

THE USE OF NOTE TAKING TECHNIQUE IN READING NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this paper is to explain the implementation of note taking techniques in teaching of reading narrative text. Note taking is a reading technique which requires students to do several stages in reading: (1) read the whole text at glance, (2) find key words of each paragraph, (3) put key word in the column to make generic structure and language feature clearly. Based on the key word of generic structure and language feature, students are able to comprehend the text easier. This technique could be applied in senior high schools. Text which is used is narrative. The strength of this technique is that students have comprehended the text based on the note. The note is used to find key ideas of each paragraph of the text.

Key words: Teaching Reading, Narrative text, Note Taking

INTRODUCTION

Background of problem

Reading is a process to understand sign, word, and writtensymbol in a text. The writer tells his or her messages into the texts and hopes reader gets meaning of the message by identifying the meaning of texts. Through reading we can get information.

Based on curriculum of 2013 in Indonesia of junior high school which recommended by the government, there are five texts which have to be mastered by the students such as descriptive text, procedure text, report text, recount text, and narrative text. In those texts that have to be mastered by students, narrative text is one that has a purpose to entertain. Narrative text is synonymous with story. It has orientation,

Complication and resolution. The focus is on characters that have problems, adventures or experiences and will end with the resolving of the problems. This type of text engages the readers to an imaginative experience.

However, to understand the reading text is not easy. Westwood (2008:33) explains that “students are difficult to understand reading text, because students are lazy and slow to understand purpose of a text “. This makes students feel lazy and frustrated. Feeling lazy and frustrated usually arise because the students are not able to connect idea that they read. For example, students are not able to determine the purpose of each paragraph in the text and read the paragraph connected with another paragraph of the text contained in

the text. As a result, they do not understand the purpose of reading the text. Often, students do not re-examine or re-read their reading materials. When the students do not know the meaning of the text they read.

The writer recommends note taking technique in reading class. This is a kind of the technique that can improve student reading skill. Furthermore, it gives opportunities to the students to gather information and main idea of the text that they read.

Purpose of the paper

The purpose of this paper is to discuss how teacher implement note taking techniques to develop students reading skill of narrative text. Students are expected to use the note taking technique to find important details in reading text and make their own conclusion from the note result or keyword they read. Theoretically, this paper is expected to contribute to better scientific process in teaching reading. Practically, this paper can be used by teachers of English as a reference in teaching reading. This paper is also aimed to fulfill one of requirements to get strata 1 (S1) degree at English Department, Faculty of Teacher Training and Education Bung Hatta University.

REVIEW OF RELATED LITERATURE

Andrew (2008:4) says that reading is the act of linking one idea to another. Putting ideas together to create sensible whole is the essential part of reading. It is not necessary to know every word in order to read. Another opinion comes from Grabe (2009:15), declare that reading is an interactive process in two ways.

From the definition above the writer concludes that reading is understand of a message, symbols, letters, words, sentence and meaning. Reading is a process or an activity to make the readers hopefully gets the point.

In teaching reading, the teacher should consider the principle of teaching reading in order to make teaching and learning process more affective. Anderson and Nunan(2008:10) state that there are some basic principles for teaching reading:

1. Exploit the reader's background knowledge.
It means, in teaching reading, the teacher should know students background knowledge before gives them a text.
2. Build a strong vocabulary base.
The teacher helps the students to acquaint the vocabulary use in the text.
3. Teach for comprehension.

In teaching reading, the teacher not only asks the students to read, but also help them to comprehend the text.

4. Work in increasing reading rate.

In teaching reading, the teacher helps the students to increase their quality in reading a text.

5. Teach reading strategies.

In teaching reading, the teacher provides the strategies to help the students comprehend the content of text, therefore teaching and learning process are meaningful.

6. Encourage readers to transform strategies into skill.

After the teacher provides the strategies in teaching reading, ask the students to use the strategies until they have the ability in using the strategies.

7. Build assessment and evaluation.

To know whether students reading skill is better or not, the teacher do assessment to students' progress in reading activities.

8. Strive for continues improvement as a teacher.

As the teacher should always improve teaching strategies to help the students became effective and efficient reader.

Definition of Narrative Text

Narrative text is a kind of text taught at junior high school. Narrative text can say as tells a story has happened in a past time. Narrative purposes to entertain teach and tell experience. According to Langan (2005) Narration is commonly called as story calling, whether we are relating is single story or several stories related to ones. The story presents the details in which they happened. Furthermore, there are many types of narrative text: humor, romance, crime, real-life action, historical fiction, mystery, fantasy, science fiction, and adventure. Then, narrative can be presented in a written or spoken form, either in a foreign or local story

Note Taking Technique

Note Taking Technique is a kind of techniques that can influence teaching and learning process. Making a note is one of the techniques that are used by the students to help them in learning. According to Barkley (2010; 164) Note Taking Technique is technique to give the students for focusing their reading. Note Taking Technique helps the student to focus in their reading by taking a note of important information in the text. It makes the students became more effective and efficient in comprehending the text. In other word, Note Taking Technique

facilitates the students gather the information that can help them to understand the text.

Procedure of Note Taking Technique

According to Barkley (2010; 164) in applying Note Taking Technique the teacher should attend some steps as follow:

1. Explain the text and decide what the teacher wants student to look for in reading and assign a key word or phrase. This stage, the teacher asks the students to find some information from their reading. The teacher also directs the students to write the key words in their note.
2. Teacher tries to make the key word that is found in the text by creating the columns in order to make students easier to find out the meaning of the text.
3. While explain about the text, teacher leads the students to fill in the columns with appropriate key words. She/he gives the simple example and instructs the students to create in their own word sheet.

4. During the students read, teacher should remember the students to put their note/key word in appropriate columns.
5. Students submit their notes, or use them as study notes or as the basis for discussion with a partner.

The Advantages of Note Taking Technique

Barkley (2010:174) states that the advantages of making note are:

1. The note provides the students for remembering what one read. The teacher proof that the note which is made by the students it is important to help them in reading activities.
2. Providing a tool for summarizing information and ideas.
It this case, the teacher helps the students to make a good note to get the important information while they read.
3. Making connections.
The note that is made by the students is connected with the text that they read.
4. Seeing patterns and trends in history-related material and text.

**THE IMPLEMENTATION OF USING
NOTE TAKING TECHNIQUE A
NARRATIVE TEXT IN READING
CLASS OF JUNIOR HIGH SCHOOL**

Pre-teaching Activity

First, teacher greets and motivates the students. Greeting the students is very important to know how the students are. Motivating is also useful to increase students' enthusiasm. Then, teacher has to make sure that the students are ready to study. Their readiness can be seen by their attendance in the classroom and how their condition at that time.

Then, in this stage, teacher builds student's background knowledge with the topic being discussed. Teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic. Teacher can lead students' background knowledge by asking several questions such as:

Teacher : Have you ever read a story?

Students : Yes.

Teacher : What is the title? (Appoint a student)

Student 1 : Snow White.

Teacher : What is the story about?

Student 1 : It's about a princess who lived with seven dwarfs after escaped from her evil stepmother.

Teacher : And how about you, what story have you read?
(Appoint another student)

Student2 : Rapunzel

Teacher : What is the story about?

Student2 : About a princess that is being kept by a witch. And she has a very long hair.

Teacher : Snow White and Rapunzel are the example of fairy tales. From all the fairy tales you've read what are the common things that you found? I would say magic is one of them. What else?

Students : Princess, prince, knight, witch, fairy, dwarf.

Teacher writes down the words on the whiteboard and asks students to put in mind of the vocabulary that reveal from the last question teacher asked to the students as a key words of the next activity that they will receive.

Then the teacher tells students about what they are going to learn. Teacher tells the students about the purpose of the lesson they are going to learn. By knowing the purpose of the lesson, students can focus on the purpose only.

Whilst-teaching Activity

Whilst teaching activity is the main activity of teaching procedure in which the lesson begins to be introduced, delivered and practiced during the class.

Teacher shows a picture of snow white in front of the class because this picture is shown in order to explore student background knowledge about Snow White. Teacher asks several questions exploring students' background knowledge.



Picture 3.2 Snow White Picture

- Teacher : Do you know who is she?
Students : Snow White
Teacher : Yes. Before, your friend has told as a little about snow White story. What else do you know about Snow White?
Student 1 : She is poisoned by an apple.
Student 2 : Her step mother has a magic mirror.

Teacher : Yes. Now let's see whether this text has the same story as what you have read.

Then, teacher gives a simple narrative text. The text given will be equipped with the stage of generic structure of narrative text.

Snow White	
Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her step mother. She was very jealous of her beauty, so she wanted her to die.	Orientio
Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs and they lived happily.	
Unlucky the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The Queen turned into a witch. But Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.	Complic
	iresoluti

Teacher starts to use note taking technique as a teaching activity. This technique is recommended to use by Barkley (2010: 164). Students are asked to read silently and to identify the time sequences that they have found in the text. Then, teacher asks students about the use of sentences in the text. Next, teacher asks students what they have found in

orientation, complication, and resolution that are labeled beside the text.

After discussing the text, teacher explains about narrative text; (the purpose, generic structure, and language feature) that students might not know yet. Next, teacher provides information of generic structure and tries out to make the column. In other words, teacher has important role in guiding students in making note.

While explaining the material, the teacher asks the student to create columns. The teacher tries to lead the students to indentify the sequences sentences in order to understand the text. Then, the teacher instructs the students to create their own column. Column has key words that based on the important detail of the text. Through key words, teacher explains generic structure of the text.

When students have problems of unknown words, teacher can encourage them to use dictionary. It is important for teacher to discuss new vocabulary with students where as discussing new vocabulary can help them to comprehend the text. Thus, teacher gives examples in column to make lesson clear.

Teacher should remember the students to put the appropriate note and write in

their column. Next, teacher explains about language feature of narrative text by using note taking

Language Feature of Narrative Text

Title	Snow White
Language Feature	Note Taking
1. Focus on Character	Princess
2. Using Verb Action 3. Temporal Conjunction	Lived, wanted, made, put, came, escaped, revived In the end, long ago as the result

After that, teacher gives different narrative text to students and asks them to create their own column in work sheet based on generic structure and language feature.

Next, exchange their narrative text's column with other the students beside them. The students then are asked to revise their classmate's narrative text by quicking check the presence of generic structure of narrative.

Title	Snow White	
Generic Structure	Note Taking	
1. Orientation	-Who (Characters)	Princess = Snow White (main character) Queen = Step mother of the princess
	-When (Time)	When the story happen = A long time ago
	-Where (place)	Where the story take place = In the neverland.
2. Complicatio	Sequence events (problem occurred)	1. The queen wanted to kill snow white. 2. The queen gave snow white a poisoned apple. 3. Snow white was put into sleep for years.
3. resolution	Problem resolved	A charming prince to see snow white and revived her with kiss.

After the revision, the text is returned to its owner. Teacher chooses some of texts randomly to be discussed with the class. While discussing, the students are asks to revise their own key word by the lead of the teacher. The teacher and the students make a conclusion together.

Post-teaching activities

This is the last stage of teaching activity. The teacher assures whether the entire students have understood the way to read a narrative text by applying the “note taking” technique after reading activity or not.

Furthermore, the teacher may ask students’ difficulty in learning and understanding reading a narrative text; do you have any questions so far? Finally, at the end of the lesson, the teacher may give a song or funny movies to close the lesson and also give homework to read other narrative text or other related material using this strategy independently.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the previous discussion, teaching listening has purpose to train students to recognize and construct message or idea from a speech or conversation. In teaching listening, interactive strategy is effective strategy to practice students’ comprehension in

listening. It also can solve the students' and the teachers' problems in teaching listening. The implication of this strategy is providing the conversation from the audio that related to the topic. This media can encourage the students to comprehend the conversation since that interesting to them.

Using interactive strategy is very good as a strategy to teach listening. It can help the students to listen interactively and joyfully. More ever, the use of interactive strategy can bring more advantages to English classroom. It creates a lively and enjoyable classroom that increases students' interest and motivation.

Suggestions

Based on the conclusion above, the writer would like to give some suggestions for the teachers related to use interactive strategy to teach listening for students of Junior High School. First, the teacher should choose the suitable material that can be related to the topic. Second, through listening taped which should come from native, the students will get the real accent and pronunciation. Third, it will help students to acquire language subconsciously even if the teacher does not draw attention to its special features. Fourth, the teacher should be able to give motivation to the students. Fifth, the most important thing is that the teachers have to

make the class becomes attractive and fun. Finally, students will get better understanding from teaching listening.

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