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Empowering Students' Reading Comprehension Through Cornell Note-Taking Method

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Abstract

The purpose of this research was to determine whether or not using the Cornell note-taking method improves students' reading comprehension while they are enrolled in the first grade at MA-AI Hidayah. In this study, a pre-experimental research design was used, and participants in one group had a pre-test, treatment, and post-test. The overall sample size was thirty students, and the approach utilized was called purposive sampling. This study made use of a multiple-choice questionnaire as its tool. The findings of this study indicate that the pre-test mean score for students was 54.38, but that it increased to 79.06 after the intervention. It is possible to draw the conclusion that the students' reading comprehension increased, and this indicates that using the Cornell Note Taking approach led to an increase in the students' reading comprehension.

Introduction

These days, people all around the globe consider English to be a worldwide language. In a number of nations, English is considered a secondary language. Despite this, Indonesia continues to classify English as a foreign language, and students are required to study it at all levels, from elementary school to university.

In this particular scenario, the target language is one other than English. The interaction that takes place between the reader and the text is an essential part of the reading process (Van & Helder, 2017; Anca, 2017). It will not be simple to reach the goal of being able to grasp what is being read. It would benefit from some work outs and practices. After conducting an observation and interview with the English teacher at MA Al-HIDAYAH during the academic year 2020/2021, the researchers came to the conclusion that the students are unable to comprehend the text very well, particularly when it comes to extracting information from the text. This was based on the researchers' previous experiences.

In point of fact, a teacher has to adopt an appropriate method that may aid students who are having difficulty studying in order to make reading topic less challenging for students, particularly in terms of understanding. As is well known, there is no one technique or method that is appropriate for teaching all types of pupils. When Dr. Walter Pauk saw that students needed to learn how to take more efficient notes, he developed an approach that the researcher

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applied in this study. That strategy was used by the researcher. Students tend to forget roughly half of what they have read in a book while they are in the middle of reading it. According to the study, in order to resolve that issue, the reader has to comprehend what they are reading. The Cornell Note-Taking Method is one method that may be used to better learn and comprehend the content (Rusdiansyah, 2019). This tactic has the potential to recall the information that the reader has just read.

In her research, Alzu'bi, (2019), aimed to describe the implementation of teaching writing using note-taking pairs on hortatory exposition text at the 11th year of SMA N 1 in the 2009/2010 academic year. The results of the study that she conducted showed that note-taking pairs is an effective way to improve the students' writing skills. According to the findings of Murtafi'ah,, (2020), study, which attempted to prevent the repetition of writing the concept presented by the original writer, there is a method that can be employed, and that method is known as paraphrasing sentences. Cornell note taking. The study methodology that was performed showed an increase in the pupils' scores, which went from 69.93 to 75.31.

Students in the fifth semester of the English literature study program at the State University of Surabaya were taught critical listening using the Cornell note-taking system. The students were part of the 2012 batch of the English literature study program (Ahmad, 2019). Cornell Note-Taking system in Teaching Listening of News. As a consequence of this, sixteen students in class D received a higher score, with the average score in the first cycle being 75.22 and the average score in the second cycle being 59.53. According to the findings of the aforementioned study, the Cornell Note-Taking System in classroom action research and all of the results of each research may help students develop their writing and listening skills (Rosário, 2017: Gueudet et.al., 2016).

The Cornell way of taking notes is one of the solutions to the issue that was discussed in the paragraph before this one. In the 1950s, Professor Walter Pauk of Cornell University developed a method for collecting notes, arranging them, and evaluating them. The methodology is called the Cornell Method (Koumachi, (2020). A system for documenting, arranging, and making use of the notes that you take in class, either from your textbook or from your readings (Larsen, 2018). Because of this, it will be much simpler for the pupils to comprehend the reading material if they follow this method. One of the many important factors that contribute to academic achievement is taking thorough notes (Morehead et.al., 2019: Anjarsit & Adnan, 2017). The importance of having a method of taking notes that is both efficient and successful may be backed up by a number of arguments. The first benefit is that it protects against forgetfulness, Our memory fades soon (Han & Sun, 2021).

Even if a student is engaged and interested in the content being studied, there is a good chance that they may forget the knowledge relatively quickly after attending a lecture or going through educational material. For example, research reveals that within an hour after attending a lecture, we forget fifty percent of what we heard, and within two days, we forget more than seventy percent of what we heard. The second thing to do is to stimulate concentration. A student has to keep their mind engaged during a class lecture or while they are reading in order to take good notes.

One must pay attention, engage with the material, deliberate on what should be recorded, and then write down their thoughts. There is less room for the mind to wander when it is involved with a difficult activity since there is less chance for it to do so. And the third is that it captures content that may be tested, teachers often anticipate that students would remember and be able to apply information that was provided either orally or in written form during class. The topics that instructors focus on in their lectures and/or the written material that supports important

concepts or themes will be on the tests that students take. In other words, the substance that can be tested.

According to the information provided in the text, the researchers concentrate on enhancing students' reading comprehension using the Cornell Note-Taking technique throughout the academic year 2020/2021 for students in the first grade at MA AL-HIDAYAH. It is entirely anticipated that this study will increase the knowledge of researchers, students, and readers in regards to comprehending the Cornell Note-Taking Method in order to develop reading abilities in depth.

Research Methods

The researcher used study that was done before the actual experiment. In this approach, a pre-test, treatment, and subsequent test were carried out. The results of the pre-test and the post-test will be combined to assess whether or not the therapy was successful. The research employed two variables: (X) would be the independent variable of the study, and (Y) would be the dependent variable measuring how well students understood what they were reading.

The research design represent as follows:

$$O_1 \text{ ————— } > X \text{ ————— } > O_2$$

Where; O_1 = Pre-Test, X = Treatment, O_2 = Post-Test

Population and Sample

The participants in this study were all students enrolled in the first grade at MA AL-HIDAYAH for the academic year 2020/2021. 32 individuals made up the whole population of the school. In this study, the researcher used the total sampling method, and the sample was comprised of one class's worth of pupils.

Instrument of The Research

This research instrument is a multiple-choice exam, and its purpose is to determine the level of success that students have had using the Cornell Note-Taking technique to enhance reading comprehension. The researcher was able to determine a mistake made by the students in their reading based on the Cornell Note-Taking technique after using this exam to get information on student weaknesses in reading comprehension after receiving therapy.

Procedure of Collection Data

When the researcher was collecting data, some of the procedures that were used included a Pre-Test to determine the students' prior knowledge of reading comprehension, followed by the administration of a Treatment that consisted of carrying out the class meeting with some materials during treatment. The researcher carried out a post-test after administering therapy in order to evaluate the efficacy of the treatment by determining whether or not the results of the post-test would be superior than the results of the pre-test.

Technique of Data Analysis

In analyzing data collected through the pre-test and post-test, the researcher using some procedure that include:

In giving score, the researcher used the formula:

$$\text{score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

Classifying the student's score based on the score standard of the evaluation:

No	Score	Classification
1	91-100	Excellent
2	76-90	Very Good
3	65-75	Good
4	50-64	Fairly Good
5	35-49	Fair
6	20-34	Poor
7	0-19	Very Poor

(Banggu in Marsianus L, 2017)

Use Gay (2006) Formula to calculating the man score of the students' answer and formula of standard deviation, the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation; \bar{X} = Mean Score, $\sum x$ = total sum of all score, N = The total number of students

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

Notation; D = mean score, t = test of significance, $\sum D$ = the sum of all the scores, N = total number of students.

Results and Discussion

The results of the study concern the post-test scores of the students, as well as the pre-test scores, as well as the frequency and rate % of the students' scores, as well as hypothesis testing and the mean score. The reader's comprehension of the narrative material was tested together with multiple choice questions by the researcher. The findings of this study were derived from the pre-test and post-test scores of the students, the frequency and rate % of students' scores, the mean scores, statistic, and t-test results, as well as the data collected from the questionnaire.

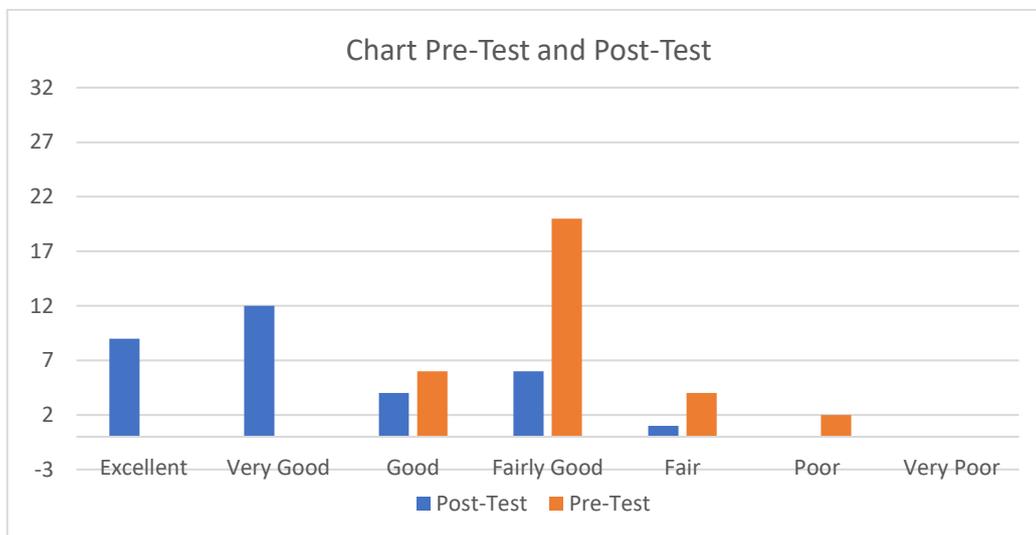
The Students' Pre-Test and Post-Test Score

Before beginning any kind of therapy, the pre-test was administered at the very first meeting. During the pre-test, the majority of the pupils had trouble understanding what was being said. It is evident from their score that the lowest possible score was 30 and that the highest possible score was 70. After receiving therapy with the Cornell note-taking technique, the students' scores on the post-test were different from the scores they received on the pre-test. On the pre-test, the lowest possible score was 40, and the highest possible score was 100.

The Score Classification of Pre-Test and Post-Test

According to the data of the rate percentage of score in the pre-test from 32 students, it shows that 6 students (19 percent) got a good score, there were 20 students (62 percent) who got fairly good score, there were 4 students (13 percent) who got a fair score, and there were 2 students

(6 percent) who got a poor score. According to the statistics shown earlier, the majority of pupils had a reasonably good categorization with 20 percent of the students. On the students' pre-test, the scenario score remained the same for all of the pupils. After the post-test, the circumstance score on Students Post-Test increased by rate percentage (100 percent) for all students who earned a score after utilizing therapy.



Based on the data shown above, post-test have significance increased with the score from pre-test.

The Calculating Mean Score, Standard Deviation and Descriptive Statistic

According to table below shows that, the mean score was 54.38 and the standard deviation was 11.126

Table 1. The Mean Score and Standard Deviation

Pre-Test	Mean Score	Standard Deviation
	54.38	11.126

After calculating the data, the researcher shows the means core and the standard deviation in post-test, were presented as following below:

Table 2. The Mean score and Standard deviation in Post-Test

Post-Test	Mean Score	Standard Deviation
	79.06	16.822

After calculating the data of the students' pre-test and post-test, the researcher concluded that the score of students in post-test who got the treatment.

Distribution of T-Test

In this study, the T-Test was used to determine whether or not there was a significantly positive change in the students' level of reading comprehension following therapy. In this research, a T-test was used to answer the hypotheses that a) there was no significant difference before and after using the method, and b) there was a significant difference of the students' reading comprehension before and after using the Cornell Note-Taking method. Both hypotheses were tested.

Table 3. Distribution the Value of T-Test and T-Table

Variable	T-Test	T-Table
X2-X1	10.040	1.696

According to the table T-Test using SPSS, the result of T-Test was 10.040 and T-Table was 1.696. Therefore, it shows T-Test value is higher than T-Table value (T-Test $10.040 \geq 1.696$ T-Table) and the result above shows that there was significant difference treatment the use Cornell Note-Taking method.

Hypothesis

After calculation the data by using T-Test, to find out degree of freedom (df) the researcher use formula: $df=N-1$ where (N 'All Students' =32), $df=32-1$, $df=31$. for the level of significance 0.05 and degree of the freedom (df)=31 and T-Test value is higher than T-Table value (T-Test= $10.040 \geq$ T-Table= 1.696) this mean that null hypothesis (H0) was rejected while alternative hypothesis (H1) was accepted because the score got by the students in pre-test and post-test after using Cornell Note-Taking method was increase. It indicated that method can improve students' reading comprehension.

Analysis data Using SPSS 18 version

According to the table of statistics, the median score on the pre-test was 54.38, while the median score on the post-test was 79.06. The frequency table shows that the mean score on the pre-test was 54.38, while the mean score on the post-test was 79.06. On the other hand, the minimum score required to pass the pre-test is 30, while the post-test requires passing with a score of 40. In the pre-test, the highest possible score is 70, but in the post-test, it's 100. The outcome of the T-Test, calculated using SPSS version 18, is 10.040, as shown by its value.

Conclusion

According to the findings of the study, using the Cornell Note-Taking technique is an efficient strategy to increase students' reading comprehension. This will be the case for students in the first grade at MA Al Hidayah Makassar during the academic year 2020/2021. According to the findings of the study, the data demonstrates that there is a discernible change in the level of reading comprehension shown by the students before and after receiving therapy that consisted of using the Cornell Note-Taking technique. The average score on the exam taken before therapy was 54.39, whereas the average score on the test taken after treatment was 79.06. After receiving instruction in the Cornell technique of note taking, it is clear from the outcomes that the students have improved their overall performance.

In order to develop the students' reading comprehension, the researcher present some suggestions. When it comes to reading instruction, using the Cornell Note-Taking technique as one of the effective methods to increase the students' reading comprehension is something that should be considered. Because students are more interested in learning if the teacher makes variation in learning, and the teacher must have the students' attention to the material before going to study, the teacher should apply a new method in the teaching process to make students' motivation to be improved and the students to be active in learning. A good English teacher has to be innovative in order to effectively handle classroom resources and techniques. The teaching and learning process should include collaboration between the instructor and the pupils. Reading comprehension is improved when students make better use of the language they already know as well as their past knowledge, which makes it easier for them to understand the material they are reading.

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