THE EFFECTIVENESS OF GUIDE NOTE TAKING IN TEACHING READING NEWS ITEM TEXTS TO THE TENTH GRADERS OF MA MA'ARIF PUTER

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Abstrak

Terdapat empat keahlian yang harus dikuasai dalam mempelajari bahasa Inggris, salah satunya, yaitu membaca. Dalam sekolah menengah keatas terdapat beberapa teks yang harus dipelajari, diantaranya teks news item. Teks ini bersifat informatif dan memberikan suatu berita atau informasi kepada para pembacanya serta berita yang diinformasikan merupakan berita yang penting atau layak untuk diinformasikan. Bransford (1994) menyebutkan bahwa kesulitan-kesulitan yang ada dalam pemahaman membaca erat kaitannya dengan kurangnya pengetahuan latar belakang dari teks tersebut. Dengan mempertimbangkan hal ini, penelitian eksperimental kuantitatif ini bertujuan untuk meningkatkan kemampuan membaca siswa dalam news item teks melalui teknik guide note taking. Subjek dari penelitian ini adalah siswa kelas sepuluh di MA Ma'arif Puter Lamongan. Peneliti menggunakan tiga kelas dalam penelitian ini, yaitu kelompok eksperimen, kelompok control dan kelompok try out. Peneliti memilih dua puluh delapan siswa untuk setiap kelompok. Penelitian dilakukan sebanyak empat pertemuan dengan rincian pertemuan pertama untuk pre-test, pertemuan kedua dan ketiga untuk treatment, dan pertemuan terakhir untuk post-test. Hasil dari penelitian menunjukkan terdapat peningkatan kemampuan membaca siswa melalui teknik guide note taking. Oleh karena itu, peneliti menyarankan kepada guru bahasa Inggris untuk mengajar siswa menggunakan teknik guide note taking dalam keahlian membaca untuk meningkatkan kemampuan membaca siswa.
Kata kunci: membaca, teks news item, *guide note taking*
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Abstract

There are four skills that must be mastered by the students, one of which is a reading. In senior high schools there are some texts that must be taught, such as news item text. This text is kind of informative text to give factual news or information to the readers and the news is considered newsworthy or important. Bransford (1994) mentions that difficulties in comprehension may be attributed to the lack of background knowledge presumed by the text. Considering this, this experimental quantitative research aims to improve students' reading ability of news item texts using guide note taking as a technique. The subject of this study was the tenth graders of MA Ma'arif Puter Lamongan. The researcher used three classes in this study. They are an experiment group, a control group and a try out group and chose twenty eight students for each group. The research was conducted in four meetings, the first meeting was for doing pre-test, the second and third meeting were for giving treatment and the last meeting was for doing post-test. The result showed that there is improvement on students' reading ability using guide note taking as a technique. Therefore, the researcher recommends that English teachers when taught the students using guide note taking as a technique in reading skill to improve students' reading ability.
Keywords: reading, news item text, *guide note taking*

INTRODUCTION

Teaching English as a foreign language for student in the earlier age might be very difficult. Some people argued that because it is the time for them to build background knowledge for all things, included the language they use. However there are also some people who think that it is the best age to teach them another language, because their background knowledge is still developing. The only one question is how the way to teach them. Based on English Standard Competence, the objective of teaching and learning of English in senior high school for tenth graders is to achieve the functional stages. In this stages, the students have to be able communicate in daily life either in the spoken or written language (Depdiknas, 2006). From those basic skills, some perceive that reading is one of the skills that is suitable to be taught in senior high school and considered as the main important skill. The objectives of teaching English at senior high school puts reading as a skill to be mastered by the students to comprehend and give responses of the many types of written texts as there are more than a single type of text to

be taught to students in this level. In this study, reading is one of skills that the writer focuses on. Reading is an act of communication and becomes the center to build concepts and to stimulate thinking for comprehension. Reading comprehension is the part of reading activity that intentionally done to understand or comprehend the meaning and the content that the readers have already acquired. Most of the students think that reading comprehension is difficult. One of the reasons is that they have limited vocabulary.

According to 2006 English Competence Standard, the tenth grade students of Senior High School have to learn some texts such as news item and narrative. Then this research focuses on the production of news item text in tenth grades. News item text contains factual information about events of the day. In fact, the tenth graders are still lack of the ability in reading. The teacher found out the students did not have a high motivation to follow a reading subject. There are several problems for students in reading class. Firstly, students are failed to comprehend the text. They read the text but they cannot understand the whole text. It is essential for readers to comprehend the text in depth as the main purpose of reading class is to understand or comprehend what is stated on the text. What made it happened is actually can be seen by a statement stating that the level of reader comprehension of the text is determined by how well the reader variables (interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks) interact with the text variables (text type, structure, syntax, and vocabulary) (Hosenfeld, 1979). Secondly, lack of motivation to read the text. Some teachers are failed to stimulate students to read the text well. Students are not curious whatever in the text. Thirdly, the process of reading itself spends much time. It simply shows how it feels when students read a text containing unknown vocabulary, students will have to consult dictionary every time. There will be many pauses in the reading process. Thus the readers will lose the sense of reading. Reading will be meaningless and tiring activity. Another factor, may come from the way of the teacher when teach them, usually use the textbook all the time in teaching reading. Students will get bored in learning reading and they lose their motivation to participate in reading class. In here, to solve the problems, the role of the teacher to motivate their students to learn is very important, it determines the success in teaching – learning process in the classroom (Depdikbud, 2004: 2). They did the same activities in every reading subject. The activities would be like this; the teacher asked the students to read the book passage silently or the teacher asked few students to read the paragraphs loudly while the other students listen to them, then the teacher asked the students which part or words they did not understand. Finally, the teacher asked the students to do reading comprehension exercises on the book. Those activities were always done in teaching reading. As the result, the students would get bored or sleepy in the class. There are many reading experts find it necessary to make an attempt to improve students' reading ability in English by applying reading techniques. There are many techniques in teaching reading. The aim of this study is mainly about the improving of reading ability in teaching reading news item text in senior high school by having guide Note Taking as a technique to teach. Considering about the correlation between guide note taking and reading skill, Suprijono (2009: 105) states that guide note taking is another learning technique which can be developed to build stock of knowledge of learners. Generally, guide note taking is defined as a technique about providing a text to the students by leaving some blank spaces within the text, while the blank spaces are made for some specific purposes based on what teacher wants, or based on some skills to be achieved by the students. In this technique, teacher prepares handouts having outline or map lectures, but leaving "blank" space for key concepts, facts, definitions, etc. As the teaching and learning process run, students fill in the space with content. Guide notes help students follow a lecture, identify its important points, and develop a foundation of content to study and to apply.

The use of guide note taking which had been modified is very good to interest students' attention, as some problems seen that sometimes the teaching and learning process about reading are commonly boring. Based on the background descriptive above, the researcher will investigate the effectiveness of using guide note taking in teaching reading, especially in teaching reading skill of news item text.

METHODOLOGY

There were two groups in this research; Experimental group and control group. Experimental group got treatment while the control group did not. Before conducting the research to both groups, the researcher had given them the pre-test. Pretest was administered to know the ability of students. After giving pretest, the experimental group got treatment. The treatment was administered to experimental group only. The experimental group had been taught News Item text using guide note taking. Based on those steps, as the t-test would have been calculated, it shows whether or not using Guide Note Taking on the text is effective in teaching reading to high school students. The design of a true experimental of two groups pre-test and post-test is presented below:

The design of Experimental Research

Group	Pre- Test	Treatment	Post- Test
A	Y1	X	Y2
B	Y1	-	Y2

Where:
A: The experimental group which was given treatment
B: The control group which was not given treatment
Y1: The pre-test administered before the experimental treatment
X: The treatment using guide note taking

Y2: The post-test administered after experimental
    treatment

The pretest is given to the 2 groups to find out wheter or not they are equal in terms of ability.

The post test is given to both groups to find out the difference of the reading ability after the treatment given.

    The population of this study is all of tenth graders of MA Ma'arif Puter who are studying during 2014-2015. There are three classes in the tenth grade of MA Ma'arif Puter. From the population, the researcher chose two of them as samples.

    As it got difficult to list all students and selected the sample for each class, cluster random sampling was used. After getting two classes, the researcher used assignment to assign subjects for the experiments. Then, the assignment was conducted to both of them and the result was one class was experimental group and the other was control group. Besides determining two classes to be the experimental and control group, one more class was needed to be a class for the try-out test. The try out test was the only measurement that let researcher go ahead with the research.

    The data which is needed for this study are in the form of score, so it is in the form of numbers. Thus, the instrument in this study was a test. The researcher used test of reading comprehension as a tool; because it is quantitative research, the researcher wants to investigate in general, so one instrument is sufficient for collecting the data.

    The instruments of this study were a pre-test and a post-test. Pre-test was administered in order to know the students' ability before being given the treatment. The post-test was administered in order to find out the effectiveness of the treatment.

    Comprehension was typically measured by asking students to read a short passage then answer questions related to the text. Thus, the researcher provided news item text to the experimental and control group and then asked them to do the test consisting of multiple choice and short-answer questions.

    Reliability is an important element to measure the quality of the test. Heaton (1975:155) explained that in order to be reliable, a test must be consistent in its measurements. The test is reliable if the test result is constant when it is tested twice with the same tests. Then, in order to see whether the two sets of the test are reliable or not, reliability can be calculated using Pearson Product Moment. The formula was as follows:

$$r = \frac{\frac{\sum XY}{N} - \bar{X}\,\bar{Y}}{SxSy}$$

Where:
  r   = r value
     N   = number of pairs of scores
     $\sum XY$ = the product of each pair of scores
     X   = mean of the X distribution
     Y   = mean of the Y distribution
     X Y   = sum of the mean X and Y
     Sx = standard deviation of X distribution
     Sy = standard deviation of Y distribution

The criteria of the reliability of the test with the criteria based on (Bartz, 1976:85).

The Criteria	The Description
Very High r	.80 or above
Strong r	.60 to .80
Moderate r	.40 to .60
Low r	.20 to .40
Very Low r	.20 or less

In order to collect data, researcher should conduct some steps toward experimental and control group. The researcher will get it from the result of students' pre-test and post-test of experimental group and control group. The first step was administering pre test. It is very important to have measurement of students' ability. The researcher gave reading comprehension text to both groups. The test consisted of reading text and some missing words. The second step was conducting treatment for experimental groups and was given three times. For each treatment, the experimental group was asked to read the text by using guide note taking. If the treatments were completely done, the researcher could administer post test to experimental and control group.

    After getting the data from the students' test, the researcher measured the difference between pre-test and post-test score for the experimental group by using statistical calculation. In this study, the researcher analyzed the data by using T-test formula. It was applied to compare two means to see the level of significance for rejecting the null hypothesis (McMillan, 1992:197). In this study the level of significance (*p*) was set up equal or less than .0001 (p ≤ .0001). Null hypothesis is rejected if the level of significance or probability of *p* is equal or higher than .0001(p ≥.0001) and null hypothesis is accepted if the level of significance is lower than .0001 (*p* < .0001).

The steps are as follows:

1. Calculating the significant difference of pre-test and post-test between the experimental and the control groups.
   a. Tabulating the scores from pre-test and post-test.
   b. Determining mean
   c. Determining Standard Deviation
   d. Determining Standard Error of the differences
   e. Computing t-test

The result of the calculation of t-test is used to find out whether or not there is any significant difference between two means.

- There is a significant difference if the t $_{value}$ > t$_{0.5}$
- There is no significant difference if the t $_{value}$ < t$_{0.5}$

RESULTS

    Researcher got three classes in this school. They are X1, X2, and X3. As the cluster random sampling is chosen, then the researcher choose X2 and X1 as the experimental and control group, while X3 was also

chosen as a group to conduct try-out test to measure the reliability of the test which would be given to the experimental and control group.

Here is the table that shows the result of pre-test

The result of pre-test

Number of students	Total scores	Mean
28*	2184	*76.01*
28**	2.187	*75.43*

Note:
*   : experimental
**   : control

While the mean score of class for try-out test (conducted for measuring the validity and reliability of the test) is **75.2**. From those mean scores, it can be concluded that experimental and control group have the same level of ability to comprehend reading news item text. The steps for giving treatment to the experimental group were similar with the usual lesson given by English teacher to the control group. These are some similarities between those two groups:

1. Before reading
   Teacher/researcher guided the students for having a simple brainstorming of what they are going to do. It was continued by giving the description of what they are going to do, whether or not they know the news item text which will be given, some vocabularies that were unfamiliar with students, etc.
2. While reading
   Teacher/researcher guided students to read the text given, giving some clues that may guide the students to comprehend the text in depth. In this part, the experimental class is given the different type of teaching and learning process; it is through using "*guide note taking*"
3. After reading
   Teacher/researcher gave some questions to make sure whether or not students had already understood the text given to them. When teacher/researcher saw that students could answer some questions and understood the text through informal assessment, means the treatment was done successfully.

The treatments for the experimental group were given for 3 meetings. Thus, total meetings from pre-test until post – test is 4 meetings as the last meeting was also the time for post-test for both groups.

The post-test was given after the third treatment had been given to the students of experimental group. Below is a simple table that shows how the scores were in post-test.

The result of post-test

28 Students	Total scores	Mean
Experimental group	2360	*84.29*
Control group	2.221	*76.57*

Thus the comparison of the table from pre test to post test can be shown in this table:

The result of pre-test

28 students	Total scores	Mean
Experimental Group	2184	*76.01*
Control Group	2.187	*75.43*

The result of post-test

28 Students	Total scores	Mean
Experimental group	**2360**	*84.29*
Control group	**2.221**	*76.57*

While the result for comparing the mean of both two groups can be shown by this table:

Class:	Mean in Pre-test	Mean in Post-test
Experimental	**76,01**	**84,29** (increase 8,28 point)
Control	**75,43**	**76,57** (increase 1,14 point)

From the table above, we can directly see that the mean of experimental group is <u>higher</u> than the mean of control group. It means what researcher thought that the experimental group whose scores are expected to be higher than control group is right.

After measuring the mean from both experimental and control group, researcher then measured the t-test between experimental group and control group. The t-test formula is used to examine the hypothesis whether or not the alternative hypothesis of this study could be accepted. Besides, t-test formula is also used to know whether the difference of student's ability between experimental and control group was significant. Being in line with the hypothesis, the result of the t-test should be higher than t-table on the level of significance of **0.05 or 5%** with the degree of freedom (*df*) 38. The hypothesis of this study was there is a significant difference in reading comprehension of news item text between students who are taught by using Guide note taking and those who are not.

However, the result of t-test of this study shows that it is higher than $t_{0.5}$ which means that the hypothesis is accepted. After the calculation shows that the t value is 2,6 while the t-table is 1,9944 we can conclude that there is a significant difference in reading comprehension of news item text between students who are taught by using Guide note taking and those who are not.

The result of post-test showed that there were differences in the mean values of experimental and control group which the mean of experimental group is higher than control group. The post-test score of

experimental group is 84.29, while the control group is 76.57.

After those scores are calculated using t-test with level of significance .05, the result of t-value is 2.6 while t-table is 1.9944 means that t-value is higher than t-table. Since t-value is higher than t-table, it can be concluded that the Alternative Hypothesis is accepted. Thus, Guide Note Taking was effective to improve students reading ability of news item text.

DISC USSION

The purpose of this study as stated in previous chapter is to find out whether or not there is significant difference on reading ability between students of Senior High School who are taught by using Guide Note Taking in teaching reading news item text and those who are not. Guide Note Taking was an effective technique to teach reading to improve reading ability. The using of Guide Note Taking helps the students to be a good reader in comprehending text, especially news item texts. During the treatment, the researcher applied steps of Guide Note Taking. The researcher explained about news item text and about the technique then guided students to apply the technique with news item texts.

The question and answer strategy made students aware of the detailed information in the text while they are reading, the more focus on the question that they made on before reading. Therefore, they can improve their understanding about the text, especially for the last indicator that is finding the specific information. By seeing the students' improvement scores from pre-test to post-test, 76.01 to 84.29, can be inferred that Guide Note Taking is effective to be used to teach reading.

CONCLUSIONS AND SUGGESTIONS
Conclusion

This study aims to know whether or not there is a significant difference in reading comprehension between students who are taught news item text by Guide note taking and those who are not. This study is conducted in MA Ma'arif Puter. The experiment was helped by the English teacher of MA Ma'arif Puter for giving suggestion and correcting the questions of the test, handling the control group, revising the test, and also giving some information about how to succeed the experiment within the condition of the school. Besides, researcher was also helped by the headmaster of the school for advising all tenth graders students to help researcher getting the data.

As the hypothesis intended to know that there is a significant different between experimental and control group in post-test, the result of the test and also the calculation from mean up to t-test showed different. The hypothesis is accepted. So the conclusion can be taken from the experiment conducted in this school is that there is a significant difference in reading comprehension of news item text between students who are taught by using Guide note taking and those who are not for tenth graders of MA Ma'arif Puter.

Suggestion

Guide note taking is one of type cooperative learning which may be useful to make students interested more to study English. The blank spaces left may become one of some factors that make students interested in knowing what to be completed in a text.

After applying Guide Note Taking as a technique, the researcher gives some suggestions for the teachers and other researcher who will conduct some researches. For the teacher, it is suggested to the teachers to use en appropriate technique in teaching and learning process, especially in teaching reading to improve reading ability of the students. Thus, the teacher must not only focused on students answer question ability from the text but also how the students read and comprehend the text. This teaching aid will help the teacher to create an interesting and effective atmosphere in the class.

For the other researcher as this study has been succesfully proven that guide note taking is a good way to teach students English especially teaching reading of news item texts, while in the previous study this method has also been successful in speaking skill, so the other researchers are hoped to be able to find other benefits of Guide Note Taking in other language skills such as listening and writing. It is also still possible to conduct some studies about guided note taking to other fields of text such as narrative, exposition, etc.

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