CHAPTER I

INTRODUCTION

A. Background of Research

English is one of the international languages used by many people in the world. Most of sources of information including book, science, and technology are written in English. English also become global language that dominant in era globalization.[1] Crystal states that English is used as the official languages and semi-official in over 60 countries, and has an important position in the 20 other countries. Thus, it is not surprising that the English role is getting more and more important in our life.

In Indonesia, English is not only taught in junior high school and senior high school but also taught in the elementary school even in kindergarten but not all kindergarten in Indonesia has English as the subject. In this case, English is studied as a foreign language. Thus, it is clear that English is the first foreign language taught in Indonesia and becomes an important subject.

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[1] Ilzamudin Ma'mur, *Membangun Budaya Literasi*, (Jakarta: Diadit Media, 2010), p. 51

The aim of English teaching program in Indonesia is to develop students' ability in four language skills: listening, speaking, reading and writing. Reading is one of the most important skills in learning. Most of class subjects will be based on reading assignment.[2] Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity.

As one of the language skill, reading is one of the ways to improve other language skills in learning English. It is important because by having ability to read, it can help students to think in English, increase English vocabulary, improve writing, and find out about new ideas, facts and experiences.[3] Thus, it can be assumed that reading is one of the keys to mastery English.

Reading is a source of learning and a source of enjoyment.[4] Reading enlarges the students' knowledge. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help the

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[2] Shelley O'Hara, *Improving Your Study Skill*, Portable Edition, (United State: Wiley Publishing, 1998), p. 41

[3] Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power,* (USA: Addison-Weslwy Publishing Company, 1996), p. 1

[4] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), p. 49

learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

Reading is perhaps the most difficult skills for students, compared with other skills. It involves so many elements to be mastered while reading. Reading involves making meaning from a text. Reading is both process and product.[5] The process of reading involves the interaction between the reader and the text. The product of reading is comprehension, or an internal construction of meaning; that is, there has been understanding of what has been read. Thus, the aim of reading is to comprehend the text. It does not only mean the skill to comprehend the contents, but also the skill to understand the culture of the language that is being read.

The ability to comprehend the reading will not be easy to be achieved. It needs some exercises and practices. Many students still find some difficulties to comprehend the reading text. They failed to comprehend the reading text well. Caldwell stated that comprehension is

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[5] Penny McKay. *Assessing Young Language Learners*, (New York: Cambridge University Press, 2006), p. 223

not a single unitary process. The first step is moving the word on page to mind or decoding process which involves perceptual and conceptual components. The second, recognizing every words using the memory and connecting the words into ideas units.[6] Thus, from that statement it can be understood that comprehending text is important in reading.

Based on the researcher's experience when doing teaching practice (PPLK) at SMPN 4 Kota Serang in 7th semester, the researcher found a problem on the students. The problem is the students still cannot to comprehend the text well especially on finding information from the text. It same with another experience when the researcher did observation at SMPN 1 Bojonegara for Teaching English Foreign Language subject on 5th semester. Many students of junior high school still confused and difficult to comprehend the text that their read. It happened because there were many factors that influence students' comprehension in reading, such as vocabularies, word meanings, grammars, sentence differentiators, etc. It makes the students difficult to comprehend the text. They need deep concentration in order to get comprehension clearly in reading subject. Students reading ability are variety. Some students get understanding fast on reading text, and some

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[6] Jo Anne Schudt Caldwell, *Comprehension Assessment,* (New York: The Guilford Press, 2008), p. 5

others do very slow. Thus, the reading process in the class does not run effectively.

Actually, to make students easy in reading subject especially in comprehension, teacher has to employ appropriate strategy. It can help students' difficulties in learning. There are many strategies that can be used by the teacher in reading such as Think-Pair-Share strategy, PQRST strategy, Two Stay- Two Stray strategy, etc. As we know, no single method/strategy suits for all students. So the teacher has to choose the suitable method/strategy to apply to students.

The researcher found a new strategy. This strategy has been designed by Dr. Walter Pauk at Cornell University more than forty-five years ago when he recognized students' need to learn how to take more effective notes.[7]

Usually, when students are reading text, they forget almost half of what they have read. Whereas the main purpose of reading is to comprehend the text. Before of that, the reader must understand what their reading. One way to understand and to comprehend the text is use Cornell Note-Taking strategy. I think this strategy is appropriate to use for junior high school students. If students are taking notes, they can

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[7] Linda Wong, *Essential Study skills, 6th ed.* (New York: Houghton Mifflin Company, 2009), p. 261

capture the information that they have read. Then, the information can be reviewed later and remembered, not forgotten.

There are five steps note-taking process used to take notes from textbooks or from teachers. The five R's of Cornell Note-Taking are record, reduce, recite, reflect, and review. The students must be doing the five R's when taking notes. The students must pay attention to the teacher, understand the material, identifying what is important to write down in notes, and coordinate the physical writing or typing of their notes.[8] I think by using this strategy, it can help the students to understand and comprehend the text well.

From the explanation above, the researcher believed that strategy effective to use for junior high school students. Because of that, the researcher decides to do a research about it which takes the title: The Effectiveness of Using Cornell Note-Taking Strategy toward Students' Reading Comprehension.

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[8] Michael C. Friedman, *Notes on Note-Taking: Review of Research and Insights for Students and Instructors,* Harvard University, p. 6

B. The limitation of problem

Based on description of the problem above the researcher limits the study to investigate whether there is any effect of Cornell Note-Taking strategy and students' reading comprehension on Narrative text at the Second Grade of SMPN 1 BOJONEGARA.

C. The Statement of the problem

Based on the background of research above, the researcher determined and formulated the problem as follow:

1. How is the students' reading comprehension at second grade of SMPN 1 Bojonegara?
2. How is the effect of using Cornell Note-Taking strategy toward students' reading comprehension?

D. The objective of the research

According of the statement of the problem above, the researcher formulated the objective of the study as follow:

1. To know the students' reading comprehension at second grade of SMPN 1 Bojonegara.

2. To know the effect of using Cornell Note-Taking strategy toward students' reading comprehension for the second grade of SMPN 1 Bojonegara.

E. The significant of the research

The research about the effectiveness of using Cornell Note-Taking strategy toward students' reading comprehension is significant in two aspects:

1. For the teachers, it can be a reflection to make a better teaching strategy especially in reading comprehension.

2. For the students, it can be the ways to make students understood and easier to comprehend the texts in reading.

F. Organization of Writing

The researcher makes this paper consist of five chapters of discussion:

The first chapter discusses about introduction that consist of background of study, the limitation of the research, the statement of the problem, the objective of the study, the significant of the research and the organization of the writing.

The second chapter explains about theoretical foundation that consist of definition of reading, the purpose of reading, definition of reading comprehension, the factors that influence reading comprehension, definition of Cornell Note-Taking, the procedure of Cornell Note-Taking, the advantages of Cornell Note-Taking, disadvantages of Cornell Note-Taking and previous study.

The third chapter explains about research methodology that consist of the method of research, the population and sample, time and place of research, research instrument, technique of data collecting, technique of data analyzing and hypothesis.

The fourth chapter explains about the description of research finding that consist of students' reading comprehension data, test of hypothesis and research finding analysis, and interpretation.

The fifth chapter discusses about conclusion and suggestion that consist of conclusion and suggestion.