

**THE EFFECTIVENESS OF SELECTIVE HIGHLIGHTING AND NOTE-
TAKING STRATEGY FOR TEACHING READING COMPREHENSION AT
SMA MUHAMMADIYAH 3 PONOROGO**

THESIS



By

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ABSTRACT

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Key Words: Selective Highlighting and Note-Taking Strategy, Teaching Reading Comprehension.

Reading is one of the most important skills to get information through comprehension the text. In actually, many English learners find some difficulties to understand the English text because of some problems, such as lack of vocabulary mastery, less motivation to do some exercises, and so on. Teachers have to conduct some strategies in learning to improve students' reading comprehension achievement. One of strategies is Selective Highlighting and Note-Taking strategy.

The objective of this research is to find out whether the eleventh grade students of SMA Muhammadiyah 3 Ponorogo who are taught by using Selective Highlighting and Note-Taking strategy can improve students' reading comprehension achievement than those who are not.

This research applied quantitative approach and used the quasi-experimental research design. It used two classes (experimental class and control class) which are taught by using two different strategies. The experimental class was taught by using Selective Highlighting and Note-Taking strategy and control class was taught by using Lecturing strategy. The population was taken from the eleventh grade students of SMA Muhammadiyah 3 Ponorogo which consist of 50 students. The sample of experimental class is 18 students and control class consists of 18 students. The technique of data collection was test and documentation. To analyze the data, the researcher used T-test by using SPSS.

The result showed that the value of T-test was 5,075. The value of t_{table} in significance level 5% was 2,03. It means that the value of T-test was higher than t_{table} ($5,075 > 2,03$). So, H_0 was accepted and H_1 was refused.

So, it can be concluded that there is significant different score on students reading comprehension that is taught by using Selective Highlighting and Note-Taking strategy. It means that Selective Highlighting and Note-Taking strategy is effective strategy for teaching reading comprehension at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo.

APPROVAL SHEET

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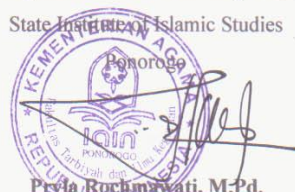
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity read a text to make meaning from the text. Readers make meaning of the text like text comprehension as a goal. Goal of reading is comprehension the text. When the readers know the text tell about, so the readers have creat the meaning of the text about.

Reading is a process of readers combining information from a text and their own background knowledge to build meaning. Meaning is at the core of what reading is. The reader's background knowledge integrates with the text to create the meaning.¹ Reader creates the meaning of the text through comprehend the text. Comprehension is the goal of reading.²

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to an near halt and deeper levels of comprehension are seriously compromised.³ It means that comprehension is the reader comprehend what they read, not about the speed of reading but how far the reader understand of the text.

¹ Neil J. Anderson, *Practical english Language Teaching: Reading* (New York: McGraw-Hill Companies, 2008), 2-3.

² *Ibid.*, 3.

³ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (New York: Lawrence Erlbaum Associates, 2007), 4.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Thus our knowledge and experiences related to key ideas in the text we read influence what we learn and remember about what we read. World knowledge and word meaning influence our understanding.⁴

Reading comprehension is important, not just for understanding text, but for broader learning success in education, and employment. It is even important for our social lives because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.

Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehender to integrate the sense of these words and sentences into a meaningful whole.⁵

⁴ Janette K. Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Press, 2007), 2-3.

⁵ Jane Oakhill, et al., *Understanding and Teaching Reading Comprehension: a Handbook* (New York: Library of Congress Cataloging in Publication Data, 2015), 1.

Teaching reading is a teacher's activity to develop students' reading skill and to help the student in comprehending the text easily.⁶ Teaching of reading comprehension is not easy because the English teacher in SMA Muhammadiyah 3 Ponorogo has many problems such as the condition in there, based on interview with Mr. Maruto, he said that, "Teaching reading in this school is difficult because students have less in comprehend the text, students have lack vocabulary, and students feel bored in learning." Besides, the teacher's strategy on teaching reading is still monotonous, the students seriousness is low, so the students unattracted on learning reading. In the fact, when teacher gives a text to read, students misunderstanding what the text tell about, so it is influence the students' achievement in reading lesson are low.⁷

Based on the result of National Exam in English lesson especially in reading test items, many students have mistakes in reading test item. According to one of students of eleventh grade students in there, she said that they had not understood about the text about. They often found some difficulties in understanding the text because of some factors namely they have less vocabulary and they are lazy to do some exercises and read the text. Beside that, they also found difficulties in answering the question of the text correctly and properly based on the context.⁸

⁶ Bernadet Kiniuta, "Teaching Reading by Combining Selective Highlighting and Three Minute Pause Strategy at Junior High school," (Paper, STKIP PGRI, Sumatra Barat), 3.

⁷ Interview on 11th December 2017.

⁸ Interview on 14th December 2017.

Furthermore, based on researcher's observation at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo that problems happen because the teacher did not use variation strategy in English teaching. Teacher just uses a lecturing strategy in English teaching. Beside that, the teacher just gives exercises from the book that he uses teaching in there. The teacher just explains the material without connecting with the surrounding environment. So, the students have difficulty in understanding the lesson.⁹ Based on the cases above, researcher considers if a problem occurs can be solved by choosing suitable strategy for teaching reading comprehension. The researcher is choosing selective highlighting and note-taking strategy for teaching reading comprehension.

Selective highlighting and note-taking strategy is a good strategy for helping the teacher in teaching reading comprehension. Highlighting helps students break large amounts of information into manageable units that are easily located within the text. Furthermore, note taking can help students remember important concepts in organizing content information into manageable notes.¹⁰ Selective highlighting and note-taking strategy is one of the strategies can be used to build the students comprehension in reading.

Selective highlighting is a simple strategy with a great benefit. By using selective highlighting, students will know how to pick out the main ideas and

⁹ Observation on 23th December 2017.

¹⁰ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (USA: Scholastic, 2005), 73.

information that are important to underline or highlight.¹¹ Beside that, by Piolat et al, note-taking is a complex activity that combines comprehension with production of notes, and this complicated process is dependent upon working memory.¹² These two strategies have been combined and presented in sequential order because successful note-taking is dependent upon the student's ability to identify important information (main idea) from supporting details that is developed through selective highlighting.¹³

In this research, selective highlighting and note-taking strategy uses two-column notes. Two column-notes are particularly effective for social studies and can take a variety of formats including main idea/detail.¹⁴ Those are match with learning objectives in chapter I English lesson that is focus on narrative text with the theme "Valuable Stories". In valuable stories, we get the moral value from the text as social studies in life.

Based on the description above the researcher is curious on analyzing the effectiveness of using selective highlighting and note-taking in reading comprehension. So, the researcher tries to investigate about "The Effectiveness of Selective Highlighting and Note-Taking Strategy for Teaching Reading Comprehension at SMA Muhammadiyah 3 Ponorogo".

¹¹ Bernadet, "Teaching Reading by Combining Selective Highlighting and Three Minute Pause Strategy at Junior High school," 4.

¹² Cited in Lori Quintus, et al., " 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*, 1 (2012), 29.

¹³ Bouchard, *Comprehension Strategies for English Language Learners*, 73.

¹⁴ *ibid.*, 75.

B. Limitation of the Problem

This study focuses on the applying selective highlighting and note-taking strategy on teaching reading comprehension in narrative text by using two-column notes. This study is conducted at the eleventh grade students of senior high school in SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018.

C. Statement of the Problem

Based on the background above, the researcher formulates the research problem as follow: Is there any significant difference score on the students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018?

D. Objective of the Study

The objective of this study is to find out whether there is any significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018.

E. Significance of the Study

The result of this research is expected to give useful information and contribute for educational environment.

1. Theoretical

The result of this study is expected to be a reference in teaching reading comprehension and as to theoretical basis to build students' reading comprehension by using selective highlighting and note-taking strategy.

2. Practical

The result of this study is expected to be beneficial for:

a. Teacher

The study is expected to be useful and helpful for teacher to improve teaching activity of English which is used in teaching learning process or as reference for teacher to be use the selesctive highlighting and note-taking in reading comprehension. The writer hopes that the teacher conducts selective highlighting and note-taking strategy in teaching reading comprehension to increase students' reading comprehension.

b. Students

The study is expected to increase students' reading achievement in reading learning.

c. Readers

This study is expected to give contribution to readers, particularly the students of English Department of IAIN Ponorogo as a references concerned

with the conduct selective highlighting and note-taking strategy in teaching reading comprehension.

F. Organization of the Thesis

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

Chapter I: Introduction

It consists of background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter II: Review Of Related Literature

This chapter is explained about previous study, theoretical background, theoretical framework, and hypothesis.

Chapter III: Research Method

This chapter is explained about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV: Research Finding

Research result consists of research location, data description, data analysis, and discussion.

Chapter V: Closing

This chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There is previous study related in this research. There are three previous research findings related in this research. First, previous research finding that is conducted by Carole L. Yue, Benjamin C. Storm, Nate Kornell, and Elizabeth Ligon Bjork with the title “*Highlighting and Its Relation to Distributed Study and Students’ Metacognitive Beliefs*”. That is a research of Educational Psychology from United State of America. Research methodology in this research uses comparative methodology. The result of this research that highlighting improved later cued recall of highlighted information without impairing recall of non-highlighted information from a text passage. Furthermore, the benefit of highlighting was numerically greater when participants read the passage twice without delay, suggesting that highlighting may be particularly beneficial when students reread text passages immediately. From the result of questionnaire, the students show positive response, many students use highlighters and believe them to be an important component of their studying.¹⁵

Second, previous research finding that is conducted by Raymond W. Kulhavy, James W. Dyer, and Linda Silver with the title “*The Effects of*

¹⁵ Carole, et al., “Highlighting and Its Relation to Distributed Study and Students’ Metacognitive Beliefs,” *Educ Psychol Rev* (July 2014), 4-10.

Notetaking and Test Expectancy on the Learning of Text Material". That is a Journal of Educational Research of Arizona State University. Research methodology in this research uses quantitative approach. The design of this research is experimental research design. The result of this research is note-taking leads to an increase in what the learner can remember from reading a text.¹⁶

Third, previous finding that is conducted by Keiichi Kobayashi with the title "*Combined Effects of Note-Taking/-Reviewing on Learning and the Enhancement through Interventions: A meta-analytic review*". This is a Journal of Educational Psychology from Shizuoka University of Japan. Research methodology in this research uses comparative methodology. The result of this research that the present meta-analysis reveals that the overall effects on learning of students' spontaneous note-taking/-reviewing are substantially positive. The results also show that interventions in note-taking and/ or -reviewing procedures can increase the benefits of note-taking/-reviewing.¹⁷

The difference between the three of previous research finding above and the researcher's research is the focus strategy used in teaching reading. Those three previous research finding above explain of each strategy. Like in first previous research finding with the title "*Highlighting and Its Relation to Distributed Study and Students' Metacognitive Beliefs*" focus on highlighting

¹⁶ Raymond W. Kulhavy, et al., "The Effects of Notetaking and Test Expectancy on the Learning of Text Material," *The Journal of Educational Research* (December, 2014), 363-365.

¹⁷ Keiichi Kobayashi, "Combined Effects of Note-Taking/-Reviewing on Learning and the Enhancement through Interventions: A meta-analytic review," *The Journal of Educational Psychology* (June, 2006), 459-477.

strategy. Besides that, in second previous research finding with the title “*The Effects of Notetaking and Test Expectancy on the Learning of Text Material*” and third previous research finding with the title “*Combined Effects of Note-Taking/-Reviewing on Learning and the Enhancement through Interventions: A meta-analytic review*” focus on note-taking strategy. While in this researcher’s research focus on selective highlighting and note-taking strategy as unit can’t be separated because both strategies need each other.

B. Theoretical Background

In this research, the writer is using theories that are relevant with the theme of the discussion. The theories are:

1. Teaching Reading Comprehension

a. Definition of Reading

Reading is a constantly developing skill.¹⁸ Reading is a set of skills that involves making sense and deriving meaning from the printed word.¹⁹ Reading is the practice of using text to create meaning.²⁰ Reading is a meaning making process involving an interaction between the reader and the

¹⁸ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield, 2008), 4.

¹⁹ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), 69.

²⁰ Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, 3.

text.²¹ Text and the reader are the two physical entities necessary for the reading process to begin.²² It means that reading is learning activity about read the text who has purpose that know and understand of the meaning based on the text to developing skill by practicing. Meaning, learning, and pleasure are the ultimate goals of learning to read.²³

Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in our head to create meaning.²⁴ Both visual and nonvisual information is involved in comprehension.²⁵

b. Types of Reading

There are some types of reading such as follow:²⁶

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

²¹ Gholam-Reza Abbasian and Saeid Maskukian, "Schemata-Building Role of Teaching Word History in Developing Reading Comprehension Ability," *The Journal of Applied Linguistics* (2009), 6.

²² Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 1997), 15.

²³ Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*, 2.

²⁴ Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, 4.

²⁵ Alice Omaggio Hadley, *Teaching Language in Context* (Heinle & Heinle, 1993), 195.

²⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Addison Wesley Logman, 2003), 189-190.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. A combination of bottom-up and top-down processing may be used.

3) Interactive

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

c. Models of Reading

Models of reading are what happens when people read. There are three main models of how reading occurs.²⁷

1) Bottom-up theory

Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

2) Top-down theory

Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

3) The interactive school

The interactive school argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that move both bottom-up and top-down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

²⁷ Aebersold and Field, *From Reader to Reading Teacher*, 18.

d. Elements of Reading

There are some elements of reading such as follow:²⁸

1) Phonemic awareness

Phonemic awareness is the ability to hear, identify and manipulate the individual sounds-phonemes-in spoken words.

2) Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

3) Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Reading vocabulary refers to words we recognize or use in print.

4) Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically.

5) Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

²⁸ Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes: A Successful Way to Learn Scientific English* (Yogyakarta: ANDI, 2013), 1.

e. Definition of Teaching Reading

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²⁹ It implies that teaching as a transformation knowledge from teacher to learners with the purpose to know and understand based on learn. Teaching reading is transformation knowledge about how to read until comprehend the text.

f. Principles in Teaching Reading

There are some principles of teaching reading such as follow.³⁰

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

²⁹ H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: Pearson Education, 2007), 8.

³⁰ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 75-79.

2) Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3) Teach for comprehension

Monitoring comprehension is essential to successful reading. Teach for comprehension that readers must monitor their comprehension processes and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend.

4) Work on increasing reading rate

Teachers over emphasize accuracy which impedes fluency in increasing students reading rate. The teacher must work towards finding a balance between assisting students to improve students reading rate and developing reading comprehension skill. It is very important to understand that the focus is not to develop speed readers, but fluent readers.

5) Teach reading strategies

In Oxford explain that strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. This definition underscores the active

role that readers take in strategic reading. Students need to learn how to use a range of reading strategies that match their purposes for reading.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. The good reading teacher actively teaches students what to do. To succeed, reading teacher need more than classroom tips and techniques: reading teacher need to understand the nature of the reading process.

g. Approaches in Teaching Reading

According Richards and Rodgers that approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. there are two approaches to teaching reading, they are:³¹

1) An extensive approach

An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve. In an extensive reading course, the text is always to be read for comprehension of main ideas, not of every detail and word. Extensive readings are not generally used to teach or practice specific reading strategies or skills. Since students read authentic materials, the texts do not have accompanying reading exercises.

2) An intensive approach

In an intensive approach to reading, reading the text is treated as an end in itself. Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspects of the text.

³¹ Cited in Aebersold and Field, *From Reader to Reading Teacher*, 42-45.

h. The Meaning of Reading Comprehension

Anderson stated that the aim of reading is comprehension.³²

Comprehension is a type of understanding such that the individual knows what is being communicated.³³

Reading comprehension is the process of making meaning from text.³⁴ Reading comprehension refers to reading for meaning, understanding, and entertainment.³⁵ If you have good comprehension, you give close attention to what you are reading, relate what you read to your own experience, you have critical attitude toward what you read, and you are able to organize the information you get from reading.³⁶

i. Micro and Macro Skills of Reading Comprehension

Brown states that are 7 microskills and 7 macro skills in reading comprehension. The micro- and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.³⁷

1) Microskills for Reading Comprehension

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.

³² Cited in Linse, *Practical English Language Teaching*, 71.

³³ Aebersold and Field, *From Reader to Reading Teacher*, 118.

³⁴ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), 15.

³⁵ Linse, *Practical English Language Teaching*, 71.

³⁶ Paul Witty, *How to become a better reader* (America: Science Research Associates, 1953), 24.

³⁷ Brown, *Language Assessment: Principles and Classroom Practices*, 187-188.

- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- f) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macroskills for Reading Comprehension

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

j. Factors in Reading Comprehension

There are some factors influencing in reading comprehension. They are:³⁸

1) The reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2) The text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

³⁸ Catherine E. Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension* (RAND, 2002), 13-15.

3) The activity

Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.³⁹

k. Good and Poor Readers

Good readers understand and learn from text suggest that they coordinate a set of highly complex and well-developed skills and strategies before, during, and after reading that assist them in understanding and remembering what they read. The skills and strategies that good readers use include:⁴⁰

- 1) Rapid and accurate word reading
- 2) Setting goals for reading
- 3) Noting the structure and organization of text
- 4) Monitoring their understanding while reading
- 5) Creating mental notes and summaries

³⁹ *Ibid.*, 11.

⁴⁰ Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*,

- 6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed
- 7) Capitalizing on what they know about the topic and integrating that with new learning
- 8) Making inferences
- 9) Using mental images such as visualization to assist them in remembering or understanding events or characters

Furthermore, if you are a good reader, you read rapidly and you understand well what you read. This means that you have such skills and habits as these:⁴¹

- 1) You read for a purpose
- 2) You read thought units
- 3) You have many reading rates
- 4) You evaluate what you read
- 5) You have a good vocabulary
- 6) You read varied materials
- 7) You read widely and enjoy reading.

Good readers have high quality comprehending the text. They comprehend about what they read of the text, so they can be answer the questions based on the text.

⁴¹ Witty, *How to become a better reader*, 21-22.

Contrast condition if you are a poor, you read slowly and understand poorly what you read. This means that you have such skills and habits as these:⁴²

- 1) You read without a purpose
- 2) You read word by word
- 3) You have only one reading rate
- 4) You believe everything you read
- 5) You have a limited vocabulary
- 6) You usually read the same kind of materials
- 7) You read little and dislike reading

2. Selective Highlighting and Note-taking Strategy

a. The Definition of Selective Highlighting and Note-Taking Strategy

Selective highlighting/underlining is a learning strategy that helps students organize information enabling them to better understand the author's craft as well as remembering the text.⁴³ In selective highlighting, learners use specific colors to highlight key words and phrases representing main ideas and supporting details to answer a reading objective question.⁴⁴

⁴² *Ibid.*, 21-22.

⁴³ Albert Duchnowski, et al., *Reading Strategies for Special Populations* (Florida: 203 Tampa, 2005), 46.

⁴⁴ Education Development Center, *Read: OutLoud 6 Note Taking* (USA: Don Johnston, 2009), 12.

Note-taking is a reading comprehension and strategic learning skill critical to the development of independent learners.⁴⁵ Note taking is an efficient way for students to organize content information and place it in a meaningful organizational structure. Organizing content information into manageable notes can help students remember important concepts and their supporting details.⁴⁶ One way to read and understand what we read and understand what we read is to take notes. One way to take notes is to use selective highlighting to identify important ideas and supporting details.⁴⁷

Based on the purpose, the purpose of selective highlighting (by underlining) is to enable students to differentiate between important information and less significant details. Note-taking provides students with a meaningful structure in which to organize and summarize the content information they hear presented in lecture or that they read on their own. These two strategies have been combined and presented in sequential order because successful note-taking is dependent upon the student's ability to identify important information (main idea) from supporting idea, that is developed through selective highlighting.⁴⁸

⁴⁵ *Ibid.*, 2.

⁴⁶ Bouchard, *Comprehension Strategies for English Language Learners*, 73.

⁴⁷ Education Development Center, *Read: OutLoud 6 Note Taking*, 12.

⁴⁸ Bouchard, *Comprehension Strategies for English Language Learners*, 73.

b. Procedure of Selective Highlighting and Note-Taking Strategy

Procedure of selective highlighting and note taking strategy in teaching reading comprehension these are:

- 1) Students read the text aloud and highlight main ideas, supporting ideas, and important key words based on the text.
- 2) Put an asterisk(*) next to highlighted main points.
- 3) Choose a sentence and place check mark (√) over the meaningful words.
- 4) Choose one of the types of useful note-taking. The types of useful note-taking are simple indentation, two-column notes, three-column notes, and margin notes.⁴⁹
- 5) In note-taking, students are choosing two-column notes those are particularly effective for social studies and can take a variety of formats including main idea/detail.⁵⁰

c. The Types of Useful Note-Taking

There are model four types of useful note taking, they are:⁵¹

- 1) Simple indentation

This is a simple format that is beneficial when used to introduce note-taking or for students who have problems with organizational skills. This includes writing the main idea using a few words, then indenting and listing the details underneath it.

⁴⁹ *Ibid.*, 73-74.

⁵⁰ *Ibid.*, 75.

⁵¹ *Ibid.*, 74-75.

2) Two-column notes

This format provides a simple design for organizing information and fosters self-monitoring of comprehension. Initially, when introducing two-column note taking, it is helpful to use information that the students have selectively highlighted or underlined. Two-column notes are particularly effective for science and social studies and can take a variety of formats including main idea/detail, fact/question, problem/solution, compare/contrast.

3) Three-column notes

Some formats for the third column of notes may be personal response, questions, summary of information, or results. The format depends upon the structure of the lecture or reading assignment.

4) Margin notes

Margin notes (in textbook and duplicated copies), set aside a few textbooks for ELLs and print margin notes directly on the page that is being read.

a) Margin notes should include suggestions for understanding and identifying key concepts and vocabulary and are similar to the ones used in a teacher's guide.

b) These notes can also indicate where to find answers. You can draw brackets around the information and note its importance.

- c) When using duplicated copies, encourage students to write their own margin notes and questions that may arise for a certain section of text.

d. Key Benefits for English Language Learners

Key benefits selective highlighting and note-taking strategy for English Language Learners are:⁵²

- 1) When students highlight text, they are actively engaged in a decision-making process. For English Language Learners who may come to the learning situation with little prior knowledge of a subject, highlighting text helps them determine important versus subordinate information and their relationship to the content.
- 2) Highlighting helps English Language Learners break large amounts of information into manageable units that are easily located within the text.
- 3) For English Language Learners, note-taking is a vital skill that they are need to acquire. Organizing content information into manageable notes can help students remember important concepts and their supporting details. Notes also serve students well as a review tool and study aid.

⁵² *Ibid.*, 73.

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is experimental research the theories descriptions is:

X = Selective Highlighting and Note-Taking Strategy

Y = Teaching Reading Comprehension

Based on the theoretical framework analysis above writer can apply the theoretical framework that using selective highlighting and note-taking strategy in teaching reading comprehension. Selective highlighting and note-taking strategy is hoped to increase the students reading comprehension.

D. Hypothesis

Hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.⁵³ According Lundberg that hypothesis is a tentative generalization the validity of which remains to be tested. In its most elementary stage the hypothesis may be any hunch, guess, imaginative idea which becomes basis for further investigation.⁵⁴

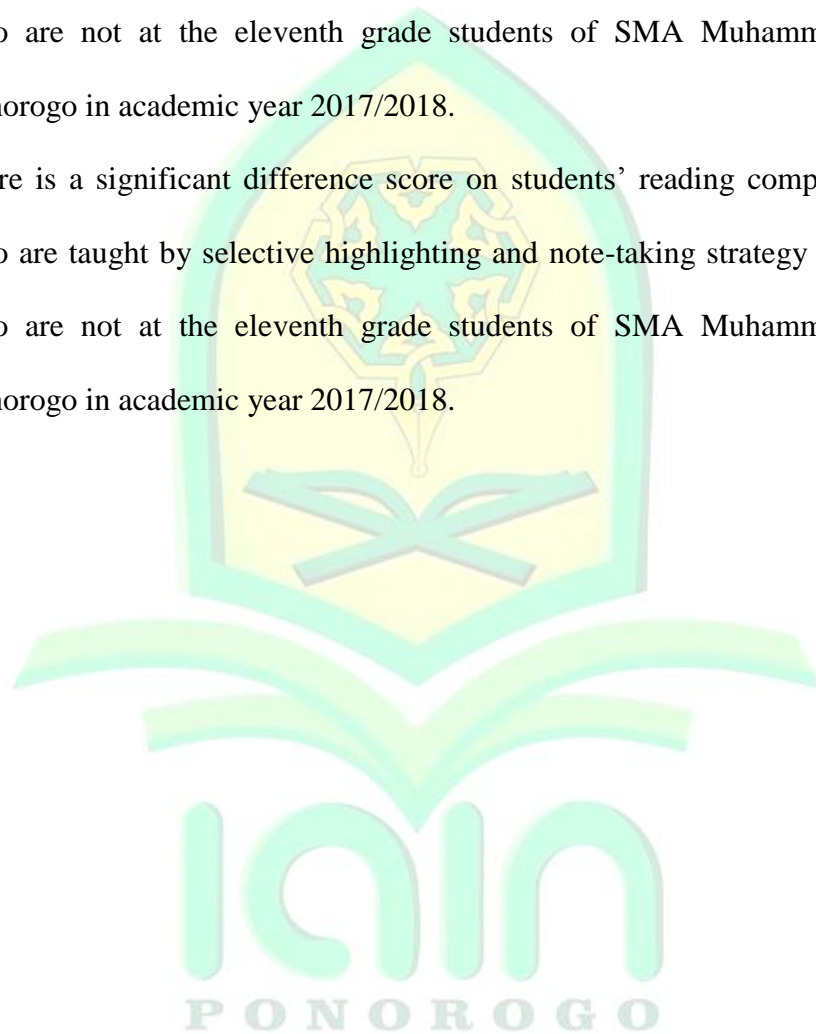
⁵³ C. R. Kothari, *Research Methodology: Methods and Techniques 2nd* (New Delhi: New Age International, 1990), 184.

⁵⁴ Cited in Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2005), 32.

After find out the idea sketches of research above, the reseacher takes the hyphotesis that:

Ho : There is no significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018.

Ha : There is a significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a quantitative approach. A quantitative approach to research is the most appropriate method to address research questions. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.⁵⁵

This research promotes a hypothesis that the used of selective highlighting and note-taking strategy for teaching reading comprehension at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018. This research has two variables, those are:

1. Independent variable : selective highlighting and note-taking strategy
2. Dependent variable : teaching reading comprehension

The researcher used experimental research design, this research employed quasi-experimental design. Quasi-experimental designs are those that are “almost true” experimental designs, except that the researcher studies the effect of the treatment on intact groups, rather than being able to randomly assign participants to the experimental or control groups.⁵⁶ There are three types of quasi-experimental design: Nonequivalent (Pre-Test and Post-Test) Control-Group

⁵⁵ Donna M. Mertens and John A. McLaughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), 52.

⁵⁶ *Ibid.*, 57.

Design, Single-Group Interrupted Time-Series Design, and Control-Group Interrupted Time-Series Design.⁵⁷ In this research, the researcher used Nonequivalent (Pre-Test and Post-Test) Control-Group Design for the design.

In this design consists of experimental class (group A) and control class (Group B). Both groups took a pre-test and post-test. Only the experimental group received the treatment. The design of the experimental could be described as follows:⁵⁸

Group A O1-----X-----O2

Group B O3-----O4

Notes:

Group A :Experimental Class, the class who is taught using Selective Highlighting and Note-Taking strategy

Group B :Control Class, the class who is taught using Lecturing strategy

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experimental class

O4 : Post-test for the control class

⁵⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE, 2009), 160-161.

⁵⁸ *Ibid.*, 160-161.

Based on the research design above, this research had two classes. Those were experimental class and control class. The pre-test was given to the students to measure the effect of a certain treatment.

This research design was divided into three steps:

1. Pre research step

This research step consists of preparing the data that was needed by the researcher before beginning the research. The preparation can be determine the experimental and control class, arrange lesson plan and instrument to get the data, and others.

2. Research Step

In this research step, the researcher applied the treatment to the experimental class. The researcher taught the class by using Selective Highlighting and Note-taking strategy. The data of the research will be gathered from pre-test and post-test.

3. Data analysis step

In this research step, the data which were collected will be analyzed by researcher. The steps were as follows:

- a. Collect the post_test score from experimental class and control class.
- b. Test the data using T-test

T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which

randomly taken from same population there is no significant difference.⁵⁹

Before conducting T-test, the researcher must find the other results, they were means, standard deviation, and standard error from each variable.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.⁶⁰

The population of this research was the eleventh grade students of SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018. The eleventh students of SMA Muhammadiyah 3 Ponorogo divided into three classes: IPA, IPS1, and IPS2. The total of population is 50 students and the number of students in each class that IPA consists of 14 students, IPS1 consists of 18 students, and IPS2 consists of 18 students.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶¹ The sample was taking by applied cluster random sampling. cluster random sampling is to select the intact group as a whole is known as a cluster sampling. In cluster sampling the sample units contain groups of element (cluster) instead of individual members

⁵⁹ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.

⁶⁰ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

⁶¹ *Ibid.*, 142.

or items in the population.⁶² The researcher conducted lottery method to take sample. The researcher took two classes. Those classes are IPS1 as experimental class which consists of 18 students and IPS2 as control class which consists of 18 students.

C. Instrument of Data Collection

The research instrument that was used by the researcher to collect the data in this research was written test. The form of the test used multiple choice tests which consist of twenty items. The test divided into two parts; pre-test and post-test. The pre-test was given to know students' condition before getting treatment. Meanwhile, the post-test was used to know students' condition after giving treatment by using selective highlighting and note-taking strategy.

⁶² Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*,

The instruments of data collection can show as the table below:

Table 3.1
Instruments of Data Collection

Variable	Kind of text	Indicator	Number item of indicators
Reading Comprehension	Narrative	1. Students can identify the general information of the narrative text.	Pre-test: 1, 6, 11, 16 Post-test: 1, 6, 11, 16
		2. Students can find the specific information of the narrative text.	Pre-test: 2, 7, 12, 17 Post-test : 2, 7, 12, 17
		3. Students can identify the meaning of the words based on the	Pre-test: 3, 8, 13, 18 Post-test: 3, 8, 13, 18

		text.	
		4. Students can find the moral value of the narrative text.	Pre-test: 4, 9, 14, 19 Post-test: 4, 9, 14, 19
		5. Students can identify the generic structure of the narrative text.	Pre-test: 5, 10, 15, 20 Post-test: 5, 10, 15, 20

In scoring the students; work, the researcher using the criteria as follows:

1. The 1 score was assigned if the students answer the test correctly.
2. The 0 score was assigned if the students answer the test incorrectly.

D. Technique of Data Collection

In the technique of data collection, the researcher uses two techniques to collect the data. They are test and documentation. The test is used to get the primary data, while documentation is used to get supporting data.

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁶³ The researcher conducted the test to collect data. The kind of test is narrative reading questions. The test used objective test in the form of multiple choice which consist of twentyfive questions. The students were asked to answer the questions in 60 minutes.

The test were given to the students, both control class and experimental class in two times. The first, students are given pre-test. It was given before the researcher gives material and a treatment was applied to experimental class. Pre-test was given to know the level of student's reading achievement before the treatment. The second was post-test. It was given to the students after the material were taught and treatment was given to experimental class.

Good instrument must meet two requirements, there were validity and reliability.

a. Validity

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is

⁶³ Donald Ary, et al. *Introduction to Research in Education*, 8th (Canada: Wardsworth Cengage Learning, 2010), 201.

assumed to measure) matches its proposed use.⁶⁴ Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and usefull in terms of the purpose of the assessment.⁶⁵ Validity refers to any measuring device or instrument is said to be valid when it measures what it is expected to measure.⁶⁶

In this research, the researcher used SPSS 23 version to measure the validity. The analyzed was used to find out the r_{xy} , then, consulted with r_{table} with 5% significance level for product moment with df or db is $n - r$; $20 - 2 = 18$. The r index is 0,444. If the value of r_{xy} is higher than the value of r_{table} , it indicated that the item is valid. If the value of r_{xy} is lower than the value of r_{table} , it indicated that the item is invalid.

To test the validity and reliability of the instrument, the researcher took sample of 20 respondents. Based on the calculation of item validity of the test shows that 25 items are valid (1, 2, 3, 4, 5, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30) and 5 items are invalid (6, 11, 12, 20, 24).

⁶⁴ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 159.

⁶⁵ Brown, *Language Assessment: Principles and Classroom Practices*, 22.

⁶⁶ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*,

The calculation of data validity, as follows:

Table 3.2
Recapitulation Test Item Validity

No Item	r' arithmetic	r' table	Explanation
1	0,697	0,444	Valid
2	0,582	0,444	Valid
3	0,833	0,444	Valid
4	0,494	0,444	Valid
5	0,796	0,444	Valid
6	0,096	0,444	Invalid
7	0,653	0,444	Valid
8	0,653	0,444	Valid
9	0,747	0,444	Valid
10	0,654	0,444	Valid
11	0,201	0,444	Invalid
12	-0,218	0,444	Invalid
13	0,582	0,444	Valid
14	0,615	0,444	Valid
15	0,653	0,444	Valid
16	0,653	0,444	Valid
17	0,747	0,444	Valid
18	0,582	0,444	Valid
19	0,655	0,444	Valid
20	-0,183	0,444	Invalid
21	0,615	0,444	Valid
22	0,653	0,444	Valid
23	0,654	0,444	Valid
24	-0,295	0,444	Invalid
25	0,796	0,444	Valid
26	0,498	0,444	Valid
27	0,449	0,444	Valid
28	0,697	0,444	Valid
29	0,654	0,444	Valid
30	0,697	0,444	Valid

Based on the table above, among 30 questions, there are 25 items are valid and 5 items are invalid. So, the researcher used 25 items of question for collecting the data.

b. Reliability

A reliable test is consistent and dependable.⁶⁷ Reliability means that scores from an instrument are stable and consistent.⁶⁸ Reliability refers to consistency throughout a series of measurements.⁶⁹ It refers to the degree of dependability or consistency of test score.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 23 version. Thus, if the obtained score is higher than the table r-score, it could be said that the test is reliable. The calculation of reliability shows as follows:

Table 3.3
The Result of Reliability Calculation

Reliability Statistics	
Cronbach's Alpha	N of Items
,902	30

⁶⁷ *Ibid.*, 20.

⁶⁸ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 159.

⁶⁹ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 21.

The calculation result of reliability was the value of the students' reliability instrument is 0,902. Then the value of reliability is consulted with "r" table on the significance level of 5%. The value of "r" table is 0,444. Because of the value of the "r" index of reliability (0,902) > "r" table (0,444), so the test is reliable.

2. Documentation

The other technique used by the researcher is do to collect the data is documentation. It used to find out supporting data. The researcher used documentation to the object research such as students name list to be used in detemining for data of the experimental and students score of the test. Furthermore, the researcher to know the school profile for research document.

E. Technique of Data Analysis

1. Assumption Test

After the test was given to the students in the pre and post test, it will be tested. The test was focused on students pre and post-test. The result from the test will be analyzed by Assumption Test, those are: the test of normality and test of homogeneity. It will be calculated which using SPSS 23 version.

The formula of normality and homogeneity as follow:

a. Normality Test

Normality test is to determine whether the population data is normally distributed or not.⁷⁰ The calculation of normality test is used SPSS 23 version. To find out the normality of data by followed this steps:

- 1) Input the data to the data view by first fill the variable view with write down the name of the classes.
- 2) Click analyze – non parametric test – sample K-S.
- 3) Drag the data into test variable
- 4) Click OK

That is hypothesis of the data:

H_0 : data is normally distributed

H_1 : data is not normally distributed

b. Homogeneity Test

Homogeneity test was used to know before we compare some of groups. It was useful to test homogeneity of variance in compared two or more groups.⁷¹ To calculate the homogeneity test, the researcher used SPSS 23 version. The steps of calculation as follows:

- 1) Open the SPSS program

⁷⁰ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

⁷¹ Retno, *Statistika*, 212.

- 2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- 3) Click analyze – compare means – one way anova
- 4) Drag X into dependent list and Y as factor list
- 5) Click options – checklist Homogeneity of variance test – OK

That is hypothesis of the data:

H_0 : data is homogeneous

H_1 : data is not homogeneous

2. Hypothesis Test

After tested the normality and homogeneity of the data, the researcher continue to the analyzing process of T-test calculation. In T-test the researcher analyze the data by using comparative score between experimental and control class in pre and post-test. The result of the calculation will show whether the Selective Highlighting and Note-taking Strategy is effective in teaching reading comprehension or not. In this research, the researcher uses SPSS Statistic 23 version for calculate data. The steps of calculation as follows:

- a. Open SPSS
- b. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure
- c. Click Analyze – Compare Means – Independent – Sample T Test
- d. In the dialog box of Independent-Sample T Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*

- e. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *Continue* – OK.

After calculated, the researcher proposed the alternative hypothesis (H_1) and null hypothesis (H_0) which is described below:

H_0 : If $t_{test} > \alpha$ (0,05) in significant degree 5%, there is significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

H_1 : If $t_{test} < \alpha$ (0,05) in significant degree 5%, there is no significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

Meanwhile, the degree of freedom (df) = $(N_1 + N_2) - 2$



CHAPTER IV

RESEARCH FINDING

A. Research Location

1. General Location

The research conducted at SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018. It is located in Jenderal Sudirman street, Turi village at Jetis district, Ponorogo. SMA Muhammadiyah 3 Ponorogo is a Senior High School built in Jetis at 1981 years. It is located in one area with Muhammadiyah Boarding School (MBS) Jetis.

SMA Muhammadiyah 3 Ponorogo supported by professional educators with education qualification of S1. SMA Muhammadiyah 3 Ponorogo, at its inception (1981) only had a few classes and now has development into 7 classes that consist of X-IPS (23 Students), X-MIPA (17 students), XI-IPA (14 students), XI-IPS 1 (18 students), XI-IPS 2 (18 students), XII-IPS 1 (20 students), and XII-IPS 2 (18 students).

SMA Muhammadiyah 3 Ponorogo uses KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eleventh and twelfth grade. Furthermore, they used 2013 curriculum for tenth grade.

2. Vision, Mission, and Goal

Vision

“Realizing learners who have noble character, skillful, intelligent, skilled and environmentally friendly”

Mission

- a. Realizing educational institutions SMA Muhammadiyah 3 Ponorogo has the soul of competence.
- b. Creating an institution SMA Muhammadiyah 3 Ponorogo as a quality human resources.
- c. Making the institution SMA Muhammadiyah 3 Ponorogo as a place the learners to develop and channel talents, interests, potential for achieving academic and non academic both local and national level.

Goal

- a. To graduate the learners who can be accepted in bona fide public / private universities.
- b. Provide psychologists for community for those who do not go to school or college.
- c. Optimizing learning and the use of existing infrastructure for innovative learning.
- d. Optimization of Islamic religious learning (based on Al-Qur'an and Sunnah).

- e. Encourage, follow and adjust developmental changes according to the desired by the education office.
- f. Optimizing the development of learners who excel in accordance with talents, interests, and potential.

3. The Organization Structure of SMA Muhammadiyah 3 Ponorogo

The organization structure of SMA Muhammadiyah 3 Ponorogo is as below:

- a. Headmaster : Drs. Suroso
- b. Deputy of Curriculum : Priyo Saptono, S.Pd.
- c. Deputy of Infrastructure : Slamed Suntoko, S.P.
- d. Deputy of Student : Edi Suparni, S.Pd.
- e. Head of Library : Dina Zulfatul Laily, S.Pd.
- f. Treasure of School : Sukamat
- g. Head of administration : Ibnu Malik, S.Kom
- h. Staff of Administration : Sri lestari

B. Data Description

In this research, the researcher used quai-experimental research where the researcher took two classes as a sample. Then, they were taught by using different strategy to find out the effectiveness of a certain strategy. In this research, the researcher took the eleventh grade students of SMA Muhammdiyah 3 Ponorogo as population. The the researcher took two classes as sample by

applied cluster random sampling. The researcher conducted lottery method to take sample, one class as experimental class and one class as control class. the total number of students of experiment class and control class is 36 students and each class has 18 students.

In experimental class, the students were taught by using Selective Highlighting and Note-taking strategy. Meanwhile, in control class the students were not taught by using Selective Highlighting and Note-taking strategy but the researcher was taught by lecturing strategy. In the end of this research, the researcher wants to compare between score on students' reading comprehension who are taught by using Selesctive Highlighting and Note-taking strategy and those who are not.

1. The Schedule of the Research

In experimtal class, the learning consisted of four meetings. They were pre-test, first treatment and second treatment with Selective Highlighting and Note-taking strategy, and the last was post-test. Furthermore, in control class, the learning consisted of four meetings. They were pre-test, first meeting, second meeting, and the last was post-test. The research schedule can be seen in the table below.

Table 4.1
Research Schedule of Experimental Class

Date	Activities
February, 22 th 2018	Pre-test
March, 01 th 2018	First treatment
March, 02 nd 2018	Second treatment
March, 08 th 2018	Post-test

Table 4.2
Research Schedule of Control Class

Date	Activities
February, 20 th 2018	Pre-test
February, 27 th 2018	First meeting
February, 28 th 2018	Second meeting
March, 07 th 2018	Post-test

2. The Procedure of the Research in Experimental Class and Control Class

In experimental class, the researcher taught the students by using Selective Highlighting and Note-taking strategy. The procedures of Selective Highlighting and Note-Taking strategy were students read the text aloud and highlight main ideas, supporting ideas, and important key words based on the text, then put an asterisk (*) next to highlighted main points, after that choose

a sentence and place check mark (√) over the meaningful words, and the last students are choosing two-column notes as one of the types of useful note-taking those are particularly effective for social studies. The learning process was done in a set of the learning process involved in this study such as pre-test, first treatment, second treatment, and post-test.

Before conducted treatment, the researcher gave pre-test to the students that it consists of twentyfive test items focus on narrative text. After conducted pre-test, the reseacher conducts first treatment. The material in first treatment was narrative text with the title "*The Jealous Crow*", that was focus on generic structure of the narrative text. Then the students were doing the exercises that it consists of True/False, W-H questions, and guest the meaning of the words. In second treatment the researcher conducted the narrative text material with the title "*Why Does the Cock Eat the Milipede*". The students are doing the excercises that it consists of True/False and take note focus on generic structure based on the text as the material. Finally, the researcher gave the post-test in the last meeting. Test items of the post-test was same like test items of pre-test.

Besides that, in control class, the researcher taught the students by using Lecturing strategy. The researcher gave explanation about the learning material to the students during the class. After that, the researcher gave the narrative text to the students and asked students to read the text. Then, the researcher asked students to answer the questions based on the text. The

learning process was done in a set of the learning process involved in this study such as pre-test, first meeting, second meeting, and post-test. In control class, the learning material and forms of test were same like in experimental class. The difference both class was strategy the researcher used in learning process.

In this research, the researcher before teaching the class gave pre-test to the both class. this activity aimed to know the condition of both class before the researcher gave treatment. In pre-test, there were twenty five test items. The form of the test was multiple choice.

The researcher after giving treatment by using Selective Highlighting and Note-taking strategy held post-test for experimental class and control class. it was aimed to know students' achievement after giving treatment. There were twenty five test items in post-test. The form of the test was multiple choice.

3. Students' Reading Comprehension Test Score of Experimental Class

The table below showed the result of students' reading comprehension achievement of pre-test and post-test for students who are taught by using Selective Highlighting and Note-taking strategy in experimental class.

Table 4.3**The Score of Students' Reading Comprehension in Experimental Class**

No	Name	Score	
		Pre-test	Post-test
1	Ade Zulfikar F	60	80
2	Asep Adi Setiawan	88	92
3	Binti Mahmudah	52	84
4	Danang Vidiatoro	72	88
5	Desi Andayani	64	80
6	Fitroh Tri Ardianto	56	84
7	Hendri K	60	88
8	Ifa Khoirunisa	80	96
9	Inayatul Fitriyah	84	92
10	Laurent Renaldo Alfais	60	80
11	Mariayasinta	56	92
12	Mela Nuriya	84	96
13	Muhammad Zainuri	72	80
14	Nur Rahmawati	76	92
15	Prengki Susilo	64	96
16	Puput Rahmawati	72	92
17	Riski Intan S.	60	80
18	Riris Sugianto	72	88
Total		1232	1500
Mean		68,444	88,235

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 88, while the lowest score of pre-test is 52. Furthermore, the highest score of post test is 96, while the lowest score is 80. The total score of pre-test is 1232 with the mean is 68,444. Meanwhile, the total score of post-test is 1500 with the mean 88,235.

The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class.

Table 4.4
Frequency Distribution of Pre-test in Experimental Class

Score Pre-test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	1	5,6	5,6	5,6
56	2	11,1	11,1	16,7
60	4	22,2	22,2	38,9
64	2	11,1	11,1	50,0
72	4	22,2	22,2	72,2
76	1	5,6	5,6	77,8
80	1	5,6	5,6	83,3
84	2	11,1	11,1	94,4
88	1	5,6	5,6	100,0
Total	18	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 5.6% students or 1 student got score 52, 11.1% students or 2 students got score 56, 22.2% students or 4 students got score 60, 11.1% students or 2 students got score 64, 22.2% students or 4 students got score 72, 5.6% students or 1 student got score 76, 5.6% students or 1 students got score 80, 11.1% students or 2 student got score 84, and 5.6% students or 1 student got score 88.

Based on the table above, the histogram can be seen in as follows:

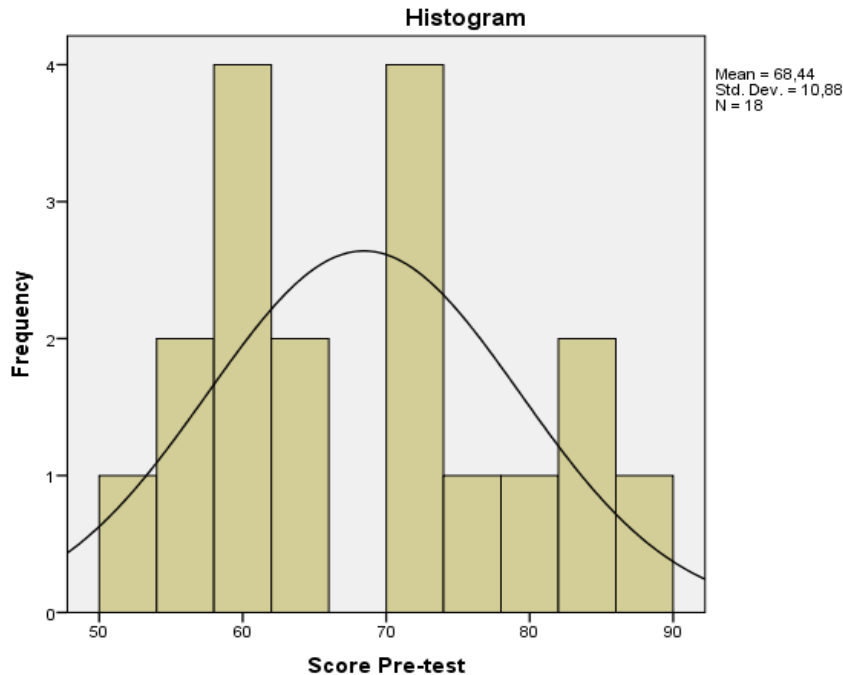


Figure 4.1
Histogram for the Pre-test in Experimental Class

From the histogram above, it is stated $M= 68,44$ and $SD= 10,88$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than $M + 1.SD$ ($68,44 + 10,88= 79,32$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($68,44 - 10,88= 57,56$) is categorized into low

Thus it can be seen that the scores which are more than 79,32 is categorized into good, the score between 58-79 is categorized into medium, and the scores which are less than 57,56 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.5

The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 79	4	22,22%	Good
2	Between 58-79	11	61,11%	Medium
3	Less than 58	3	16,67%	Low
	Total	18	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Selective Highlighting and Note-taking strategy in pre-test showed that 22.22% in the good category, 61.11% in the medium category, and 16.67% in the low category.

Table 4.6

Frequency Distribution of Post-test in Experimental Class

Score Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 80	5	27,8	27,8	27,8
84	2	11,1	11,1	38,9
88	3	16,7	16,7	55,6
92	5	27,8	27,8	83,3
96	3	16,7	16,7	100,0
Total	18	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 27.8% students or 5 students got score 80, 11.1% students or 2 students got score 84, 16.7% students or 3

students got score 88, 27.8% students or 5 students got score 92, and 16.7% students or 3 students got score 96.

Based on the table above, the histogram can be seen in as follows:

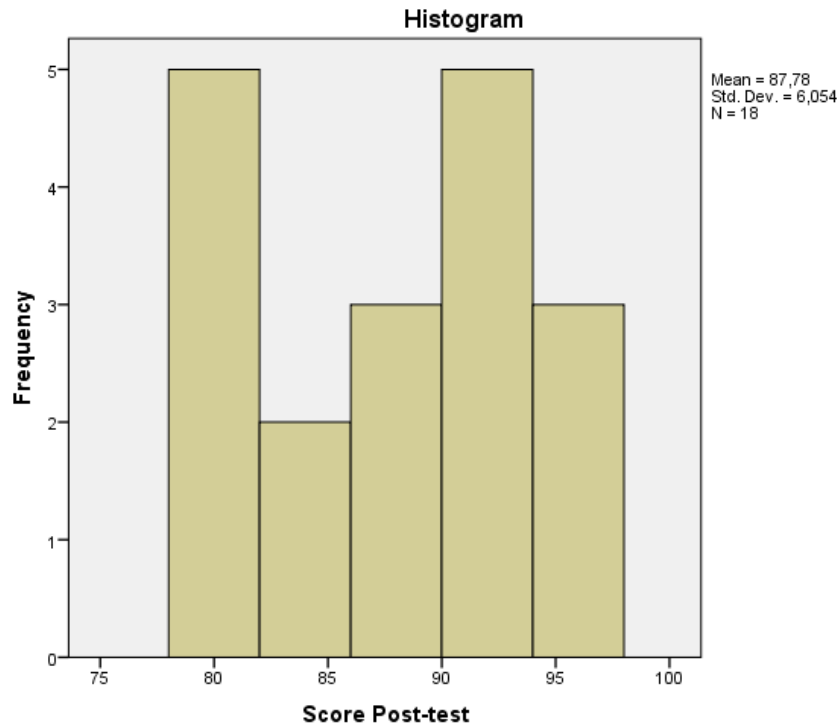


Figure 4.2

Histogram for the Post-test in Experimental Class

From the histogram above, it is stated $M = 87,78$ and $SD = 6,054$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than $M + 1.SD$ ($87,78 + 6,054 = 93.83$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($87,78 - 6,054 = 81,73$) is categorized into low

Thus it can be seen that the scores which are more than 93,83 is categorized into good, the score between 82-94 is categorized into medium, and the scores which are less than 81,73 is categorized into low. That categorized can be seen clearly in the following:

Table 4.7
The Categorization of Students' Post-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 94	3	16,7%	Good
2	Between 82-94	10	55,6%	Medium
3	Less than 82	5	27,8%	Low
	Total	18	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Selective Highlighting and Note-taking strategy in post-test showed that 16.7% in the good category, 55.6% in the medium category, and 27.8% in the low category.

4. Students' Reading Comprehension Test Score of Control Class

The table below showed the result of students' reading comprehension achievement of pre-test and post-test for students who are taught by using Selective Highlighting and Note-taking strategy in experimental class.

Table 4.8
The Score of Students' Reading Comprehension in Control
Class

No	Name	Score	
		Pre-test	Post-test
1	Anggi Bayu Setiawan	52	84
2	Apriliyaningsih	52	76
3	Bayu Santoso	40	72
4	Hasib Muhaimin	36	72
5	Joko Fitriyono	40	80
6	Puji	64	64
7	Ria Nurul Kholifah	72	76
8	Riko Ardiana Wahyu Saputra	64	76
9	Rizka Apriliani	72	88
10	Siti Marfu'ah	72	84
11	Siti Nafsiyah	80	80
12	Siti Nurjanah	56	76
13	Sulis Ermawati	44	72
14	Susilowati	64	64
15	Syaifuddin	76	76
16	Tri Mulyani	40	88
17	Wahyudin Nur Safa'i	60	80
18	Wita Sari	80	76
Total		1064	1384
Mean		59,111	76,889

From the table above, it can be seen that in the control class, the highest score of pre-test is 80, while the lowest score of pre-test is 40. Furthermore, the highest score of post test is 88, while the lowest score is 64. The total score of pre-test is 1064 with the mean is 59,111. Meanwhile, the total score of post-test is 1384 with the mean 76,889.

The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.9
Frequency Distribution of Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	5,6	5,6	5,6
	40	3	16,7	16,7	22,2
	44	1	5,6	5,6	27,8
	52	2	11,1	11,1	38,9
	56	1	5,6	5,6	44,4
	60	1	5,6	5,6	50,0
	64	3	16,7	16,7	66,7
	72	3	16,7	16,7	83,3
	76	1	5,6	5,6	88,9
	80	2	11,1	11,1	100,0
	Total	18	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 5.6% students or 1 student got score 36, 16.7% students or 3 students got score 40, 5.6% students or 1 student got score 44, 11.1% students or 2 students got score 52, 5.6% students or 1 student got score 56, 5.6% students or 1 student got score 60, 16.7% students or 3 students got score 64, 16.7% students or 3 student got score 72, 5.6% students or 1 student got score 76, and 11.1% students or 2 students got score 80.

Based on the table above, the histogram can be seen in as follows:

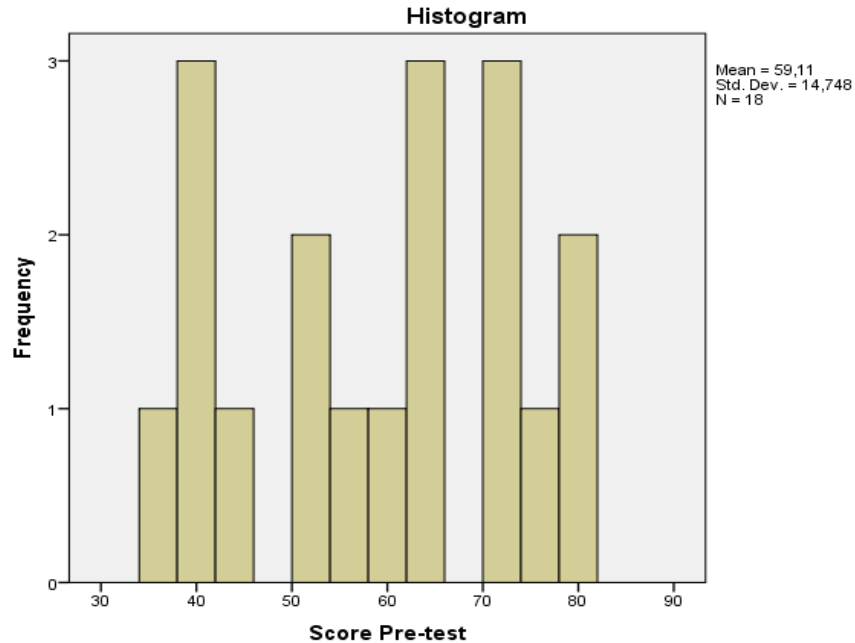


Figure 4.3

Histogram for the Pre-test in Control Class

From the histogram above, it is stated $M = 59,11$ and $SD = 14,748$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than $M + 1.SD$ ($59,11 + 14,748 = 73,86$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($59,11 - 14,748 = 44,36$) is categorized into low

Thus it can be seen that the scores which are more than 73,86 is categorized into good, the score between 44-74 is categorized into medium, and the scores which are less than 44,36 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.10
The Categorization of Students' Pre-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 74	3	16,7%	Good
2	Between 44-74	11	61,1%	Medium
3	Less than 44	4	22,2%	Low
	Total	18	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Lecturing strategy in pre-test showed that 16.7% in the good category, 61.1% in the medium category, and 22.2% in the low category.

Table 4.11
Frequency Distribution of Post-test in Control Class

Score Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	11,1	11,1	11,1
	72	3	16,7	16,7	27,8
	76	6	33,3	33,3	61,1
	80	3	16,7	16,7	77,8
	84	2	11,1	11,1	88,9
	88	2	11,1	11,1	100,0
	Total	18	100,0	100,0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 11.1% students or 2 students

got score 64, 16.7% students or 3 students got score 72, 33.3% students or 6 students got score 76, 16.7% students or 3 students got score 80, 11.1% students or 2 students got score 84, and 11.1% students or 2 students got score 88.

Based on the table above, the histogram can be seen in as follows:

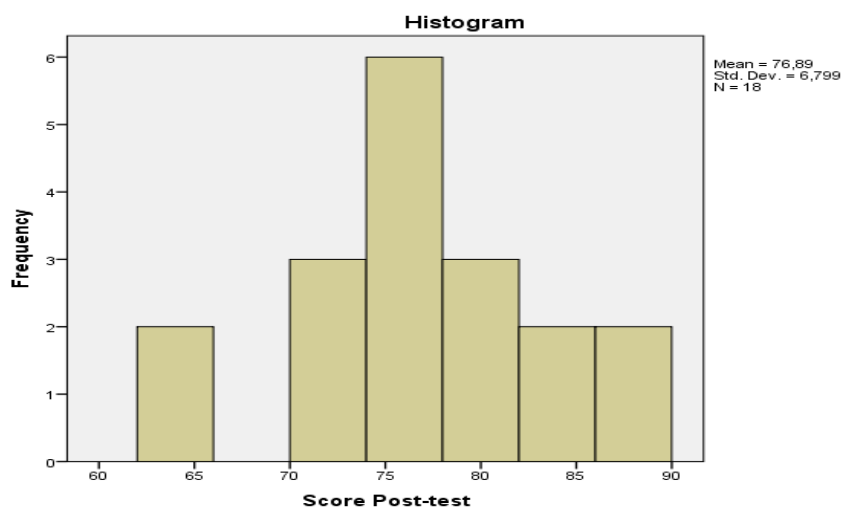


Figure 4.4
Histogram for the Post-test in Control Class

From the histogram above, it is stated $M = 76,89$ and $SD = 6,799$. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than $M + 1.SD$ ($76,89 + 6,799 = 83,69$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($76,89 - 6,799 = 70,09$) is categorized into low

Thus it can be seen that the scores which are more than 83,69 is categorized into good, the score between 70-84 is categorized into medium,

and the scores which are less than 70,09 is categorized into low. That categorized can be seen clearly in the following:

Table 4.12
The Categorization of Students' Post-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 84	2	11,1%	Good
2	Between 70-84	14	77,8%	Medium
3	Less than 70	2	11,1%	Low
	Total	18	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Lecturing strategy in post-test showed that 11.1% in the good category, 77.8% in the medium category, and 11.1% in the low category.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality and homogeneity test of the data.

1. Normality Test

Normality test is a kind of test that is used to find out whether the data is normally distributed or not. There are three kind of normality test, they are Kolmogorov – Smirnov, Lilieforsc, and Chi Square. In this research the researcher used Kolmogorov –Smirnov test and calculate the data by using SPSS 23 version.

a. Normality Test of Experimental Class

Table 4.13

Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Experimental_Class
N		18
Normal Parameters ^{a,b}	Mean	68,44
	Std. Deviation	10,880
Most Extreme Differences	Absolute	,170
	Positive	,170
	Negative	-,128
Test Statistic		,170
Asymp. Sig. (2-tailed)		,181 ^c

a. Test distribution is Normal.

Based on the calculation of SPSS 23 version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,181 > 0,05$). It means that the data of experimental class is normality distributed.

b. Normality Test of Control Class

Table 4.14

Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class
N		18
Normal Parameters ^{a,b}	Mean	59,11
	Std. Deviation	14,748
Most Extreme	Absolute	,142

Differences	Positive	,125
	Negative	-,142
Test Statistic		,142
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

Based on the calculation of SPSS 23 version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,200 > 0,05$). It means that the data of control class is normality distributed.

2. Homogeneity Test

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. In this research, the researcher used SPSS 23 version to calculate the value of homogeneity test. The result of calculation as below:

Table 4.15

The Result of Homogeneity Calculation

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2,406	1	34	,130

Based on the calculation of SPSS 23 version above, it can be seen from the value of Sig. that was higher than α ($0,130 > 0,05$). It means that the data is homogeneous.

3. T-test

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The researcher used T-test to analyzed the data. It was used to compare the students' reading achievement that divided into two groups which were taught by using different strategy. They were experimental class and control class. In experimental class was taught by using Selective highlighting and Note-taking strategy. Besides that, in control class was taught by using lecturing strategy. In this research, the researcher calculated the data of the research by using SPSS 23 version.

Table 4.16
Mean Score of Experimental Class and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Class	18	87,78	6,054	1,427
	Control Class	18	76,89	6,799	1,602

Based on the table above, th result of data analysis showed that the students' means score of experimental class (students who are taught by using Selective Highlighting and Note-taking strategy) is 87,78 while the students' means score of control class (students who are not taught by using Selective Highlighting and Note-taking strategy) is 76,89.

Table 4.17
The result of T-test Calculation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,004	,952	5,075	34	,000	10,889	2,146	6,528	15,250
	Equal variances not assumed			5,075	33,553	,000	10,889	2,146	6,526	15,252

From the table above, it can be seen that the value of T-test is 5,075 and the degree of freedom is 34 ($df = db - 2; 36 - 2 = 34$). The value of T_{table} in significant 5% is 2,03. To interpret the data above, the researcher formulate hypothesis as below:

H_0 : There was significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

H_1 : There was no significant difference score on students' reading comprehension who are taught by selective highlighting and note-

taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018..

The result of the research showed that the value of T-test is higher than T_{table} ($5,075 > 2,03$). It means that H_0 is accepted and H_1 is refused. It can be concluded that there was significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not (by using lecturing strategy).

D. Discussion and Interpretation

This research was conducted to find out the effective teaching strategy, especially in reading comprehension. Based on the computation above, it was shown that the difference coefficient of students taught using Selective Highlighting and Note-taking strategy and students not being taught using Selective Highlighting and Note-taking strategy is 5,075. That result was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 5, 075 from the computation above would be compared to the "t" index (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$, H_0 was accepted. It means that there was a significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not.

2. If the $t_0 < t_t$, H_0 was refused. It means that there was no a significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not.

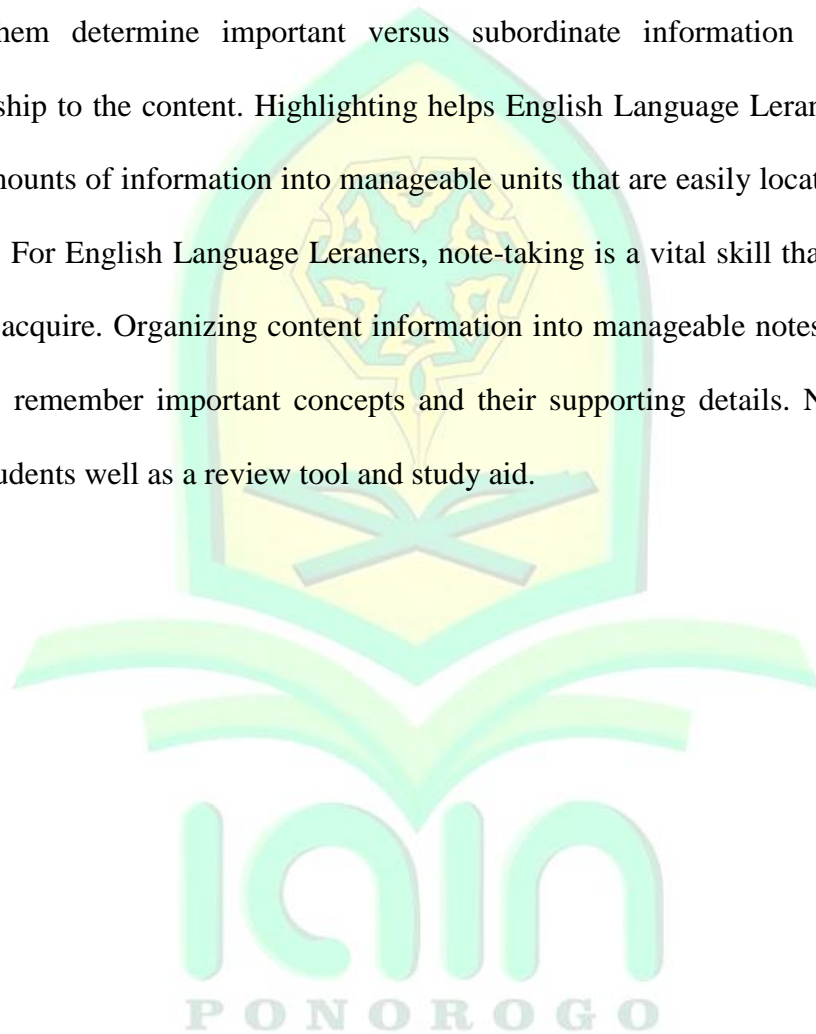
To determine the value of t_0 , the researcher was checking db and consulted with t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 18 + 18 - 2 \\ &= 34 \end{aligned}$$

At the significant standard 5%, the value of t_t is 2,03. Then, the value of t_0 is compared to the value of t_t . The value of t_0 is 5,075. So, $t_0 > t_t$. It means that H_0 is accepted and H_1 is refused.

From the calculation above, it can be seen that the students' reading comprehension who are taught by using Selective Highlighting and Note-taking strategy got better score than those who are not. So, it can be concluded that there is significant difference score on students' reading comprehension who are taught by selective highlighting and note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

Key benefits selective highlighting and note-taking strategy for English Language Learners are:⁷² when students highlight text, they are actively engaged in a decision-making process. For English Language Learners who may come to the learning situation with little prior knowledge of a subject, highlighting text helps them determine important versus subordinate information and their relationship to the content. Highlighting helps English Language Learners break large amounts of information into manageable units that are easily located within the text. For English Language Learners, note-taking is a vital skill that they need to acquire. Organizing content information into manageable notes can help students remember important concepts and their supporting details. Notes also serve students well as a review tool and study aid.



⁷² Bouchard, *Comprehension Strategies for English Language Learners*, 73.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, it can be concluded that there is significant difference score on students' reading comprehension who are taught by using Selective Highlighting and Note-taking strategy and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018. The students who are taught by using Selective Highlighting and Note-taking strategy get better score than those who are not. The result of this research is the mean score of the students' post-test from experimental class (88,24) is higher than control class (76,89). It has been found that the value of T-test is 5,075. This score is higher than t_{table} which is 2,03 in significant 5% with $df = 34$. It means that H_0 accepted. So, the use of Selective Highlighting and Note-taking strategy has significant difference in increasing students' reading achievement.

B. Recommendations

Based on conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and readers, as follows:

1. For the English teachers

The teacher should be use an appropriate strategy in teaching English because it makes the students learn English easily and effectively. The teacher is hoped to make students comprehend about the material which is given in learning process. Selective Highlighting and Note-taking strategy can be one of some strategy which is used in teaching reading comprehension, especially in narrative text. It is appropriate strategy to improve the students' reading comprehension achievement and make them more focus in reading comprehension.

2. For the students

The students should be attention and active during teaching learning process, especially English lesson. In English lesson there are four basic skills, one of them is Reading skill. Reading skill or comprehension is important to build the meaning of the text. The students should be understand the text about in reading lesson especially in narrative text. Selective highlighting and note-taking strategy is expected to make students become active, focus, and understand the text. So, Selective Highlighting and Note-taking strategy can be increase students' reading comprehension achievement.

3. For readers

For the other readers, the researcher hopes that the result of this research can be useful as a reference for further research concerning with English lesson especially in reading comprehension.

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