THE EFFECT OF USING STRUCTURED NOTE-TAKINGSTRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE SENIORHIGH SCHOOL 2 TAMBANG

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PEKANBARU
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(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitled *"The Effect of Using Structured Note-Taking Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Tambang"* is written by Uswatun Hasana, NIM. 10814003413. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 27 Jumadil Akhir 1434
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EXAMINER APPROVAL

The thesis entitled *"The Effect of Using Structured Note-Taking Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Tambang",* was written by Uswatun Hasana, NIM. 10814003413. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya'ban 19, 1434 H/June 28th, 2013 M. It is submitted as partial requirements for bachelor degree award (S.Pd.) in English Education Department.

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The title of this thesis is The Effect of Using Structured Note-Taking Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 2 Tambang.

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Finally, the writer really realizes that there are some weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin..

<div align="right">
Pekanbaru, May 8 th, 2013

The writer
</div>

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NIM. 10814003413
</div>

ABSTRACT

Uswatun Hasana (2013): The Effect of USing Structured Note-Taking Strategy toward Reading Comprehension of The Second Year at State Senior High School 2 Tambang.

Based on the writer's preliminary observation, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 2 Tambang. The subject of the research was the second year students of State Senior High School 2 Tambang, and the object of this research was the effect of using Structured Note-Taking Strategy. The design of this research was quasi-experimental design.

The population of this research was all of the second year students. The total number of population was 247 students. The researcher used cluster sampling by taking two classes only as sample; class XI.IPA.4, consisted of 30 students as experimental group, and class XI.IPA.2, consisted of 30 students as control group, so the numbers of sample from two classes were 60 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant Effect of Using Structured Note-Taking Strategy on Reading Comprehension of the Second Year students at State Senior High School 2 Tambang, where $t_{observed}$ shows 6.537 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.66. Thus, Null Hypothesis (H_o) is Rejected, and Alternative Hypothesis (H_a) is Accepted, which shows $2.00 < 6.537 > 2.66$.

ABSTRAK

Uswatun Hasana (2013): Dampak dari Penggunaan Strategi Structured Note-Taking terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMAN 2 Tambang

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMAN 2 Tambang. Subjek dari penelitian ini adalah siswa tahun kedua SMAN 2 Tambang, dan objek dari penelitian ini adalah dampak dari penggunaan strategi structured note-taking. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 247 siswa. Peneliti menggunakan *Cluster sample* yang hanya mengambil dua kelas sebagai sampel: kelas XI.IPA.4 yang terdiri dari 30 siswa sebagai kelompok experimen, dan kelas XI.IPA.2 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari strategi *Structured Note-Taking* untuk meningkatkan pemahaman bacaan siswa tahun kedua SMAN 2 Tambang, dimana $t_{observed}$ menunjukkan 6.537 pada level signifikan 5% t_{table} adalah 2.00, dan pada level 1% t_{table} adalah 2.66. Maka, Null Hypothesis (H_o) ditolak, dan Alternative Hypothesis (H_a) diterima, ditunjukkan dengan $2.00_{<6.537>}2.66$.

p: تأثير استخدام استراتيجية Structured Note-Taking إلى فهم قراءة الطلاب لطلاب الصف الثاني بالمدرسة المتوسطة العالية 2
.

الدراسة الأولية أن الطلاب لم يقدروا على قراءة الكتب المدرسية. تأسست المشكلة على العوامل الآتية: قليل فهم بعض الطلاب على محتويات نصوص القراءة و لا يقدرون على تعيين المعلومات في نصوص القراءة. لذلك رغبت الباحثة في أداء هذه.

انعقدت الدراسة بالمدرسة المتوسطة العالية 2 تامبانغ. المواضيع في هذه الدراسة طلاب الصف الثاني بالمدرسة المتوسطة العالية 2 تامبانغ ثم الهدف في هذه الدراسة هو تأثير استخدام استراتيجية Structured Note-Taking. كانت الدراسة على نوع شبه التجربة. الأفراد في هذه الدراسة جميع طلاب الصف الثاني نحو 147 العينات في هذه الدراسة باستخدام عينة عنقودية فصلين اثنين هما الصف الحادي عشر لقسم العلوم الكونية الرابعة فيه 30 الكونية الثانية فيه 30 العينات في هذه الدراسة نحو 60 طالبا. في تحليل البيانات استخدمت الباحثة عينة مستقلة ت ـ .

بعد تحليل البيانات كشفت الباحثة أن هناك تأثير استخدام استراتيجية Structured Note-Taking إلى فهم قراءة الطلاب لطلاب الصف الثاني بالمدرسة المتوسطة العالية 2 2 00 5 6 537 to 1 66 2. لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة و تدل على 00 2<537 5>66 2.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the activities that is done by the students. It is one of the languge skill too. To understand a text, we have to have grammar mastery and vocabulary mastery because they are very important in reading comprehension. Reading is knowledge warehouse. By reading, the students can know what is happening in the world. The students can get many information and knowledge if they like reading. It can add our knowledge. Based on the ideas above, Harmer points out that "reading is useful for other purposes too: any exposure to English (provided the students understand it more or less), is a good thing for language provide students".[1]

As one of the language skills, reading is the most of important skill in the daily activities. It always do by all of people, especially the literate society. Reading can be done whenever and wherever. Wherever go, the students can read a text, magazine, newspaper and others to add our knowledge. Reading cannot be understood without grammar or vocabulary as well as, especially for English readers moreover student researcher. The students can improve their ability in reading skill by reading every kinds of text. After reading, students should understand what we have read because reading is one of activities with a purpose.

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[1] Jeremy Harmer. *How to Teach English.* England: Longman. 1998, p. 68

Dealing with this, Mikulecky and Jeffries clarify that "The best readers are people who love to read and who read a lot"[2]

In teaching learning process, English language in Indonesian schools, especially in every educational level, reading is categorised as language skill which is has a purpose to understanding a text. It is pointed out by Chesla that "The most important thing you can do to improve your reading skills is to become an active reader".[3] As language skill which has a purpose, reading is not only difficult skill for students but also it is an challenge activity that is enable students to more consentrate in their reading activity. This is too monotonous pointed out by Hasibuan and Ansyari that "Reading is interactive process that goes on between the reader and the text, resulting in comprehension.[4]

State Senior High School (SMAN) 2 Tambang is a one of SMA in Kampar. As a formal school, it also provides English language to the students, especially reading skill. The school uses based curriculum (KTSP) as it is guidance in teaching learning processes. In this school, the basic competence stated in the syllabus of SMAN 2 Tambang for second year is that students will be able to express the information of genre of texts, such as recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, explanation discussion and review form in context daily life.[5] Passing bandwith of English

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[2] Beatrice S. Mikulecky and Linda Jeffries. *More Reading Powe.* Boston: Longman. 1996, p. 6

[3] Elizabeth Chesla. *8th Grade Reading Ccomprehension Success.* New York: Learning Express. 2001, p. 3

[4] Khalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL).* Pekanbaru: Alaf Riau. 2007, p. 114

[5] Izzati Umriyati. *Syllabus of SMAN 2 Tambang 2010-2011.* Pekanbaru : Unpublished. 2010, p. 5-9

Subject at SMAN 2 Tambang (KKM) is 70. In this research, the writer will focus on analytical exposition text.Based on the citation above it is clear that reading comprehension needs many aspects that have to be mastered by the students.

Based on the preliminary study on 1st November 2013 at state senior high school 2 Tambang, some of students still face some problems and difficulties in learning English, especially in reading comprehension. The students are taught reading to review all aspects in a text,. Then, the students read a text and get the feedback from the teacher. And at the last of teaching and learning activity, the teacher assesses the students' work.

Although the students had been taught reading comprehension by using the way which has been explained above, but students reading comprehension is still far from the expectation of curriculum itself. There are some facts that indicated the problems; it can be shown in the following symptoms:

1. Some of the students are not able to identify main ideas of the analytical exposition text.

2. Some of the students are not able to identify specific information of the analytical exposistion text.

3. Some of the students are not able to identify generic structure os analytical exposition text.

4. Some of the students are not able to identify reference of analytical exposition text.

5. Some of the students are not able to identify inference of the analytical exposition text.

6. Some of the students are low in vocabulary mastery of analytical of exposition text.

Based on the facts above, the students still face some problems in reading comprehension that have to be followed up immediately, either the problems are from students and also caused by other factors in reading comprehension a text itself. it is necessary for language teacher to foster reading comprehension of the students. To improve students' reading comprehension needs an appropriate strategy or technique helping them as solution for their problems. Actually, there is a strategy that can help the students to improve their reading comprehension, called structured note-taking strategy.

Structured note-taking strategy can be used to teach students how to read and understand a text, especially in an analytical exposition text. Structured note-taking is one of a variety of note-taking strategies; however, it offers students a visual framework that can help them determine just which information to include as they take notes. It is pointed out by Berg that "Structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading."[6]

Therefore, the writer is interested in carrying out the research entailed: **The Effect of Using Structured Note-Taking Strategy toward Reading Comprehension of The Second Year Students at State Senior High School 2 Tambang.**

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[6] Ellen Berg. *Strategic Reading in the Content Area*. Newyork: International Center for Leadership in Education. 2003, p. 238

B. The Definition of The Term

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

1. **Structured Note-taking Strategy**

   Stuctured note-taking strategy is an excellent tool for helping students select, organize, and remember important points from their reading.[7] This strategy is one of a variety of note- taking strategies. It helps students take notes more effectively.[8] The purpose for this strategy is to write notes systematically using headings and subheading to structure the layout of the notes.

2. **Reading Comprehension**

   Reading comprehension is the process of constructing meaning from text that is defined as the level of understanding of a written text. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[9]. Moreover, reading comprehension is essentially the ability to understand what has been read[10]. In conclusion, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through

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[7] *Ibid.*

[8] Amy Maccn. *Reading in the Content Area: A Facilitator's Guide.* Alexandria: ASCD. 2002, p. 45.

[9] Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension.* .RAND: New york. 2002, p. 11

[10]Jennifer Zimmerman. *"Definition of Reading Comprehension"*.http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html. Retrieved May 18, 2011

interaction and involvement with written language. It is important skill that must be skilled by English learner.

3. Analytical Exposition Text

Analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, newspaper, articles, academic speech or lectures, research report etc. Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader. [11] The expository text can be variated in information. Block and others in Moss and Lapp stated that teaching common expository text structures such as description, sequence, comparison–contrast, cause and effect, and problem–solution facilitates reading and writing of exposition.[12]

C. The Problem

1. Identification of The Problem

Based on the problems which are explained above, we can notice apparently that some of students still faced difficulties in learning English, especially in reading comprehension. To make this research this clear, the writer is going to identify the problems as follows:

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[11] M. Syafi'I, M. Fauzan & Jonri Kasdi. *The effect Paragraph development: The Process of Writing for Classroom Setting*. Pekanbaru: LBSI. 2007, p. 62

[12] Barbara Moss and Diane Lap. *Teaching New Literacies in Grades K–3*. New York: The Guilford Press. 2010, p. 6

a. Why are some of students not able to identify main ideas of the analyitical exposition text ?

b. Why are some of students not able to identify specific information of the analytical exposistion text ?

c. Why are some of students not able to identify generic structured of the analytical exposition text?

d. Why are some of students are not able to identify reference of the analytical exposition text?

e. Why are some of students are not able to identify inference of the analytical exposition text?

f. Why are some of students low in vocabulary mastery of the analytical text?

g. Is Structured Note-Taking strategy effective in improving students comprehension in analytical exposition text?

2. Limitation of The Problem

According to identification of the problems above, it can be known clearly that there are many problems that ought to be investigated. The writer specifies the text that will be investigated is analytical expositon text because the analytical exposition text is a text which is being studied when the writer is collecting data. Besides, because of limited time, finance, the writer's ability, this research is limited to:

b. The students' reading comprehension by using structured note-taking strategy.

c. The students' reading comprehension without using structured note-taking strategy.

d. The effect of using structured note-taking strategy toward students' reading comprehension.

3. **Formulation of The Problem**

Formulation of the problems will be formulated in the following questions:

a. How is students' reading comprehension by using Structured Note-taking strategy at SMAN 2 Tambang?

b. How is students' reading comprehension without using Structured Note-taking strategy at SMAN 2 Tambang?

c. Is there any significant effect of Structured Note-taking strategy toward reading comprehension in analytical exposition text at SMAN 2 Tambang?

D. **Objectives of The Research and Significants of The Research**

1. **Objectives of The Reseach**

Based on the formulation of the problems previously, there are some objectives that will be reached in this study as follows:

1. To find out the students comprehension in reading analytical exposition text by using Structured-Note taking strategy

2. To find out the students comprehension in analytical exposition text without using Structured-Note taking t0tategy

3. To find out the effect of Structured-Note taking strategy toward reading comprehension in analytical exposition text

2. Significants of The Research

After conducting this research, the writer hopes that this research:

1. This research is hopefully contributing to the writer as a researcher interm of learning to conduct of research as a novice a researcher

2. This reasearcher finding are also expected to give the positive contributions related to the process of teaching and learning English especially in reading skills to the students and the teachers at the second year of SMAN 2 Tambang

3. This research findings are also expected to contribute the development of teaching and learning English as a foreign language and for those how are concerned very much in the field of language teaching and learning.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Reading

1. The Nature of Reading

Reading is an active skill. It is one of English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows. According to Patel, reading is most useful and important skill for people. This skill is more important that speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language[13].

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skill, and strategies to determine the meaning from the text. According to Brassell and Rasinski, reading refers to the ability to comprehend or make meaning from a written text[14]. In addition, reading is an active and

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[13] Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique.* Jaipur: Sunrise Publishers and Distributors. 2008, p. 113

[14] Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension.* Shell education. 2008, p. 15-16

complex process which draws on the application of a number of skills and knowledge about language and print.[15]

From the explanations above, it can be concluded that reading is an active skill which includes a text and a reader in which a reader responds the message from the writer by understanding, comprehending, and interpreting the meaning from a text in a piece of communication using knowledge, skill, and strategies.

2. The Teaching and Learning of Reading

Reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

In general, the aim of teaching reading is to develop the students' ability in reading the text, get the information and understand about the text. On the other hands, the aim of teaching reading for the students is to comprehend and react toward what is written. This idea is supported by

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[15] Ann Browne. *Developing Language and Literacy 3-8 2nd Edition*. Trowbrige: Paul Chapman Publishing. 2001, p. 27

Taele and Yakoto which state that comprehension must be the central focus of teaching students to read and not something to emphasize.[16]

According to Williams, there are three main phases needed to be followed in reading activity, namely[17]:

a. Pre – reading: aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions that related to learners' background knowledge ideas and opinion would motivate learners' eagerness to read the whole text.

b. Whilst reading: aimed to help students understanding the purpose and texts' structure and to clarify texts' content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.

c. Post – reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

From the explanation above, it can be concluded that reading is an active and communicative process which the aim of teaching reading is to develop the students' ability in reading the text, get the information and understand about the text.

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[16] Taele and Yakoto (2000) in Peter Westwood. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. Hongkong: The Australian Council for Educational Research Ltd., 2001, p. 9

[17] Eddie Williams. *Reading in the Language Classroom*. UK: Hert Fortshire Phoenix, elt., 1996, p. 51

B. Reading Comprehension

1. The Nature of Reading Comprehension

Comprehension is the center of reading[18]. In reading, the students need comprehension skill. Reading comprehension is the connection between what you are reading and what you already know. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[19].

Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning[20].

According to Clymer in brasswel and Rainski, there are three levels of comprehension are importand and need to bee fosterd.   They are:[21]

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions

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[18] Karen Tankersley. *The Threads of Reading Strategies for Literacy Development.* Alexandria: ASCD. 2003, p. 90

[19] Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension.* New York: RAND. 2002, p. 11

[20] Danny Brassell and Timothy Rasinski.   *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension.* Shell education. 2008, p. 16

[21] Ibid

assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text[22].

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension[23]. It refers to the ability of a reader to take in information that is inferred or implied within the text[24].

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

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[22] *Ibid*

[23] _____. *Inferential Comprehension.* http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html. Retrieved Mei 28 2011.

[24] *Op.cit.*

C. Structured Note-taking Strategy

1. The Concept of Structured Note-taking Strategy

Stuctured note-taking strategy is an excellent tool for helping students select, organize, and remember important points from their reading.[25] This strategy is one of a variety of note- taking strategies. It helps students take notes more effectively.[26] The purpose for this strategy is to write notes systematically using headings and subheading to structure the layout of the notes.

Table 2.1

Grapich organizer

```
                    ┌─────────────────────────┐
                    │          Topic          │
                    └─────────────────────────┘
             ↓                  ↓                  ↓
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ What problems    │ │ What    changes  │ │ What did they do │
│ did they face?   │ │ the caused       │ │ to solve?        │
│                  │ │ problems?        │ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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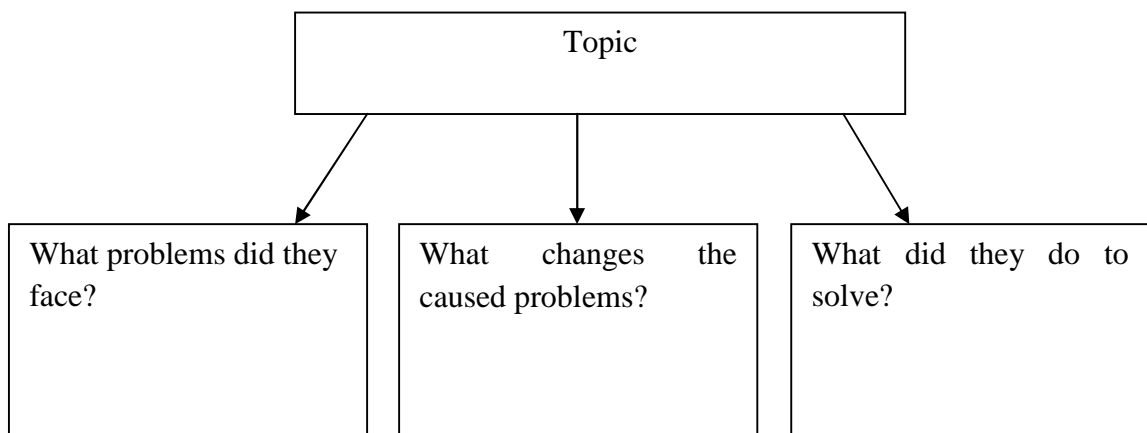
[25] Ellen Berg. *Strategic Reading in the Content Area*. Newyork.: International Center for Leadership in Education. 2003, p. 238

[26] Amy Maccnn. *Reading in the Content Area: A Facilitator's Guide.* Alexandria: ASCD. 2002, p. 45

2. **The Procedure of Using Structured Note-taking Strategy**

The procedure for teaching structured note-taking strategy as follows:[27]

a. The teacher gives students copies of a new short passage to read independently.

b. The teacher gives students hand out blank graphic organizer sheets.

c. The teacher instructs students to survey or preview text by looking for subheadings, pictures,graphics, captions, etc. These will provide clues about significant points.

d. Direct students to read their passage silently and complete their own graphic organizer.

e. As an option, have students meet with a partner to share their graphic organizer. Direct them to use text to explain why they included certain information.

f. As students become proficient with this process, guide them through a session of developing their own graphic organizers. Student-generated organizers will better suit individual learning styles.

3. **The Advantages of Using Structured Note-taking Strategy**

The students who use stuctured note-taking strategy become active readers and improved comprehension of reading materials. There are many advantages from this startegy, namely: students are able to see relationships among ideas as they take notes, students are provided with a

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[27] Ellen Berg. *Strategic Reading in the Content Area*. Newyork: International Center for Leadership in Education. 2003, p. 238

visual organizational model that illustrates the basic structure of the information and facilitates memory of that information, students are able to collaborate and compare and discuss the selection of information, students identify essential information and make sense out of large amounts of text.[28] structured note-taking helps students retain information and understand textual organization by providing them with a visual framework for their notes.[29] This strategy helps the students to deeper understanding of the text, especially in analytical exposition text.

Based on the explanation above, it is clear enough that structured note-taking   strategy is very useful for students in reading comprehension.

4. **The Importance of Using Stuctured Note-taking Strategy**

In teaching and learning reading, an appropriate strategy or technique has an important role to help students in understanding the reading text. Structured Note-taking is one of appropriate strategies to improve students' reading comprehension. This idea also supported by Smith and Tomkins that this strategy helps students takes notes more effectively.[30] The students can share ideas and opinion with disccus in a group.

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[28] _____. *Office of Curriculum Instruction High School Plan Content Area Literacy*. http://vauxhs.com/uploads/highplan.pdf. Retrieved June 2, 2012.

[29] _____, *Determine Important Ideas and Themes,* http://education.vermont.gov/new/pdfdoc/pgm_curriculum/literacy/reading/reading_to_learn/reading_to_learn_04_05.pdf. Retrieved June 1, 2012.

[30] Randi Stone. *Best Practices for Teaching Reading*. London: Corwin Press. 2009, p. 102

D. Analytical Exposition Text

An analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, newspaper, articles, academic speech or lectures, research report etc. Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader. [31] The expository text can be variated in information. Block and others in Barbara Moss and Diane Lapp stated that teaching common expository text structures such as description, sequence, comparison–contrast, cause and effect, and problem–solution facilitates reading and writing of exposition.[32]

The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. The generic structure exposition usually has three components: thesis, arguments, and reiteration or conclusion.

1. Thesis   : Introduce the topic and shows speaker or writer's position; outline of the arguments are presented.

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[31] M. Syafi'I, M. Fauzan., &JonriKasdi. *The Effect Paragraph Development: The Process of Writing for Classroom Setting*. Pekanbaru: LBSI. 2007, p. 62
[32]Barbara Moss and Diane Lapp. *Teaching New Literacies in Grades K–3*. New York: The Guilford Press. 2010, p. 6

2. Arguments   : It consist about point and elaboration point, states the main argument elaboration, develops and supports each point of argument

3. Conclusion   : Reiteration (restatement), restate speaker or writer's position.

E. Relevant Reasearch

Relevant research requires some previous researches conducted by other researcher in which they are relevant to our research itself. Besides, the researcher has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. Hakim, Ph.D. conducted a research entitled "The effects of implementing culturally relevant teaching, two-column note-taking, and graphic organizers in the pedagogical stances and instructions of secondary content teachers." The research was included into True-Experimental research. This case study introduced teacher participants to the effectiveness of implementing culturally relevant teaching in their content instruction as well as using two-column note taking and graphic organizer reading comprehension strategies.

2. A. Majid Hayati conducted a research entitled "The Impact of Note-taking Strategies on Listening Comprehension of EFL Learners." The research was included into True-Experimental research. Pretest Posttest Control

Group design was used to conduct the research. The researcher divided the three groups that taught with different technique of note taking.

These relevant researches which are conducted by previous researchers give contribution toward the research that will be conducted by the writer. The first research entitles " The effects of implementing culturally relevant teaching, two-column note-taking, and graphic organizers in the pedagogical stances and instructions of secondary content teachers." and the second one is "The Impact of Note-taking Strategies on Listening Comprehension of EFL Learners." They are as references to the writer because the previous researches show that structured note-taking strategy is effective to improve comprehension. So, the writer is interested in conducting a research entitles "The Effect of Using Structured note-taking Strategy toward Reading Comprehension of the second Year Students at State Senior High School 2 Tambang". The differences between previous researches with the research that will be conducted by the writer are different subject and object of the research, different situation that will be faced, different research design because the writer's research design is quasi experiment design.

F. The Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using structured note-taking strategy. Variable Y is the students' reading comprehension.

The indicators of variable X:

1. Pre-test

The pre-test will carry out to determine the ability of the students selected as the sample. The test is about reading comprehension appropriate with their in-use curriculum. The test will consist of three passages of which ten questions for each.

2. Treatment

The treatment will conduct for experimental group only. The treatment will use structured note-taking strategy in teaching reading comprehension. The length of time to apply the strategy is about four meetings. The procedure of structured note-taking :

a. The teacher gives the students short pasage (analytical exposition text)

b. The teacher asks the students to read the passage independently

c. The teacher gives the students hand out cof graphic organizer

d. The teacher instruct the students to survey/preview the text by looking subheading

e. The teacher directs the students to read the passage silently

f. The teacher asks the students to complete the graphic organizer

g. The teacher asks the students to share the grapich organizer to their partner

h. The teacher directs the student to share their explanation/opinion about why their grapich organizer (information)

i. The teacher guides the students to develop their grapich own grapich organizer

3. Post-test

After sixth meeting, the post-test will be administrated. The results of the post-test for experimental group will be analyzed and used as final data for this research.

The indicators of reading comprehension :

a. The students are able to find out main ideas in analytical exposition text.

b. The students are able to identify specific information analytical exposition the text.

c. The students are able to identify the generic structure of analytical exposition text.

d. The students are able to identify reference

e. The students are able to identify inference

f. The students are able to find the meaning of vocabulary in context (synonym or antonym).

H. Hypothesis

Ho   :   There is no a significant effect of using structured note taking strategy toward reading comprehension at the second year students of state senior high school 2 Tambang.

Ha   :   There is a significant effect of using structured note-taking strategy toward reading comprehension at the second year students of state senior high school 2 Tambang.

CHAPTER III

METHOD OF RESEARCH

A. The Research Design

This research examined the use of structured note-taking strategy toward students reading comprehension. This research was a quasi experiment design. It was called as quasi experimental design because in this research will be seen the effect of using structured note-taking strategy toward students reading comprehension. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly[33]. The researcher uses intact groups, the first class is as the experimental groups and the second class is as the control group. Furthermore, Gay and Peter Airasian state that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments[34]. In addition, educational interventions in schools are typically evaluated using quasi experimental designs[35].

Therefore, the writer determined that research was a quasi-experimental research, especially non-equivalent control group design. It was structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. In the non-equivalent control group design, we most often use intact

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[33] John Cresswell. *Educational Reasearch: Planning, Conducting, and Evaluating Qualitative and Quantitative Research.* New Jersey: Pearson Education. 2008, p. 313
[34] L.R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition).* New Jersey: Pearson Prentice-Hall. 2000, p.394
[35] Daniel Muijs. *Doing Quantitative Research in Education with SPSS.* London: SAGE Publication. Ltd. 2004, p. 26.

groups that we think are similar as the treatment and control groups. It is also supported by Campbell and Stanley who states that non-equivalent control group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence[36].

Table 3.1

Nonequivalent Control Group Design

	Pre-test	Treatment	Post-test	Difference	
Experimental Group	Y	O	Y	Pre-Y–Post-Y	compare
Control Group	Y		Y	Pre-Y–Post-Y	

In conducting this research, the researcher assigned intact groups the experimental and control treatments, using pretest and post-test to both groups, conducting experimental treatment activities with the experimental group only. The pre-test was used to measure students' reading comprehension before taught by structured note-taking strategy and to know how much significant effect of structured note-taking strategy. So, it was compared with post-test to find the gain and the significant effect of the strategy itself.

B. Time And Location of The Research

This research was conducted at the second semester of the second year of state senior high school 2 Tambang. The time of conducting research activities was three months, started from November 2012 to January 2013.

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[36] Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research*. Boston: Houghton Mifflin Company. 1963, p. 47.

C. Subject and Object of The Research

1. Subject of The Research

The subject of this research was the first semester of the second year students of State Senior High School 2 Tambang, in the academic year of 2012/2013.

2. Object of The Research

The object of this research was the effect of using structured note-taking strategy toward students' reading comprehension, especially in an analytical exposition text.

D. Population and Sample of The Research

1. Population

Timhoty C. Urdan affirm that a population is an individual or group that represents all the members of a certain group or category of interest.[37] The population of the research was the second year students of state senior high school 2 Tambang. They are about 247 students, consist of seven classes, 4 classes for science department and 3 for social department . The population above is large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher takes only two classes of sience department after doing cluster sampling to determine the sample; XI IPA 4 as an experimental class and XI IPA 2 as a control class. Jhon W. creswell propose that quasi

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[37] John Creswell. *Educational Reasearch.* New Jersy: Person Education. 2008, p. 214

experimental do not include the use random assigment of participants to groups.[38] Each class consist of 30 students. Therefore, the number of the sample is 60 students.

Table 3.2

Distribution of the Research Population

No.	Class	Number of students		
		Male	Female	Total
1.	XI IPA 1	9	23	31
2.	XI IPA 2	10	20	30
3.	XI IPA 3	6	24	30
4.	XI IPA 4	11	19	30
5.	XI IPS 1	27	16	43
6.	XI IPS 2	21	19	40
7.	XI IPS 3	22	20	42
Total Population		**106**	**141**	**247**

2. Sample

In this research, the writer used the cluster sampling as the way to choose the sample of population. In cluster sampling, the writer selected sample based on the knowledge about the group itself. According to Kothari, cluster sampling is defined as follow[39];

> "If the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters."

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[38] Ibid

[39] C. R. Kothari. *Research Methodology Methods and Techniques*. Jaipur: New Age International Publication. 2004, p. 65

In addition, Yogesh Kumar Singh states that to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population[40].

The writer determined both classes to be sample of population by using lottery. The writer prepared five roll of papers which are written each class then the writer shacked them into a bottle. After that, the writer pulled two roll of papers out. Finally, the writer chose the class of XI IPA 2 and XI IPA 4 as the sample of population. Based on the preliminary study by asking the teacher in State Senior High School 2 Tambang, both classes were almost homogenous for the total of the students in the class even the achievement in learning.

Table 3.3

Distribution of the Research Sample

No	Class	Number of students		
		Male	Female	Total
1.	XI IPA 2	10	20	30
2.	XI IPA 4	11	19	30
Total Sample		**21**	**39**	**60**

E. The Technique of Collecting Data

In this research, the writer used test as the technique of collecting data. The students tested by reading comprehension test. The test was given before and after

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[40] Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publisher. 2006, p. 89

the students learn by using structured note-taking strategy to the experimental class and without using structured note-taking strategy to the control class in reading comprehension. It was called pre-test and post-test.

The pre-test was done in order to know students' ability in reading comprehension before taught by structured note-taking strategy and the post-test was done in order to know the influence and the effectiveness of structured note-taking strategy toward students' reading comprehension, especially in analytical exposition text. To get data about students' reading comprehension, the writer used the assessment based on the indicators of reading comprehension that have been explained in operational concept. The technique of test that used was multiple choices. Multiple choices techniques were a technique that was designed by using four choosing and respondent chose one, it based on the question. The technique can assess the students' reading comprehension. The test consisted of 30 items. The writer constructed or adapted the test from the book which is related. Before questions were given to the students. It was tested about validity and reliability. Therefore, the test was tried out to know the test is reliable and valid.

F. Technique of Data Analysis

In analyzing the data of this research, the writer used the statistical calculation of T-test. T-test was used in order to find out whether there is a significant effect of structured note-taking strategy toward students' reading comprehension. The formula of t-test is:

$$t = \frac{M_1 - M_2}{\frac{\sum x_1{}^2 + \sum x_2{}^2}{n_1 - 1 + n_2 - 1} \quad \frac{1}{n_1} + \frac{1}{n_2}}$$

t_o = The value of t – obtained

M_x = Mean score of experimental sample

M_y = Mean score of control sample

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

The t – table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t - obtained value is consulted with the value of t – table at the degree of freedom (df) = (N1+N2) – 2 statically hypothesis:

Ha : $t_o > t$ – table

Ho : $t_o < t$ – table

Ha is accepted if $t_o > t$ – table or there is effect of using structured note-taking strategy toward students' reading comprehension.

Ho is accepted if $t_o < t$ – table or there is no effect of using structured note-taking strategy toward students' reading comprehension.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study includes the analysis of the pre-test and post-test, and recapitulation of observation checklist. The pre-test and post-test were analyzed by using SPPS 17.0 for windows. The aim of this research is to obtain the significant difference of improvement of the students' reading comprehension between those students who were taught by using structured note taking strategy and those who were not.

The first data were the students' pre-test score. The second data were the data of this research which were from observation checklist; when the researcher as the teacher implemented structured-note taking strategy in order to know to what extend the procedures of the strategy was implemented; that was strucutred-note taking strategy. The researcher taught within 8 (eight) meetings that consisted of twice in a week. It was done from November 9^{th} to December 12^{th} of 2013 including pre-test and post-test.

The third data were from the score of the improvement of the students' reading comprehension from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to answer the questions based on the text. The test dealt with analytical

exposition text. It was the topic being taught at the time and evaluated by concerning six components of students' reading comprehension; namely:

1. The students are able to find out main ideas in analytical exposition text.

2. The students are able to identify specific information analytical exposition the text.

3. The students are able to identify the arguments of analytical exposition text.

4. The students are able to identify reference

5. The students are able to identify inference

6. The students are able to find the meaning of vocabulary in context (synonym or antonym).

The data of this research are all relevant to the required information. The data gathered in this research were all information related to the implementation of structured-note taking strategy toward students' reading comprehension.

There were several steps in collecting the data. First, the writer tried out the test to another class of the second year of state senior high school 2 Tambang except the sample. The result was analyzed to find out the level of difficulty of each item and the reliability of the test.

The data of this research were gotten from the score of the students' experimental class and control class. The test was composed of 30 items, and

each item was given score 3.333. The final score was analyzed by using the following formula[41]:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$$

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

1. The experimental class and the control class got pre-test, asked them to answer the questions based on reading text given (multiple choices).

2. The experimental class got treatment, it was taught by using structured note taking strategy, while the control class was taught without structured note taking strategy.

3. Both classes got post-test, asked them to answer the questions based on the reading text.

4. The students' answer sheet was collected in order to evaluate their comprehension.

a. The Data Presentation of Pre-test

Pre-test was conducted on November 9, 2012, to both experimental and control groups. The pre-test was conducted in order to measure the students' reading comprehension of analytical exposition texts before the treatments. The analysis of the pre-test was aimed to ensure that two groups employed in the research were

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[41] Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada. 2008, p. 32

equal. The analysis involved normally of distribution test in order to examine whether or not the scores of both experimental and control group are normally distributed; homogeneity of variance test to see whether or not the scores of experimental and control groups were normal and homogenous.

Table 4.1

Students Reading Comprehension Pre-test Score

NO	STUDENTS	PRE-TEST SCORE	
		Experimental Class	Control Class
1	Student 1	60	47
2	Student 2	67	63
3	Student 3	60	60
4	Student 4	60	67
5	Student 5	57	57
6	Student 6	67	57
7	Student 7	47	47
8	Student 8	57	60
9	Student 9	47	70
10	Student 10	63	67
11	Student 11	60	50
12	Student 12	47	60
13	Student 13	60	57
14	Student 14	63	50
15	Student 15	50	60
16	Student 16	60	57
17	Student 17	60	53
18	Student 18	60	57
19	Student 19	63	63
20	Student 20	53	50
21	Student 21	50	47
22	Student 22	63	53
23	Student 23	60	57
24	Student 24	30	50
25	Student 25	57	60
26	Student 26	60	63
27	Student 27	50	57
28	Student 28	57	57
29	Student 29	50	60
30	Student 30	57	47
	Total	1695	1703

From the table above, the researcher found that the total pre-test score of experimental class was 1695. The highest score of experimental class is 67 and the lowest was 30. While, the total score of control class was 1703 with the highest score was 70 and the lowest score was 47. The distribution frequency of students' pre-test score of experimental class and control class as follow:

Table 4.2

Frequency Distribution of Students Pre-test

Score of Experimental Class

Experiment

No.	Valid	Frequency	Percent	Valid Percent	Commulative Percent
1	30	1	3.3	3.3	3.3
2	47	3	10.0	10.0	13.3
3	50	4	13.3	13.3	26.7
4	53	1	3.3	3.3	30.0
5	57	5	16.7	16.7	46.7
6	60	10	33.3	33.3	80.0
7	63	4	13.3	13.3	93.3
8	67	2	6.7	6.7	100
	Total	30	100.0	100.0	

Based on the table above, it shows that there was 1 student who got score 30 (3.3%), 3 students who got score 47 (10%), 4 students who got score 50 (13.3%), 1 student who got score 53 (3.3%), 5 students who got score 57 (16.7%), 10 students who got score 60 (33.3%), 4 students who got score 63 (13.3%), 2 students who got score 67 (13.3%).

Referring on the table, it also can be seen that the total number of the students was 30 students. The highest score was 67 and the lowest score was 30. The highest frequency was 10 at the score of 60.

Table 4.3

Frequency Distribution of Students Pre-test

Score of Control Class

Control

No.	Valid	Frequency	Percent	Valid Percent	Commulative Percent
1	47	4	13.3	13.3	13.3
2	50	4	13.3	13.3	26.3
3	53	2	6.7	6.7	33.3
4	57	8	26.7	26.7	60.0
5	60	6	20.0	20.0	80.0
6	63	3	10.0	10.0	90.0
7	67	2	6.7	6.7	96.7
8	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it shows that there was 4 students who got score 47 (13.3%), 4 students who got score 50 (13.3%), 2 students who got score 53 (6.7%), 8 students who got score 57 (26.7%), 6 students who got score 60 (20%), 3 students who got score 63 (10%), 2 students who got score 67 (6.7%), 1 students who got score 70 (3.3%).

Referring on the table, it also can be seen that the total number of the students was 30 students. The highest score was 70 and the lowest score was 47. The highest frequency was 8 at the score of 57.

b. The Data Presentation of Post-test

Post-test was conducted after giving treatments for experimental class only for 8 meetings. The data can be seen from the table below:

Table 4.4

Students Reading Comprehension Post-test Score

NO	Students	POST-TEST	
		Experimental Class	Control Class
1	Student 1	87	57
2	Student 2	77	67
3	Student 3	77	70
4	Student 4	67	60
5	Student 5	87	64
6	Student 6	70	70
7	Student 7	80	50
8	Student 8	60	60
9	Student 9	67	57
10	Student 10	84	70
11	Student 11	67	47
12	Student 12	84	40
13	Student 13	77	70
14	Student 14	84	64
15	Student 15	80	64
16	Student 16	74	57
17	Student 17	84	67
18	Student 18	67	50
19	Student 19	80	67
20	Student 20	87	60
21	Student 21	60	64
22	Student 22	77	67
23	Student 23	60	50
24	Student 24	80	70
25	Student 25	77	64
26	Student 26	70	64
27	Student 27	87	67
28	Student 28	60	50
29	Student 29	77	67
30	Student 30	80	67
	TOTAL	2268	1841

From the table above, the researcher found that the total post-test score of experimental class was 2268. The highest score of experimental class is 87 and the lowest was 60. While, the total score of control class was 1841 with the highest score was 70 and the lowest score was 40. The distribution frequency of students' post-test score of experimental class and control class as follow:

Table 4.5

Frequency Distribution of Students Post-test

Score of Experimental Class

Experiment

No.	Valid	Frequency	Percent	Valid Percent	Commulative Percent
1	60	4	13.3	13.3	13.3
2	67	4	13.3	13.3	26.7
3	70	2	6.7	6.7	33.3
4	74	1	3.3	3.3	36.7
5	77	6	20.0	20.0	56.7
6	80	5	16.7	16.7	73.3
7	84	4	13.3	13.3	86.7
8	87	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it shows that there was 4 students who got score 60 (13.3%), 4 students who got score 67 (13.3%), 2 students who got score 70 (6.7%), 1 student who got score 74 (3.3%), 6 students who got score 77 (20%), 5 students who got score 80 (16.7%), 4 students who got score 84 (13.3%), and 4 students who got score 87 (13.3%).

Referring on the table, it also can be seen that the total number of the students was 30 students. The highest score was 87 and the lowest score was 60. The highest frequency was 6 at the score of 77.

Table 4.6

Frequency Distribution of Students Post-test

Score of Control Class

Control

No.	Valid	Frequency	Percent	Valid Percent	Commulative Percent
1	40	1	3.3	3.3	3.3
2	47	1	3.3	3.3	6.7
3	50	4	13.3	13.3	20.0
4	57	3	10.0	10.0	30.0
5	60	3	10.0	10.0	40.0
6	64	6	20.0	20.0	60.0
7	67	7	23.3	23.3	83.3
8	70	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it shows that there was 1 student who got score 40 (3.3%), 1 student who got score 47 (3.3%), 4 students who got score 50 (13.3%), 3 students who got score 57 (10%), 3 students who got score 60 (10%), 6 students who got score 64 (20%), 7 students who got score 67 (23.3%), 5 students who got score 70 (16.7%).

Referring on the table, it also can be seen that the total number of the students was 30 students. The highest score was 70 and the lowest score was 40. The highest frequency was 7 at the score of 67.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the effect of using structured note taking strategy toward reading comprehension of the second year students at state senior high school 2 Tambang. The data are divided into two classes; experimental class and control class scores. The researcher used independent sample T-Test from SPSS.17 version and T-test formula to analyze the effect of using structured note taking strategy toward students toward reading comprehension of the second year students at state senior high school 2 Tambang.

1. Data Analysis of Students Reading Comprehension

a. Pre-test

The data of students' pre-test scores were obtained from the result of students' reading comprehension test which has been presented above can be analyzed as follow;

Table. 4.7

The Result of Experimental Class and Control Class Pre-test

Statistics

No.	Statistics	Experiment	Control
1	N Valid	30	30
	Missing	0	0
2	Mean	56.50	56.77
3	Std. Error of Mean	1.384	1.153
4	Median	60.00	57.005
5	Mode	60	57
6	Std. Deviation	7.853	6.317
7	Variance	57.500	39.909
8	Range	37	23
9	Maximum	30	47
10	Sum	67	70
		1695	1730

Based on the table above, it shows that mean pre-test score of experimental class was 56.50 and its standard deviation was 7.583. While, mean pre-test score of control class was 56.77 and its standard deviation was 6.317. So, it indicates that students' reading comprehension of experimental and control class were almost same. The pre-test of both classes categorized into LESS. It means that there is no significance different on students' reading comprehension both experimental and control class. By knowing the students' basic reading comprehension of experimental and control class, it is easy to measure and to find out the improvement of students' reading comprehension after giving treatment by structured note taking strategy and taught without it.

b. **Post-test**

Table 4.8

The Result of Experimental Class and Control Class Post-test

Statistics

No.	Statistics		Experiment	Control
1	N	Valid	30	30
		Missing	0	0
2	Mean		75.60	61.37
3	Std. Error of Mean		1.606	1.470
4	Median		77.00	64.00
5	Mode		77	67
6	Std. Deviation		8.799	8.049
7	Variance		77.421	64.792
8	Range		27	30
9	Maximum		60	40
10	Sum		87	70
			2268	1841

The table above describes about the comparison between students' reading comprehension of both experimental and control class after giving treatment. Based on the table above, it shows that mean post-test score of experimental class was 75.66 and its standard deviation was 8.799. While, mean post-test score of control class was 61.37 and its standard deviation was 8.049. Both of the classes have their improvement from pre-test score, but the improvement was different; students' reading comprehension of experimental was higher than control class. The experimental class post-test categorized into GOOD, while the control class post-test categorized into ENOUGH. It means that there was a better improvement at experimental class than control class that had been given treatment.
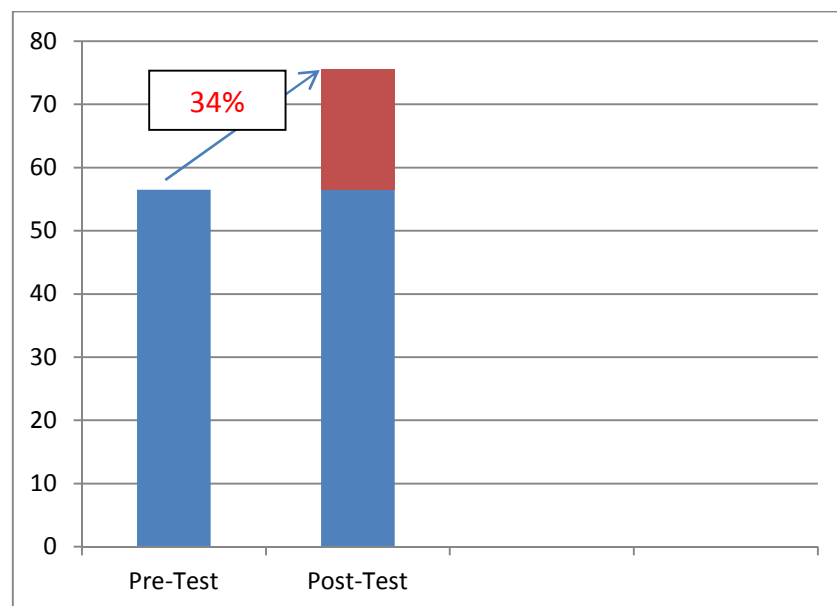
c. **The Analysis of Students Reading Comprehension Improvement**

of Experimental Class

Table 4.9

The Students Reading Comprehension Score

At Pre-test to Post-test Experimental Class

No	Student	Pre-test	Post-test	Gain	Percentage
1	Student 1	60	87	27	45%
2	Student 2	67	77	10	15%
3	Student 3	60	77	17	28%
4	Student 4	60	67	7	12%
5	Student 5	57	87	30	53%
6	Student 6	67	70	3	4%
7	Student 7	47	80	33	70%
8	Student 8	57	60	3	5%
9	Student 9	47	67	20	43%
10	Student 10	63	84	21	33%
11	Student 11	60	67	7	12%
12	Student 12	47	84	37	79%
13	Student 13	60	77	17	28%
14	Student 14	63	84	21	33%
15	Student 15	50	80	30	60%
16	Student 16	60	74	14	23%
17	Student 17	60	84	24	40%
18	Student 18	60	67	7	12%
19	Student 19	63	80	17	27%
20	Student 20	53	87	34	64%
21	Student 21	50	60	10	20%
22	Student 22	63	77	14	22%
23	Student 23	60	60	0	0%
24	Student 24	30	80	50	167%
25	Student 25	57	77	20	35%
26	Student 26	60	70	10	17%
27	Student 27	50	87	37	74%
28	Student 28	57	60	3	5%
29	Student 29	50	77	27	54%
30	Student 30	57	80	23	40%
	TOTAL	1695	2268	573	34%
	Mean	56.5	75.6	19.1	

The table above describes about the differences between students' reading comprehension score before and after giving treatment at experimental class. Before giving a treatment, the students' reading comprehension mean score was 56.50, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' reading comprehension ability improved. It was 75.60. The improvements of each student were various, there were drastically improved and not even any improvement (0%). But generally, the improvement can be seen at mean score.

Improvement of Reading Comprehension at Experimental Class

The chart above describes that the improvement of reading comprehension at experimental class after taught by structured note taking strategy is 34%. It means that there was a better improvement or significant effect of using structured note taking strategy.
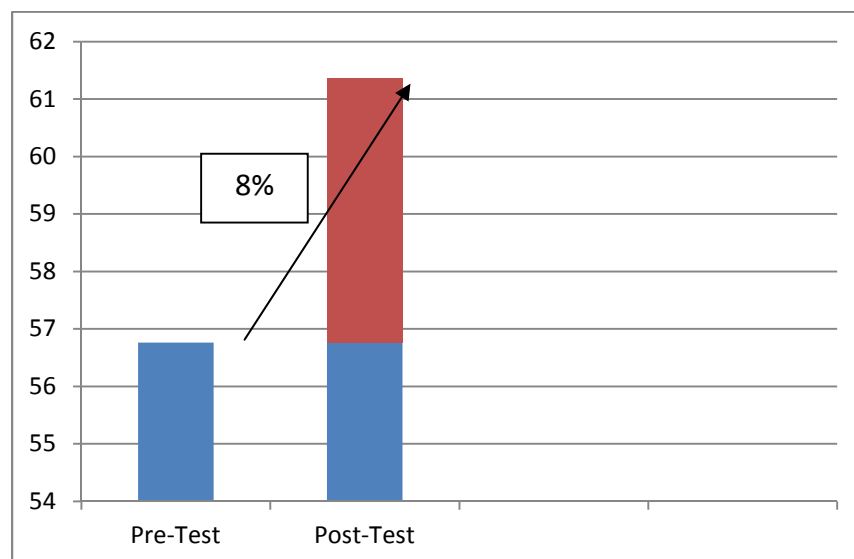
d. **The Analysis of Students Reading Comprehension Improvement of Control Class**

Table 4.10
The Students Reading Comprehension
At Pre-test to Post-test Control Class

No	Student	Pre-test	Post-test	Gain	Percentage
1	Student 1	47	57	10	21%
2	Student 2	63	67	4	6%
3	Student 3	60	70	10	17%
4	Student 4	67	60	-7	-10%
5	Student 5	57	64	7	12%
6	Student 6	57	70	13	23%
7	Student 7	47	50	3	6%
8	Student 8	60	60	0	0%
9	Student 9	70	57	-13	-19%
10	Student 10	67	70	3	4%
11	Student 11	50	47	-3	-6%
12	Student 12	60	40	-20	-33%
13	Student 13	57	70	13	23%
14	Student 14	50	64	14	28%
15	Student 15	60	64	4	7%
16	Student 16	57	57	0	0%
17	Student 17	53	67	14	26%
18	Student 18	57	50	-7	-12%
19	Student 19	63	67	4	6%
20	Student 20	50	60	10	20%
21	Student 21	47	64	17	36%
22	Student 22	53	67	14	26%
23	Student 23	57	50	-7	-12%
24	Student 24	50	70	20	40%
25	Student 25	60	64	4	7%
26	Student 26	63	64	1	2%
27	Student 27	57	67	10	18%
28	Student 28	57	50	-7	-12%
29	Student 29	60	67	7	12%
30	Student 30	47	67	20	43%
	TOTAL	1703	1841	138	8%
	Mean	56.76	61.36	4.6	

The table above describes about the differences between students' reading comprehension score before and after research at control class. Firstly, the students' reading comprehension mean score was about 56.76, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension was 61.36.

Improvement Reading Comprehension at Control Class

2. **Data Analysis of T-test**

Based on the percentage improvement found for both classes, it is clear that the improvement of using structured note taking strategy toward students' reading comprehension was higher than control class. It means that the strategy that was used by the students in learning English skill was one of the factors that give the influence toward students' reading comprehension.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the researcher will analyze it by using independent sample T- Test at the last discussion.

Table 4.11
Group Statistics

	POSTE XP	N	Mean	Std. Deviation	Std. Error Mean
POSTCONT	1	30	75.60	8.799	1.606
	2	30	61.37	8.049	1.470

Based on the table above, it can be seen that the total students' from each class, the experimental class consisted of 30 students. The mean of Experimental class improvement was 75.60, and mean of control class improvement was 61.37. Standard deviation of experimental class was 8.799, while standard deviation of control class was 8.049. Standard error mean from experimental class was 1.606, and control class was 1.470.

Table 4.12
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTCON T	Equal variances assumed	.394	.533	6.537	58	.000	14.233	2.177	9.875	18.592
	Equal variances not assumed			6.537	57.546	.000	14.233	2.177	9.874	18.592

Out Put of Independent Samples Test shows that *Levene's Test* for varian

in this Hypothesis examination is:

H_o = Identical variant population

H_a = Non-identical variant population

This statement based on the probability gate:

If Probability > 0.005, Ho is accepted

If Probability < 0.005, Ho is rejected

Based on the account table *Levene's Test* analysis, the significance point

is 0.000. Based on the taking decision standard, 0.000 is shorter than .005. It

means that H_o is rejected and H_a is accepted and variant population was

identical. Because both of the hypotheses were relevant, the next standard for

analysis based on *Equal variant assumed.*

From the table above, it also follows that score $t_{observe}$ is 6.537 with df is 58, mean difference is 14.233 and standard error difference is 22.177. Lower interval of the difference is 9.875 and upper confidence difference is 18.592.

If $\textbf{t}_{\textbf{observe}}$ 6.537 compares with t_t with df 58, the t critic point is:

Significance 5% = 2.00

Significance 1% = 2.66

It can be seen that the t_o is higher than t_t in significance 5% and 1%. In other word, it can be read 2.00< 6.537>2.66 Its mean H_o is rejected and H_a is accepted; or there is significant effect between students' reading comprehension in analytical exposition text by using structured note taking strategy, and students' reading comprehension in analytical exposition text without using structured note taking strategy.

In conclusion, structured note taking strategy is effective to improve students' reading comprehension at the second year of State Senior High School 2 Tambang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on data analysis and research finding in preliminary chapter, finally the research about the Effect of Structured-note Taking Strategy toward students' reading comprehension at the second year of State Senior High School 2 Tambang comes to the conclusion as follows:

1. The mean pre-test of students' reading comprehension taught by using Structure-note Taking strategy was 56,50, it was categorized into enough level and the mean of post-test of experiment class was 75,60, it was categorized into good level.

2. The mean pre-test of students' reading comprehension taught without using Structured-note taking was 56,77, it was categorized into enough level and the mean post-test of control class was 61,37, it is categorized into enough level.

3. Based on the data analysis, it can be seen that there is significant different between students' reading comprehension who were taught by using Structured-note Taking and who were taught without using Structured-note Taking Strategy of the second year students at State Senior High School 2 Tambang.

B. Suggestion

Considering the effectiveness of Structured-note Taking Strategy toward students' reading comprehension, the writer would like to give some suggestions as follows:

1) Suggestions for the teacher:

   a. It is recommended to teacher to apply Structured-note Taking Strategy in teaching and learning process.

   b. The teacher builds a favorable atmosphere in teaching-learning process, because the conductive condition in teaching would become one asset to carry the success of material to be taught.

   c. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English especially in reading subject.

2) Suggestion for the students:

   a. The students should try to understand to using Structured-note Taking Strategy in reading text and practice in the classroom.

   b. The students should pay more attention to the lesson that has been shared by students in front of the class.

   c. The students should avoid cheating in doing their exercises because in Structured-note Taking Strategy each student is given a time to think about his/her own answers. So students should independently in doing their exercise

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