

CHAPTER II

THEORETICAL FOUNDATION

A. The Nature of Reading

1. Definition of Reading

Reading is one of the four skills: reading, writing, listening and speaking. Jeremy Harmer stated that reading is useful for language acquisition.¹ It means reading is one of important thing to get the language acquisition. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. In another definition, reading is a private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.²

¹ Jeremy Harmer, *how to teach English*, (England: Pearson Education Limited, 2010), p. 99

² Naf'an Tarihoran dan Miftahul Rachmat, *READING Basic Reading Skills*, (Serang: Loquen Press, 2012), p. 1

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.³ While reading, the readers bring to the act of reading their cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.⁴ These attributes vary considerably among readers and vary even within an individual reader as a function of the particular text and activity.

From the explanation above, the researcher concludes that reading is a process or activity to understand a message that is written by someone and interpret the information into the reader's understanding appropriately.

2. The Purpose of Reading

Every reader has a different purpose when they are reading, because purpose refers to the reader's aim or intention in reading a certain

³ William Grabe and Fredricka L. Stoller. *Teaching and researching reading*, (England: Pearson Education, 2002), p. 9

⁴ Catherine Snow, Chair, *Reading for understanding : toward a research and development program in reading comprehension*, (U.S: RAND, 2002), p. 13

text. Usually, people read for general comprehension (whether for information or for pleasure).

According to William Grabe and Fredrika L. Stoller, the reading purpose as follow⁵:

a. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, the readers typically scan the text for a specific piece of information or a specific word.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension.

c. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

⁵ William Grabe and Fredrika L. Stoller, *Teaching and Researching Reading*, (England: Pearson Education Limited, 2002), p. 13-15

d. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Another purpose of reading is presented by Naf'an Tarihoran and Miftahul Rachmat as follows:⁶

a. Reading for pleasure

- 1) To follow a narrative
- 2) To enjoy the 'sound' and the rhythm of literary text

b. Reading for a general impression

- 1) To gain an idea of the writer's view points
- 2) To gain an overall impression of the 'tone' of a text
- 3) To decide whether or not to read the text.

c. Reading for organizing reading and study

- 1) To identify the important content of a text
- 2) To answer a specific questions
- 3) To decide which section of a text to start studying

⁶ Naf'an Tarihoran dan Miftahul Rachmat, p. 4

d. Reading for learning content or procedure

- 1) To gain an understanding of new concepts
- 2) To learn certain facts from a text
- 3) To follow instructions

From those statements above, it can be over generalized that the main or primarily aim of reading is to get information that the reader's don't know before. Information is a crucial aspect that people want for fulfilling their need when they are reading, it is for getting comprehension or meaning of the material content.

3. Reading Comprehension

Before defining reading comprehension, the writer think is better to define the meaning of comprehension. Comprehension is a process that constructive.⁷ It is a process that takes place over time. During this time, good readers are active in constructing meaning through the processes of interacting or transacting with what they already know. In other words, it can be stated that comprehension is an understanding which the reader construct the new information by describing it in the printed language.

⁷ Camille Blachowicz and Dona Ogle, *reading comprehension: strategies for independent learners* (New York: The Guilford Press, 2008), p. 27-28

Comprehension is most likely to occur when the students are reading what they want to read or at least what they see some good reasons to read. It means the student read something based on their need and curiosity to know about something.

Catherine Snow, Chair stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: The *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part.

From the explanation above, the researcher conclude that reading comprehension is the process of extracting the required information from a written text and understand the meaning of the text.

⁸ Catherine Snow, Chair, p. 11

4. The Factors that Influence Reading Comprehension

Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.⁹ The ability to comprehend the reading will not be easy to be achieved. It needs some exercise and practices. Many students still find some difficulties to comprehend the reading text. They failed to comprehend the reading text well. There are some factors that influence the students' reading comprehension achievements and they are related one another.¹⁰ They are internal factor and external factor.

a. The Internal Factor

The internal factor is defined as the factor which come from the reader himself. According to Kahayanto, this factor is usually known as personal factor, because the factor has existed inside the reader. This factor dealt mostly with self-motivation and interest.

1) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text.

⁹ Kristin Lems, et.al, *Teaching Reading English Language Learners*, (New York: The Guilford Press, 2010), p. 170

¹⁰ Irena Shehu, 2015. *Factors that influence students' reading comprehension achievement in foreign language*, *Anglisticum Journal (IJLLIS)*, Volume 4 No. 3: 29

2) Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If a student has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

b. The External factor

The external factor means the factor which come from outside. The external factor has a close relationship to reading material and teacher of reading. They are related one another.

1) Reading material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can be influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

2) Teacher of reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

3) Questioning Strategies

Question strategy is a very important external factor to teaching Reading Comprehension. Every teacher should know how to motivate students by using a strategy of questioning the text. According to Brown, the most important key to create an interactive learning is the initiation of interaction from the teacher by using question.

B. Cornell Note-Taking Strategy

1. Definition of Cornell Note-Taking

Cornell Note-Taking is a strategy was 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. Taking notes is an *active learning mode* that promotes thinking carefully about information and selecting what is important to learn and what is

not.¹¹ When you take notes during the reading process, you hold information longer in working memory, analyze information more carefully, and create notes you can use to rehearse and review.

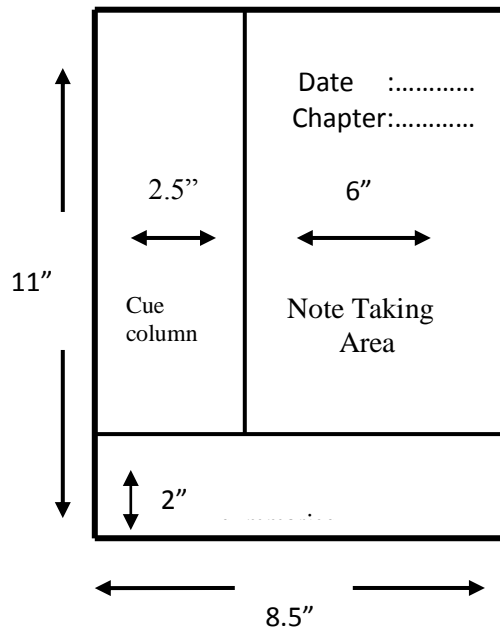
Sometimes students are fooled by the fact that they seem to understand and temporarily remember what they read, so they feel there is no need to write down notes. However, information can fade over time or become confused with new information. Taking notes combats both memory fading and interference and backs up or reinforces memory. By using taking notes, students will be create a comprehensive set of notes that they can use to learn, rehearse, and review to help their comprehension of the text. In addition, notes provide students with tools for identifying and understanding the most important aspects of what they are learning. It makes students easier to comprehend the text.

2. Procedure of Cornell Note-Taking

Before using Cornell Note-Taking, students must prepare the notebook paper for Cornell notes. Use and 8½ by 11 inch piece of loose-leaf notebook paper. Draw a line down the sheet 2½ inches from the left-hand edge of the paper. End this line 2 inches from the bottom of the

¹¹ Linda Wong, *Essential study skills, 6th ed.* (New York: Houghton Mifflin Company, 2009), p. 253

paper. If your paper has already a line down the left-hand margin, ignore it. Next draw a line that is 2 inches up from the bottom of the page. Draw this line completely across the page. At the top of the first page, write the course name, chapter number, and date. For all the following pages, just write the chapter number and the page number of your notes.



The Cornell Note-Taking has five steps note taking process used to take notes from textbook or from teacher. There are record, reduce, recite, reflect, and review.

a. Step one: Recording

The record step involves taking notes in the right column. Read each paragraph carefully, decide what information is important, and then record that information on your paper. Your notes should be a *reduced version* of the textbook.

b. Step two: Reducing

The reduce step involves condensing notes into the recall column. The recall column is the left column in the Cornell notes that shows headings, key words, and study questions.

c. Step three: Reciting

The reciting step involves using information in the recall column to explain information out loud in your own words without referring to detailed notes. To avoid the tendency to look at your notes as you recite, use a blank piece of paper to cover your notes on the right side of your paper. Begin reciting by looking at and then telling about the information in the recall column.

d. Step four: Reflecting

The reflect step involves thinking seriously, comprehending, and using elaborative rehearsal strategies to work with information in new ways. The reflect step is a creative and highly individualized step, so no

two students will create identical study tools or use the same rehearsal activities. This is the time for you to decide *what will work best for you*.

e. Step five: Reviewing

The review step involves using immediate and ongoing review. Use immediate review with your notes after you finish the reflect step. Immediate review is the process of rehearsing information before you end a learning task. This review helps create a stronger impression of the information before you set it aside and move on to something new. Whereas, ongoing review is the process of practicing information days and even weeks after the initial learning occurred. Ongoing review is a Principle of Memory that keeps information active and accessible in your memory system. Ongoing review saves you time in the long run; when you prepare for tests or exams, you will not need to cram or spend excessive time “relearning” information.

3. The advantages of using Cornell Note-Taking

a. Keeps your alert

Note taking keeps your body active and involved and helps you avoid feelings of drowsiness or distraction.¹²

b. Engages your mind

Reading carefully and deciding what to include in notes keeps your mind actively involved with what you read.

c. Emphasizes and organizes information

As you take notes, you'll decide on and highlight the key ideas you read, identifying the structure of textbook readings. You'll also be able to indicate the supporting points of the text, making study and understanding easier after class.

d. Creates a condensed record for study

A set of concise, well-organized notes from each class session gives you what you need for study, learning, and review after class.

e. The cornell note taking method discourages the use of long sentences

¹² <http://sites.austincc.edu/student-skills-workshops/taking-effective-notes/benefits-of-notetaking/>

f. It takes a short time to absorb information as a result of which effective learning is stimulated.

4. The disadvantages of using Cornell Note-Taking

a. It taking time to think about organization during reading or presentation.

b. It requires a more finite type of thinking of what is important as you read.

C. The Previous Research

The researcher is focused on Cornell Note-Taking strategy and students' reading comprehension. From the previous researches, the researcher gets the idea to do a further research about the effectiveness of Cornell Note-Taking strategy toward students' reading comprehension. Those related researchers are explained as follow:

1. The impact of Note-Taking strategies on listening comprehension of EFL Learners by Alireza Jalilifar.

According to that research, a good reason to take notes is that you can never re-listen to speech or a presentation.¹³ You must take every opportunity to record and keep information so you can use it later. Many language learners claim that as they listen, they can follow the speakers with some ease, but when it comes to remembering it sometime later, they find themselves behind eight balls. This is a serious problem that has to be taken into more consideration in studies on retention. Language educators have approached note-taking from different perspectives. Some researchers have found positive relationships between note-taking and learning. A few researchers have even found that taking notes has an adverse effect on student achievement.

The research was conducted over the course of 6 weeks beginning with administration of a sample TOEFL test to select the intermediate level students. The participants were randomly divided into three 20-student groups, The Non-note-takers group (NNTG), The Uninstructed note-takers group (UNTG) and The Cornell note-takers

¹³ Alireza Jalilifar, 2009. *The impact of Note-Taking strategies on listening comprehension of EFL Learners*, English Language Teaching Journal (CCSE), Volume 2 No.1

group (CNTG). All the three groups were given a chance to listen to the tape twice before answering the listening comprehension items. At the research, the researcher used ANOVA and t-test for analysis data to determine any significant differences. The calculations result of the research, it was realized that the participants who received instruction and benefited from the Cornell note-taking strategy scored higher in listening comprehension than those who received no instruction and took notes in their own usual manners.

This research has examined the effect of Cornell note-taking strategy in listening comprehension students learning English as a foreign language. The results of one-way ANOVA revealed that there were significant differences among the three groups; then the non note-takers and the untrained note-takers scores were carefully compared to find out if there was any significant difference between the (NNTG) and the (UNTG) groups. The result of this research is that teaching the Cornell note-taking strategy to university students can help improve students' achievement.

2. The Impact of the Cornell Note-Taking Method on Students' Performance in a High School Family and Consumer Sciences Class by Mari Borr, Stacy Duffield, Larry Napoleon and Anita Welch.

Note-taking is a difficult skill, but it is an important skill, especially considering the pervasiveness of lecture throughout middle-school, high school and college classes.¹⁴ The study set out to examine whether teaching high school students the Cornell note-taking method and requiring them to use it would affect their performance on unit test.

The research took place in one researcher's Child Development classes at Northern High School (a pseudonym) during the spring semester of 2011. The sample consists of two sections. There were 16 students as sample in each section. Section A study sample had 14 females and two males, and the students included 11 sophomores, four juniors, and one senior. The Section B study sample had 12 females and four males, with 12 sophomores, four juniors and no seniors. Section A was randomly chosen through a coin flip to take notes in a student-choice manner. Section B was taught to use the Cornell note-taking method.

Student scores from a previously administered standardized test (ACT PLAN) were used to compare the academic level of the two sections of Child Development prior to intervention. The ACT PLAN

¹⁴ Mari Borr, et.al, 2012. *The Impact of the Cornell Note-Taking Method on Students' Performance in a High School Family and Consumer Sciences Class*, Journal of Family & Consumer Sciences Education, 30(1)

scores were used as a comparison between the Section A non-intervention group and the Section B intervention group to check that abilities and performances were similar between the two groups. The research result of The ACT PLAN scores show that both sections of Child Development were at a similar level in academics prior to the beginning of the research process. The comparison of scores between Section A (the non-intervention group) and Section B (the intervention group) for the three unit tests given during the research process shows no significant differences in scores for either group. Section A performed consistently (but not significantly) higher on the tests than Section B. Although there was no significant difference, examination of the scores shows that Section B (the intervention group) appears to have been slowly closing the gap between their scores and Section A's scores.