1) The use of note taking technique in teaching and learning of reading narrative text can improve the X-5 students' active participation at SMAN 1 Jenggawah Jember in 2013/2014 academic year. The result of observation in meeting 2 in cycle one showed that the percentage of active students in the reading class increased. For the first meeting, the percentage of students who were active was only 69,7% (23 students) which was below the research target. Then, in the second meeting the result showed that the percentage of active participation was 78,7% (26 students). Finally, it was clear there was as much as 9% improvement from meeting 1 up to meeting 2.

2) The use of note taking technique in reading narrative text can improve the X-5 students' comprehension achievement at SMAN 1 Jenggawah Jember in 2013/2014 academic year. It is supported by the data obtained from the result of students reading comprehension test. The percentage of students who achieved the standard score in cycle one was 75,7% (25 students). Comparing with the result of reading comprehension test before conducting this research, it was 36,4% students could pass the reading comprehension test. Based on the percentages above, it was known that the percentage of students who achieved the standard score had increased up to 39,3%.

Since the use of Note Taking Technique could improve the students' reading comprehension achievement and active participation, the research proposes some suggestion to the following people:

1) The English Teacher

After knowing the result of reading comprehension test and observation, it is suggested to the English teacher to use Note Taking Technique as an alternative way to improve the students' reading comprehension achievement. Moreover, the English teacher has to give more practices to the students to take note in the form of sentence. Some of the students are still confused in constructing the sentence when they want to make a note. In the future, the teacher can help them how to make a good note in the form of sentence, in order they can make note and comprehend the text easily.

2) The Students

The students are suggested to use Note Taking Technique to enrich their learning experience because it has been proven, this technique was able to improve their active participation as well as improve the reading comprehension achievement through the use of Note Taking Technique in the reading class.

3) The Future Researchers

The results of this research can be used as the information and reference to conduct further research dealing with the application of the Note Taking Technique in improving the students' reading comprehension achievement by encouraging them to be active with the same research designs at other schools, or to different level of students. Further, because of this research was only conducted in one cycle, hopefully the next researchers will conduct these similar research two cycles to know the consistency of the result (replication research).

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