THE INFLUENCE OF NOTE- TAKING PAIRS TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION

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Abstract: The objective of the research was to know the influence of Note Taking Pairs Technique towards students' reading comprehension. The writer used quantitative method and categorized the research as quasi experimental method. The population was 321 from 8 classes. The writer used Cluster Random Sampling Technique. The writer took two classes for the sample. VIII C was an experiment class and VIII E was a control class. The experiment class consisted of 30 students and control class consisted of 28 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items with 4 options a, b, c and d. The score of each item is 2,5 for correct answer. In analyzing data, the writer used t_{test} formula. Based on the data analysis, the average score of experimental class was 69.57 and the average score of control class was 59.00 which means the average score of experimental class was higher than control class. The writer got that Ha was accepted. It was obtained that t_{test} = 4.21 and t_{table} 0,05 = 2,00 and 0,01 = 2,66 (4.21 > 2,00 < 2,66). It means that there was a significant influence of Using Note-Taking Pairs Technique towards students' reading comprehension at the eighth grade of SMP Negeri 9 Bandar Lampung in 2022/2023.
Keywords: Note Taking Pairs Technique, Reading Comprehension

INTRODUCTION

Reading is the process of identification, interpretation, and perception of written or printed material are all steps in the reading process. Moreover, Reading is carried out to understand what has been read and provide answers to questions based on the reading material. Comprehension is the process of understanding the meaning of written content while using determined techniques to achieve this goal. Reading might be almost useless if understanding is lacking.

Reading Comprehension is creating meaning by coordinating several complicated functions, including reading ability, words, knowledge of the world, and fluency. According to Klingner (2007: 2) students should master every aspect of the reading material in this case. It is done to enable students to understand difficult words, provide responses to specific word-based questions, and identify textual aspects. Understanding the meaning of the text is essential for students'

intellectual, social, and professional advancement. Students read texts for various reasons, including understanding the text's principal idea, message, and other relevant information. The reader must be able to use multiple skills and abilities in addition to understanding. These include mental abilities, desire, and different types of information.

In practice, the majority of students have difficulty with reading comprehension. Finding the text's main idea, identifying information contextual both explicitly and implicitly stated in the text, correctly pronouncing English words, identifying references, determining the meaning of words related to the text, and achieving reading indicators like comprehending the text's purpose and making conclusions from it are all difficulties that students experience. In light of these problems, the teacher must act as a facilitator of learning activities and identify solutions, such as through increasing teaching methods and media. Trying to make the students feel inspired and interested in Reading is one strategy to effectively teach lessons. This objective can be achieved by using suitable learning techniques. Note-Taking Pairs are a method of instruction that can be applied to the teaching of Reading

(sorted into NTP). As stated in the introduction by Barkley (2005: 135) "Note-Taking Pairs is created specifically to improve lectures notes, the teacher uses it to help students improve their notes on reading assignment and other learning activities.".

Most of the questions on the English test are about reading texts. The questions require the students to understand and respond to the text's material. With this method, the students must only note the most crucial sections of the text. Students who consistently take notes while Reading acquire more information and do better on tests. On the other hand, students must collaborate with their partners. Because higher-level students are required to understand more knowledge and excellently develop their thoughts, taking good notes is a crucial learning skill for students. Based on the SMP 9 Bandar Lampung observation, the researcher found that the students faced some problems with their reading skills. Those problems lie in the students' difficulties in comprehending English text. The second relates to the student's understanding inferences from the text. The third relates to the student's ability to determine the getting information from the text. Based on the background

problem above, the researcher is interested in applying NTP as a technique to teach Reading. This research is done to know whether the application of NTP can influence students' reading comprehension. Therefore, the researcher proposes her research on "The Influence of Note-Taking Pairs technique towards students' reading comprehension at the eight grade of SMP 9 Bandar Lampung in 2022/2023"

METHOD

In this research, the researcher used Quasi-experimental research. Mackey & Gass (2005: 363) defined "Quasi-experimental research as a type of experimental research but without random assignment of individuals." In this case, the researcher used two classes for investigation, the experimental class and the control class. In the experimental class, the researcher applied the Note Taking Pairs Technique in teaching reading, whereas in the control class, the researcher applied the Direct Method.

The researcher took the Population from the students in the Eighth Grade of SMPN 9 Bandar Lampung in the academic year 2022/2023. According to Creswell (2012: 142) "Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population".There are 321 students, and it consists of 8 classes. In conducted the research, the researcher used the Cluster Random Sampling technique to carry out the research. Walter (2003: 174) "Cluster Random Sampling technique is used when it is more feasible to select groups of individuals rather than individuals from a defined population". In this case, the samples were fromVIII C as an experiment class which consisted of 30 students and VIII E as a control class which consisted of 28 students.

In this research, the researcher used a multiple-choice test as a technique to collect the data. There are 40 items total, and each item has five choices (a, b, c, and d). Each question had a score of 2.5 for the correct answer and 0 for the incorrect answer. The lowest score is 0, and the highest is 100.

To know whether the data of the sample were normal or not, the

researcher was analyzing test the normality of the test. It is used to know whether the data are normally distributed or not. To get the data on the normality of the test, the researcher used the formula:

$$\chi^2_{hit} = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

To test whether the data are homogenous or not. The formula of the homogeneity test as follows:

$$F = \frac{S^2(The\ Highest\ Variance)}{S^2(The\ Lowest\ Variance)}$$

The criteria of the test is accepted Ho if $F_{ratio} > F_{tabel}\frac{1}{2}\ \alpha_{(v1.v2)}$

To test the hypothesis in this research, the researcher used T-test formula by Sudjana (2005: 329) :

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{In}$$

which: $S^2 =$

$$\frac{(n_1 + 1)S_1^2 + (n_2 + 1)S_2^2}{n_1 + n_2 - 2}$$

The testing of the equality of the average score with the criteria H_a is accepted if $t_{test} > t_{table}$ for significance level 5% (α=0,05) and 1% (α=0,01) and for the different test of two average score with the criteria is H_a is accepted If $t_{test} > t_{table}$ for significance level 5% (α=0,05) and 1% (α=0,01).

RESULTS AND DISCUSSION
Results
From the research of data normality in experimental class, the writer got the result that highest score is 90 and the lowest score is 50 with (n) = 30 students.

$\sum F_1 \qquad = 30$

$\sum F_1 X_1 \qquad = 2087$

$\sum F_1 X_1^2 \qquad = 148369$

So, It can be searched the average score:

$$\bar{x} = \frac{\sum F1X1}{\sum F1}$$

$$\bar{x} = \frac{2087}{30}$$

$$\bar{x} = 69.57$$

Standard deviation:

$S_1^2 = \sqrt{109.77}$

$S_1 = 10.47$

Determining x^2 ratio by using the following formula:

$X^2_{ratio} \qquad = \sum_{i=1}^{K} \frac{(O_i - E_i)}{E_i}$

$X^2_{ratio} \qquad = 1.10 + 0.32 + 0.34 + 0.21 + 0.15 + 1.90$

$\qquad = 4.02$

Based on the calculation above, it was obtained at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that $x^2_{ratio} < x^2_{table}$ (4.02 < 7.81 < 11.3). So, Ho was accepted which

means the data had normal distribution.

From the research of data normality in control class, the writer got the result that highest score is 72.5 and the lowest score is 37.5 with (n) = 28 students.

$\sum F_1$ = 28

$\sum F_1 X_1$ = 1652

$\sum F_1 X_1^2$ = 99459.25

So, It can be searched the average score:

$$\bar{x} = \frac{\sum F1X1}{\sum F1}$$

$$\bar{x} = \frac{1652}{28}$$

$$\bar{x} = 59$$

Standard deviation:

$S_2^2 = \sqrt{73.75}$

$S_2 = 8.59$

Determining x^2 ratio by using the following formula:

$X^2{}_{ratio}$ = $\sum_{i=1}^{K} \frac{(O_i - E_i)}{E_i}$

$X^2{}_{ratio}$ = 2.89 + 0.05 + 2.08 + 0.04 + 0.26 + 1.56

= 6.88

Based on the calculation above, it was obtained at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that $x^2{}_{ratio} < x^2{}_{table}$ (6.88 < 7.81 < 11.3). So, Ho was accepted which means the data had normal distribution.

From the result of homogeneity test by comparing to the f_{table}, it was obtained F_{ratio} was 1.01. F_{table} at significant level of 0.05 was 1.90 and 0.01 was 2.65. Since $F_{ratio} < F_{table}$, therefore, H_o was accepted (1.01 < 1.80 < 2.65). It means that the variance of the data in experimental class and control class are homogeneous.

The hypothesis test, to test whether the hypothesis is accepted or not, the researcher calculating the end of result, the researcher used t_{test} formula:

$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ With : S_1^2

$= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$

It was obtained t-test: **4.21**

To know the equality test of two averages, the writer consulted t-test to t-table. It was got t_{test} 4.21 > 2.00 < 2.66. Criterion Ha accepted if $t_{test} > t_{table}$. Therefore, H_a was accepted, it means that there was an influence of using Think-Aloud strategy towards students' reading comprehension at the tenth grade of SMPN 9 Bandar Lampung in 2022/2023.

Based on the calculating of difference test two average score, t_{test} was higher than t_{table} 4.21 > 1.67 < 2.39. Therefore, Ha was accepted. It means that the average score of students' reading ability who learn through Think-Aloud strategy higher than who learn through direct instruction at tenth grade of SMPN 9 Bandar Lampung in 2022/2023.

Discussion

Reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (writter) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

Based on the observation done at SMPN 9 Bandar Lampung the writer found that the students faced some problems in their reading skills. Those problems lie on the students' difficulties in comprehending English text. The students still have difficulty to find mind idea of the text, the students difficulty getting information of the text, difficulty to identifying inferences used from the text.

One of the ways to make the effective teaching reading is making the student feels enjoy and motivated in learning reading. The use of appropriate teaching technique can help this goal achieved. The writer is interested to solve the problems and would like to improve the students' reading comprehension by using Note-Taking Pairs technique as one of teaching technique which can be used in teaching reading. Note-Taking Pairs technique is a technique of teaching reading where the students partners work together to taking notes just the important information from the text, by correcting each other's work until they have done to finish their reading assignment helps to improve their individual notes and improve e of the t students' reading comprehension because the students

must summarize the information they just read.

Note-Taking Pairs technique is one of the alternatives in teaching and learning process of reading comprehension. The ability of Note-Taking is crucial for students, especially for the Junior High School students since they have to read various sources of materials, for their effective learning process and for gaining a good achievement in their study. Barkley, Cross & Major (2005:135) stated "Being able to take good notes is an important learning skill yet many students are poor note takers; their notes are incomplete and inacurate."

Based on the data analysis by using t-test and testing of hypothesisThe writer got the result that Ha was accepted. It showed by ttest was higher than ttable with significance level 5% (3.97 > 1.67). It means that there is significant influence of Note-Taking Pairs Technique towards students' reading comprehension. It was proved by the average score in experimental class was higher than in control class (69.21 > 59 and 4.06 > 2.00 < 2.66).

The writer conducted the research in two classes, the first as experimental class and the second class as control class. The students who taught through Note-Taking-Pairs technique must higher than control class. It can be seen on the result which has been explained before. The suitable technique is needed to motivate and simulate their interest and intelegent. Note-Taking Pairs gives a better influence to students Junior High School because by using this technique the teacher teach reading in pair independently. They will not depend on the teacher's explanation. They will try to find the message and the meaning of the text by them selves. The teacher not only teaches practice performance but also academic content by developing their social relation with other students. Therefore, this technique is very recommended for further research in case of improving students' reading comprehension.

CONCLUSION

Based on the result of the data analysis, the writer concluded that There is a significant influence of using think aloud strategy towards students' reading comprehension at the tenth grade of SMP Negeri 9

Bandar Lampung in 2022/2023. It can be seen that the result: t_{test} was higher than t_{table} at significance level 5% and 1% (4.21 > 2.00 < 2.66) and, the average score of the students' reading comprehension which is taught through think aloud strategy is higher than taught through direct instructional at the tenth grade of SMP Negeri 9 Bandar Lampung in 2022/2023. It can be seen that the result the average score of the students in experimental class was higher than in control class (69.57 > 59.00).

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