

## THE IMPLEMENTATION OF NOTE-TAKING PAIRS TECHNIQUE IN TEACHING READING COMPREHENSION

By

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### **ABSTRACT**

*The aims of this research are to find out whether the implementation of Note-Taking Pairs technique effective in teaching reading comprehension at junior high school. The method used in the research is quantitative method and the design is quasi-experimental design. The sampling technique used in this research was random sampling. Two classes were taken as the subject namely experimental and control class. The data of test got from both experimental and control class was analyzed by T-test formula. The result of calculation showed that  $t_{account}$  was 6.58, and  $t_{table}$  with  $df$  75 in the significant degree of 5% is 1.992. It means that  $t_{account}$  is higher than  $t_{table}$  ( $6.58 > 1.992$ ). The average of post-test in the experimental class was 81, while the KKM of English subject is 75. It can be concluded that Note-Taking Pairs Technique is effective in teaching reading comprehension at junior high school.*

*Keywords: Note-Taking Pairs Technique, Reading comprehension, students' response*

### **Introduction**

Education is one of the important things for development of the nation. There are many efforts that doing by the government for better education. The goal of education is educating the nation. One of the efforts is updating the curriculum. In the curriculum 2013, students have to give not only the knowledge, but also behavior and skill. The aspect of affective, cognitive, and psychomotor must be given in the hole of learning process. As stated in The *Kurikulum 2013 (Kompetensi Dasar Sekolah*

*(SMP)/Madrasah Tsanawiyah (MTS)* that Core Competence is designed in four inter-related groups, namely with regard to the religious attitude (Core Competence 1), social attitudes (Core Competence 2), knowledge (Core Competence 3), and application of knowledge (Core Competence 4). The fourth group was the reference of basic competencies and should be developed in integrative learning

Teaching English in Indonesia focuses on four language skills, namely listening,

speaking, reading, and writing. Reading is one of the important skills that should be mastered by the students. In reading skill expected to emerge ideal situation where the students can identify various information from text, identify social function of the text, and identify text structure. It as described in base competence of 2013 curriculum "*Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks, sesuai dengan konteks penggunaannya*".

In fact, most of the students of junior high school still find the difficulty in reading and comprehend the text. This is due to various factors: the students are bored to read the text because it is not interesting, the students have limited vocabulary so they are difficult to understand the reading text, student do not know the structure of sentences, so it makes the students to work hard to translate the word in sentence of the text.

Based on the reality, most of the English test items contain of reading text. It means that, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their test.

Due to the reason, the teacher has to find good solution and make the students interested in reading English. There are some ways to solve these problems. They are starting from providing various learning resources to be learn, offering various kinds of learning and applying various learning methods and techniques.

Methods and techniques are used to facilitate teaching and learning. English teacher should be motivator and build self-

confidence for students to read. In this research the writer uses Note-Taking Pairs as a technique in teaching reading comprehension.

Note-Taking Pairs is one of the techniques for reciprocal teaching that include in collaborative learning techniques. Barkley, Cross & Major (2005, 135) stated that "Note-Taking Pairs was originally designed to improve lectures notes, teacher now also use it to helps students improve their notes on reading assignments and other kinds of learning activities." In Note-Taking Pairs, students partners work together to improve their individual notes. This technique improves students' reading comprehension because the students must summarize the information they just read.

Based on the statement above, the writer is interested in conducting the research entitled "The Implementation of Note-Taking Pairs Technique in Teaching Reading Comprehension". The research question of this research is; does the implementation of Note-Taking Pairs technique effective in teaching reading comprehension at Junior High School?. The Aims of the Research is to find out whether the implementation of Note-Taking Pairs technique is effective in teaching reading comprehension at junior high school.

### **Literary Review**

The previous research from Dr. Tsai-Fu Tsai (2009) in his journal entitled "EFL college freshman note-taking training for reading comprehension". The result of this research indicated that Note-taking for EFL college students is crucial. Taking notes while reading passages was an effective way to gain comprehension of written text. Note-taking

can enhance information recall and facilitates understanding the text.

Note-Taking Pairs is one of the techniques for reciprocal teaching that include in collaborative learning techniques. Barkley, Cross & Major (2005: 135) states that "Note-Taking Pairs is originally designed to improve lectures notes, teacher uses it to helps students improve their notes on reading assignments and other kinds of learning activities." In English test, many questions includes in reading text. Where the students must be comprehend the content of text to answer the questions. For some students in the junior high school, it is difficult to focus in reading text. This technique conducts the students to taking notes just the important information from the text. So that they more easy to understand the text. Students who systematically notes as they read retain more and of course, do better on test.

Teaching reading is a part of English subject that should be learned by students. In English test, many questions includes in reading text. Where the students must be comprehend the content of text to answer the questions, so teaching reading is useful for the students. Reading comprehension is important because it is the goal of communication in reading. According to Nunan (2003), "reading comprehension is a fluent process of combining information from the text and the existing schemata to understand the meaning".

Curriculum and syllabus are design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject matter objective, sequencing and the material to meet the needs of a designed group of learners in

define context (Brown: 2001). This junior high school used Curriculum of 2013. Based on *kerangka dasar dan struktur kurikulum 2013* defined that "...*kurikulum 2013 itu adalah usaha yang terpadu antara (1) rekonstruksi kompetensi lulusan, dengan (2) kesesuaian & kecukupan, keluasan & kedalaman materi, (3) revolusi pembelajaran dan (4) reformasi penilaian...*". Assessment is a part of language teaching. Assessment is a process of providing or determining the value of the specified object based on the specific criteria (Sudjana, 2009). In other words, object were assessed is students learning outcome. Assessing of the student development in reading comprehension is very important. It is aimed to evaluate how the students comprehend the text. One way to evaluate student's reading comprehension by conducting a test. There are many types of test that can be applied like short answer, true- false, matching, multiple choices, and essay question etc. To assess the students, the writer used pre-test and post-test as instrument. Type of test in the pre-test and post-test is same. The test is reading text and the question used was essay question. The purpose of pre-test is to know the previous knowledge of students. And the purpose of post-test was used to know the effect of the implementation of note-taking pairs.

### **Research Methodology**

In this research, the writer used quasi-experimental design. Quasi-experimental design does not include the use of random assignment. According to Creswell (2012:309) "quasi-experiments include assignment, but not random assignment of participants to groups. This is because the

experimenter cannot artificially create groups for the experiment.”

There were two groups that include in this research; there were experiment and control group. The writer was used the research design by Muijs, D. (2004: 18) the design can be described as follow :

	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

The population is all the eighth grade students of one of junior high school with the total of population is 348 students. The sampling technique used in this research was random sampling. Two classes were taken as the subject namely experimental and control class. The total of the sample is 77 students. To collect the data, the writers used test (pre-test and post-test). In analyzing the data, the writer used the formula of Fraenkel and Wallen (2009: 248) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SED}$$

In which :

$t$  :  $t$  test statistic

$\bar{X}_1$  : mean of one group

$\bar{X}_2$  : mean of second group

SED : standard error of the difference between sample means

### Finding and Discussions

According to the result of the research, the writer got  $t_{\text{account}}$  was 6.58, meanwhile  $t_{\text{table}}$  was 1,992. In comparing  $t_{\text{account}}$  and  $t_{\text{table}}$ , according to Fraenkel and Wallen (2009: 225), the writer uses the criteria as follows :

If  $t_{\text{account}} < t_{\text{table}}$  = the hypothesis alternative (Ha) will be rejected.

If  $t_{\text{account}} > t_{\text{table}}$  = the hypothesis alternative (Ha) will be accepted.

The result showed that  $t_{\text{account}} > t_{\text{table}}$  or  $6.58 > 1.992$ . Based on the result above, it can be concluded that the hypothesis in this research is accepted. It means that the implementation of Note-Taking Pairs technique is effective in teaching reading comprehension.

The first research question is obtained to know the effect of Note-Taking Pairs technique in teaching reading comprehension. The writer had prepared some instruments to get the data such as lesson plan, pre-test, and post-test.

There were some steps in implementation of Note-Taking Pairs. Each step gave the benefit for the students. First step was the students take notes while reading a text individually. The purpose of this step was to know how far the students could comprehend the text. In this step, there were some students who difficult to take notes because they confused to chose the important information from the text. So the teacher has to extra guide the student to take good note.

The second step was divided the students into pairs. In this section the students chose the partner by themselves. Actually in this section, the students should chose by teacher based on the background knowledge of the student. The student with low ability has to pair with the student with high ability. So they could help each other to improve their note.

In the last step, students A summarize the first paragraph and the students B correcting

and adding of the students A' work, after the students B have done correcting students A' work, the students A begin correcting the students B' work in next paragraph. The partners continued sharing summaries until all of the text has been done correction. This step purposed to help each other ability in comprehend the text, they can sharing about the missing information or adding information of the text.

Based on the explanation above, the writer can conclude that the aim of note-taking pairs are to improve the student reading comprehension, this technique can help the students to comprehend the text because the students can memorize when they taking notes, it supported by journal from Tsai Fu (2009) "Taking notes while reading passages was an effective way to gain comprehension of written text". It also to improve the student individual notes, because the students can shared the notes each other.

Regarding the result of finding it can be concluded that the implementation of Note-Taking Pairs is effective in teaching reading comprehension at junior high school. It can be seen that there was significant difference from the result of post-test that used note-taking pairs technique and without used note-taking pairs.

### Conclusion

The implementation of Note-Taking Pairs technique in teaching reading comprehension at junior high school is effective. It was proved with the result of pre-test and post-test score of experimental and control class. There was significant increasing in the post-test of experimental class. The

average of post-test was 81, while the *KKM* is 75. It means that the post test is higher than *KKM* of English subject. The result of data analysis showed that  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  it can be concluded that the hypothesis in this research is accepted.

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