



IMPROVING THE STUDENTS' WRITING THROUGH NOTE-TAKING TECHNIQUE TO THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 7 PALEMBANG

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ABSTRACT

This study aims to improving the students' writing ability through note-taking technique. This study applied the quasi-experiment method. The population of this study was all of the tenth grade students with a total number of 318 students and 80 students were taken as sample in experimental and control group. In collecting the data, a written test of descriptive paragraph was used, and the data were analysed by using SPSS 23. The result of this study showed that experimental group students' average score in pre-test was 65.10 and in post-test it was 72.26 while in control group, students' average score in pre-test 66.03 and in post-test it was 69.88. the value t-obtained was 3.082 which was higher than the value of t-table 2.000 at the significant level 0.05 in two tailed test with 78 (df). It was assumed that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It means that there was significant difference between the students achievement in writing descriptive paragraph.

Keywords: *Improving, Writing, Note-Taking Technique*

1. INTRODUCTION

There are four skills in English, namely listening, speaking, reading and writing. In organizing teaching and learning, the teacher focuses on one or two language skill. It purposes to train the students to get thought or ideas which help them develop themselves. Writing ability is the potential that a person who conveys in writing in expressing an idea or ideas that are in his or her mind. The importance of writing ability will make someone's mind smarter because they are accustomed to processing facts, opinions, thoughts, or conclusions such as the writing process. According to (Indrawati, S. W., &Uzer, Y.,2021:65) states that writing is an activity of delivering messages through written language as a tool or media. Getting students to be skilled at writing is

certainly not an easy thing to do. At an early age starting from five years old, parents usually teach their children learn to write.

According to (Meiranti,2015:89) claims that writing is one of the important ability to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because they write their ideas and emotion creatively. Not all students can convey the message directly, but by writing they can convey what is on their mind. According to (Kusumaningsih, D.,2013: 66) quotes that writing ability are very important for every students, because to hone these writing abilities a student must have a lot of ideas, knowledge, and life experiences. This is the basic capital that must be owned in writing activities. In

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addition to the basic capital, a writer must master a lot of vocabularies to convey their ideas.

According to (Dastgeer, G., & Afzal, M. T., 2015: 1315) explains that the difficulties multiply for secondary level students especially for their written communication have a number of a reasons; English being a second language pose hurdles for them as conventional lecture method emphasize only on the usage of language rather than its use. In most of the cases, the secondary level students learn English at school only and have rare chances of its use at their homes. They depend on rote learning and reproduce in examinations what they have memorized earlier; free expression is rarely encouraged in their academic life. It can be concluded be that students can improve their writing and speaking ability in English, if they often practice it at school or outside of school.

Writing is one of four language skills in English which must be learnt by the students. the students should learn writing because they are hoped not only able to communicate orally but also in written form. According to (Indrawati and Uzer, 2021: 64) states that writing skills are still less attractive to students due to lack of interest and practice. The teaching of writing that has been carried out by the teacher has been too product-oriented and ignores the process. This factor causes the teacher to always dominate the class, so that it often becomes an atmosphere that is focused in one direction. Students are not given the opportunity to write down their creativity and become more passive. Learning to write in school is still often regarded as difficult activities even become a burden for each student. Which factor becomes a problem for students to express their ideas in form writing, namely because of a lack of motivation to write, students have not been able to critical thinking, and also the fear of failing to write. However,

difficulty in writing mainly stems from a lack of ability someone to think critically. The reasons why thinking critically in writing is important because someone who cannot think critically by himself is not able to identify and sort problems well. That matter makes it difficult for students to express their ideas in paragraph form. In expressing an idea, students are expected to think critically and logical.

Taking notes is writing down something important. Based on (Dewi in Damayanti: 2012) mentions that taking notes is making writing related to the information what the students seen and heard. In addition, taking notes it is not only written verbally, but also in graphics, mind mapping models, use of colour and layout. Students who have poor memory can learn from notes that they make and enjoy themselves. In conclusion note taking is the technique to help the students in writing the important information what they heard or seen when the teacher explaining the material.

Based on the writers' experience in teaching practice (PPL) at State Senior High School 7 Palembang. In writing a descriptive paragraph, the students often find some difficulties. The students got difficulty in express their ideas in appropriated words, used the right punctuation, write the correct spelling, and build good grammar by using appropriate tense and vocabulary. In finding an idea, the students would used an appropriate strategy, method, or technique even media.

In order to guide the students to understand the text, the teacher has the most role in solving those problems. Teacher has to find out the way how to build the students' interesting in writing. Moreover, the exact and interesting technique can be used to make the students feel interested and start to play their pens on the paper. The writer used note-taking technique to improve students' writing

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ability in this study. According to (Rusdiansyah,2019: 175), note taking is the practice of writing down pieces of information in a systematic way. It could be changed the students' writing knowledge, process, and product. Students was more active, creative, and interest students in learning writing process especially in writing descriptive paragraph.

2. LITERATURE REVIEW**1. The Concept of Teaching**

Teaching and learning are casually tightly bound activities. Teaching can not be defined apart from learning. According to (Uzer,2020:43) claims that teaching is a guiding activity using various strategies and methods and facilitating the learning process with the students to become better. According to (Gage, Dr. Nathaniel L.,2009:3), quotes that teaching is the term used more in formal educational settings, namely in elementary schools, secondary schools, colleges, and graduate schools. Moreover, (Hyland, Ken.,2003:100) claims that teaching is largely a process of transforming content knowledge into pedagogically effective forms, and this is most in evidence when the teachers are considering both their learners and their profession in modifying and creating materials.

Based on the explanation above, the writers conclude that teaching is a profession where the teacher guides and facilitates the students in the process of transforming the knowledge in the term of formal education.

2. The Concept of Writing

According to (Jaya,A.,2017:69) claims that writing is the potential to specific ideas, opinions, thought, and way of speaking information to others. Writing is a innovative method, an intellectual exercise that produces a symbolic product, along with a story, essay, book, or paragraph. According to (García, J. 2003: 149) mentions that writing is the result of a

brain activity that involves global functions closely related to each other, and it transmits familiar words from another person or the existential memory of oneself, by means of traces, as well as the ability to express ourselves through the narration. Writing as a process is linked to how the learners develop their language skills as it is possible to make language learning progress really evident when the writing production improves. According to (Huy, N. T.,2015:53) states that writing is a skill, which not only helpful in writing to English, but also useful to improve other considerably. To students, good at writing will bring many benefits. Firstly, writing is a good way to help develop their ability of using vocabulary, grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If the students have good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English course. With those benefits, writing is really very important to every student.

Based on statement above, the writers concluded that writing was an activity to create or translate an idea into a note in form of accurate ideas and opinions in writing. People could communicate with the other used writing. With writing people could share their ideas in her/his mind without speaking. Students of English had to be mastered four ability. One of them was writing. Writing was the hardest ability among the four abilities. Students of English had to be understand the using of spellings, grammars, sentences, vocabularies, and structures of writing in correct way.

There are four types of writing, which are expository, descriptive, persuasive, and narrative.

A. Expository

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Expository is to provide facts in a way that is educational and purposeful through a reliable source. Example of expository are; sequence or time order, cause and effect, listing, problem solution, and comparison/c ontrast.

B. Descriptive

Descriptive is to describe person, thing or place in specific. Example of descriptive are; my favourite actress, Jakarta, and my pet.

C. Persuasive

Persuasive is to persuade the readers to agree. Example of persuasive are; newspaper editorials, opinion articles, speeches and monologues.

D. Narrative

Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Example of narrative are; myth, legend, fable, novel, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news items, and conversation.

3. The Concept of Note-Taking Technique

Note-taking technique is writing or recording by drawing important information from the information source on a short and concise and clear basis for the purpose of deepening understanding. Here are some definitions of note-taking technique based on expert. According to (Dewi, I. A. G. B. P., &Indrawati, K. R.,2014: 242), who drew conclusions from Purwani, note-taking is doing an activity or listening to information or recording data through capturing power, then recording it. Taking notes is recording information data that is actually seen and understood during the lesson.

Methods

Population and Sample

1. Population

In conducting this study, the writers defined the population where the sample would be taken. According to (Fraenkel, Jack, R., Norman, E., Wallen, and Helen H.Hyun.,2012: 91) quotes that population is a larger group to which one (the researcher) hopes to apply the results of the study. In the other words, the population was described as a group of people who this study was applied too. The population of this study was the all of the tenth grade students of State Senior High School 7 Palembang. It consisted of 320 students from four classes as shown in table 1.

Tabel 1. The population of the study

No	Class	Number of Students
1	X Science 1	40
2	X Science 2	40
3	X Science 3	40
4	X Science 4	40
5	X Science 5	40
6	X Science 6	40
7	X Social Sciences 1	40
8	X Social Sciences 2	40
	Total	320

(Source: State Senior High School 7 Palembang 2021/2022)

Sample

Sample is a small group that taken from the population. According to (Fraenkel, Jack, R., Norman, E., Wallen, and Helen H.Hyun.,2012:91) claims that *sample* in a research study is the group which the information is obtained. The purpose of selecting the sample is to defines the object of the study that represented the population that the writer observe.

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In this study, the sample obtained from the population of the tenth grade students of State Senior High School 7 Palembang. The sample took by using *purposive sampling*. Purposive sampling is a technique for deciding the sample by considering appropriate purposes (Sugiyono,2016:85). To get the representative result of this research, the writer only chose those classes. The chosen samples are show in the table 2.

Table 2. The sample of the study

No .	Group	Classes	Number of students
1	Experimental Group	X Science 6	40
2	Control Group	X Science 1	40

(Source: State Senior High School 7 Palembang 2021/2022)

Technique for Collecting Data

In collecting the data, the writer applied note-taking technique by written test. Test is procedure for measuring ability, knowledge, or performance. This test was used because it was considered as the most reliable way to get some information. There were two kinds of test that the writer gave to the students in order to measure their achievement in writing. First, it was given before the teaching and learning activities (pre-test). Second, it was given after teaching and learning activities (post-test).

In this study, the writers asked the student made writing descriptive paragraph (identification and description) based on the topic. Written test considered of theme “Historical Places in Palembang” at least 150 words in 2 paragraph. The writers

measure it in order to get validity and reliability of the test.

Technique for Analyzing the Data

In writing test, the scoring conducted by two renters because writing was one of the subjective skills, therefore to avoid it in pre-test was also two rates. In the study, there were three techniques for analyzing the data: (1) the criteria for scoring the students’ writing ability, (2) the conversion of the percentage range, and (3) normality and homogeneity, (4) independent sample t-test.

There were two judges in scoring the students’ writing there were the English teacher and the researcher used the rubric of Scoring and the criteria of writing scoring in scoring the students’ writing. The both of that score accumulated and that the result were the students’ writing score. And the independent t-test were the techniques that applied in analyzing the data obtained

Results and Discussion

Result

1. Result of Pre-test in the Experimental Group

Statistics

Pre-test Experimental

N	Valid	40
	Missing	0
Mean		65.100
Median		66.000
Std. Deviation		4.1296
Variance		17.054
Range		15.0
Minimum		56.5
Maximum		71.5
Sum		2604.0

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Based on the data analysis of pre-test in the experimental group above, the lowest score was 56.5 while the highest score was 71.5, it indicated that the students' level in writing in good category and the mean score was 65.1 with standard deviation 4.12.

2. Result of Pre-test in the Control Group

Statistics

Pre-test Control Group

N	Valid	40
	Missing	0
Mean		66.038
Median		66.000
Std. Deviation		3.3672
Variance		11.338
Range		15.0
Minimum		56.5
Maximum		71.5
Sum		2641.5

Based on the data analysis of pre-test in control group above, the lowest score was 56.5 while the highest score was 71.5, it indicated that the students' level in writing in good category and the mean score was 66.03 with standard deviation 3.36.

3. Result of Post-test in the Experimental Group

Statistics

Post-test Experimental Group

N	Valid	40
	Missing	0
Mean		72.263
Median		73.000
Std. Deviation		3.6250
Variance		13.141
Range		17.0
Minimum		65.0
Maximum		82.0
Sum		2890.5

Based on the data analysis of post-test in the experimental group above, the lowest score was 65 while the highest score was 82, it indicated that the students' level in writing in very good category and the mean score was 72.26 with standard deviation 3.62.

4. Result of Post-test in the Control Group

Statistics

Post-test Control Group

N	Valid	40
	Missing	0
Mean		69.888
Median		70.000
Std. Deviation		3.2571
Variance		10.609
Range		14.0
Minimum		63.0
Maximum		77.0
Sum		2795.5

Based on the data analysis of post-test in the control group above, the lowest score was 63 while the highest score was 77, it indicated that the students' level in writing in good category and the mean score was 69.88 with standard deviation 3.25.

Discussion

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Based on the results above, the used of note-taking technique effective to help the students in increasing their writing scores in the descriptive paragraph. Based on the result of the test, the students who were taught through note-taking technique got higher scores than those who were not. In the experimental group, it was found that the lowest score was 56.5, the highest score was 71.5, and the average score was 65.10 in the pre-test of the experimental group. Then, the lowest score was 65.00, and the highest score was 82.00, and the average score was 72.26 in the post-test of the experimental group. While, the students were given an written test and the lowest score was 56.50, the highest score was 71.5, and the average score was 66.03 in pre-test control group. Meanwhile, the lowest score was 63.00, and the highest score was 77.00, and the average score was 69.88 in the post-test of post-test of the control group. Meanwhile, its critical value at 0.05 significance level for the two tailed-test with 78 (df) was 2.000. Since the t-obtained 3.082 was highest than t table. In other words, Ho was rejected and Ha was accepted.

Conclusion

The following conclusion were formed based on the data and interpretations presented in the previous chapter. The writer found that there was a substantial impact on achievement descriptive paragraph for the tenth grade students writing who were taught through note-taking earned greater results than those who were not. The experimental group's post-test mean score was greater than the control group's post-test mean score, as evidenced by the fact that the experimental group's post-test mean score was highest than the control group's post-test mean score. This suggest that teaching students to write descriptive paragraph through note-taking technique could improved their writing. In conclusion, there was an

considerable impact on students' writing achievement by those who are not.

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