

CHAPTER I

INTRODUCTION

A. Background of The Study

English will stay influential among world languages and fundamental linguistic instrument for substantial business people, scholastics, travelers, and residents of the world who wish to impart effectively across nationalities for a long time to come.¹ Accordingly, most of data sources contain book, science, and technology are composed in English.

In Indonesia, English is taught from elementary school, even in some school English has been taught since kindergarten. English is not studied as second language but foreign language. Thus, it is clear enough that English is the first foreign language taught in Indonesia and serves an important subject.

The point of English showing program in Indonesia is to foster the students' capacity in four language abilities: writing, reading, speaking, and listening. Listening and reading are the receptive processes (taking in information), speaking and writing are the productive processes (giving out data). Reading is perhaps the main abilities in mastering. Reading also plays an important role in almost every course of study even understanding any text which can find in our daily life.

Reading is an active course of contributing data, encoding meaning, and making affiliations that assist with gaining data from printed text.² In the reading process, students are supposed to decode

¹ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2001), p.

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² Linda. Wong, "Essential Study Skills" (2009), p. 185

disentangle message and learn each sentence and word gradually to guarantee that they figure out each word and subtleties of the text. We can presume that reading is an action to get information from printed text as well as book, a letter, a dictionary, a newspaper, etc.

Moreover, at the school, students are sustained to read and learn numerous sorts of text. The greater part of class subject will be founded on reading text.³ The students are supposed to comprehend the meaning and can acknowledge the question based on what they have read. So that the students need to focus on easily overlooked details to discover and fathom obvious data in the content.

As an academics, the common problems faced by students are difficulty in selecting the information contained in a reading text because a lack of understanding of what they must conclude. In this way, reading comprehensive includes different abilities, for example, reviewing word importance, discovering a response to question addressed expressly or in reword, drawing in induction from the unique circumstance, and snatching thought in substance. Be that as it may, to comprehend the reading text is not simple for students that regularly experience issues in understanding the reading text.

Based on the researcher's observation and interview on August 2022, the problems found related to reading comprehension of the second grades of SMAN 6 Kota Serang, they are hard to concentrate the material as they read and decent information on words and sentence meaning. Also, students struggled in finding the

³ Shelley O'Hara, *Improving Your Study Skills* (United States: Willey Publishing, 1998), p. 3

message, comprehend the content, and point out the details of their reading comprehension.

The problems above were might be influenced by severe possible causes. From this point, they had lack interest in reading comprehension. Students' reading skills was relatively low because they were not interested in reading English text. It affects that they did not have an approach while read the text so that failed in obtaining the meaning of the text. Thus, the students experienced issued in making sense of the plot of the story.

Genuinely, to make students easy in studying concern especially in comprehension, teacher has to rent appropriate approach. It may help students' problems in learning. There are numerous techniques that can be used by the teacher in analyzing which includes Think-Pair-Share strategy, PQRST strategy, Two Stay-Two Stay strategy, etc. As we know, no single method or strategy suit for all students. The researcher found a new strategy named Cornell Note Taking.

According to Wong, Cornell method of note-taking was developed by Dr. Walter Pauk from Cornell University, and it has become a common system for college students to use. The Cornell system promotes active learning and critical thinking, providing a method by which can increase students' comprehension of class material.⁴ This effective note helps students easily remember information in preparing exams and other needs. Students will educate to make a methodical outline interaction to tie the significant data.

⁴ Wong, "Essential Study Skills." p. 261

Thus, they will not lose the data. Other than that, by utilizing this strategy, likewise can assist students with working on their capacity to comprehend in reading, even more effectively foster thoughts that they have, can recognize watchwords and associate foundation information with new information from the content is read. As for the researcher also hoping for some good benefits directly or indirectly from this research, students can be more active and enthusiastic in taking notes so reading can be easier for them.

Based on the problems mentioned that experienced by the students and the explanations related to the Cornell Note Taking, the researcher wanted to implement Cornell Note Taking to improve the reading comprehension of second grade students at SMAN 6 Kota Serang by using narrative text.

Several previous studies have proven that Cornell Note Taking can improve students' abilities especially in reading. Yayang Anjarsit and Aryulia Adnan from Padang University observed to look how effective is the use of Cornell Note Taking in the problems experienced by students in selecting information. The result of this study proved that Cornell Note Taking helps students in making an effectual note.⁵

Another previous study conducted by Atun Sholikhah, S Sumani and Brigitta Septarini Rahmasari from PGRI Madiun University observed to potray the implementation, benefit and inconveniences, and arrangement from weakness of instructing reading by using Cornell Note Taking strategy. The result of this study proved the strategy helps students with dissecting the

⁵ Yayang Anjarsit and Aryulia Adnan, "The Use of Cornell Note Taking Technique to Improve Listening Comprehension of Senior High School Students," *Journal of English Language Teaching* Volume 6 (2017): 15.

significant information in the text so they can comprehend the substance of the text without any problem.⁶

By using the Cornell Note Taking, the researcher hopes this method can increase students' reading comprehension and make students more interest and give attention to learning the reading process. Based on the previous explanation above, the researcher intends to conduct an Experimental Research in SMAN 6 Kota Serang entitled: *“The Implementation of Cornell Note Taking to Improve Students' Reading Comprehension”*.

B. Identification of the Problem

Based on the background of the study described above, the researcher identified the following problems:

1. The students do not recognize the message from the author.
2. The students hardly concentrate what they read so that they fail to get the points of their reading material.
3. The lack of strategy in reading comprehension activity.

C. Limitation of the Research

Based on description of the problem above the researcher limits this research to investigate whether there is any effect of Cornell Note Taking strategy and students reading comprehensive utilizing narrative text at second grade of SMAN 6 Kota Serang.

D. Statements of the Problem

Based on the problem background, problem identification, and problem limitation above, it can state that the problem formulations of this research are as follows:

⁶ Susnifa Atun Sholikhah, S Sumani, and Brigitta Septarini Rahmasari, “Teaching Reading Through Cornell Notes Strategy,” *English Teaching Journal : A Journal of English Literature, Language and Education* 7, no. 2 (2019): 75.

1. How does the students of SMAN 6 Kota Serang in reading comprehension?
2. How does the effect of using Cornell Note Taking toward students of SMAN 6 Kota Serang in reading comprehension?

E. The Objectives of the Research

The researcher determines the research objective based on the problem statements as follows:

1. To know the students of SMAN 6 Kota Serang in reading comprehension.
2. To know the effect of using Cornell Note Taking toward students of SMAN 6 Kota Serang in reading comprehension.

F. Significant of the Research

The researcher expects that the result of this research can give significant effects for the teachers, the students, and the researchers.

1. For the teacher

Cornell Note Taking can enhance the teachers' knowledge particularly for the English language teachers. As an effective method Cornell Note Taking can be a good solution for teaching learning process to be applied for the second grades students of SMAN 6 Kota Serang to enrich their reading comprehension. This research can also give information to the teacher about the effect of using Cornell Note Taking in reading comprehension.

2. For the students

The use of Cornell Note Taking can make the process of learning easier and will improve not only their motivation and interest, but will also understand the content of text easier and help them to improve their reading comprehension.

3. For the researcher

By used this method the researcher can get a solution to evaluate. The study itself will also find out the advantages of using this method in applying Cornell Note Taking to improve students' reading comprehension. And next time, researcher will also examine other ways to facilitate students in learning English.

G. Organization of the Research

In this research paper, the organization of paper will consist of:

Chapter I is introduction. This chapter consists background of the study, identification of the problem, scopes and limitation of the research, statement of the problem, the objectives of the research, significant of the research, and organization of the research.

Chapter II is a theoretical framework. This chapter consists of supporting theories and the review of previous research. The supporting theories describe the definition of reading, the definition of narrative text, the definition of Cornell Note Taking, steps and format of Cornell Note Taking. And the last is hypothesis.

Chapter III is the research methodology. This chapter consists of research design, place and time of the research, population and sample, variables of the research, instrument of the research, and technique of analysis data.

Chapter IV is research findings. This chapter consists of the result of the research by using Cornell Note Taking in enhancing students' reading comprehension for the eleventh grade of SMAN 6 Kota Serang in the Academic Year of 2022/2023.

Chapter V is closure. This chapter consists of the conclusion of the conclusion and suggestion of the research based on the analysis

in chapter four. The conclusion states the answer to the research questions about enhancing and significant influence of reading comprehension by using Cornell Note Taking. After that, it is followed by bibliography and appendices.