DOCUMENT

NOTE TAKING PAIRS TO IMPROVE STUDENTS SENTENCE BASED WRITING ACHIEVEMENT

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NOTE TAKING PAIRS TO IMPROVE STUDENTS SENTENCE BASED WRITING ACHIEVEMENT

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Abstract

Students had skill to actualize their imagination and interpret their knowledge through writing which could be combined with good writing structure. Moreover, their writing skill still had low motivation and had not reached the standard writing structure. Based on the background above, this research has purpose to know the influence Note Taking Pairs in improving students'sentence based writing achievement. The subject of this research was the second semester of English Department in Muhammadiyah University of Semarang. It also used statistic non parametric method to analyze the students' writing achievement. The result of this research showed that Note Taking Pairs strategy could improve students'sentence based writing achievement. Hopefully this research is

recommended into learning process to improve students'writing skill especially in sentence-based writing subject.

Keywords: Note Taking Pairs, students' writing achievement, Sentence Based Writing

Introduction

Background

Students'achievement standard in writing skill is the basic skill to determine their skill in acquiring knowledge especially English. They can actualize their imagination and interpret their knowledge through writing which can be combined with good writing structure. Moreover, their writing skill still has low motivation and has not reached the standard writing structure.

Those statements above in accordance with Budhi Setiawan, Herman J Waluyo, and Suyatno Kartodirjo (2006: 62), ―Language teaching can not be separated from teaching in general which has aims are: (1) to improve the self existence; (2) to show the self potential; (3) to

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gather information; (4) to process information; (5) to solve the problem; (6) the ability to make decisions; (7) the

ability to act; (8) the ability to do oral communication, and (9) to improve writing skills.‖

It means that teaching writing skill needs many kinds of components which consists of speaking skill, reading skill, listening skill, grammar, vocabulary, self performance, critical thinking, teaching strategy, teaching method, and teaching media. Based on the statement above, the researcher focuses on students'language skill mastery especially writing. Students are expected to master writing sentences in achieving writing standard competence. The competence can be reached if the students have big motivation, good situation, and special time to create and convey creative ideas in writing especially sentences.

Nevertheless, the students of English Department of Semarang Muhammadiyah University especially second grade had less motivation and spirit. So, the reseacher tries to modify the teaching strategy using cooperative learning especially note taking pairs.

Statement of The Problem

Does the application of note taking pairs strategy improve students'sentence based writing achievement?‖

Theoretical Review

Cooperative Learning

Cooperative learning makes the students are active and creative in teaching learning process. As stated by Brown (2001: 47) cited in Wiwik Mardiana (2014: 92), the teaching and learning process asks students to cooperate

and discuss coopeartively.

Suprihatiningrum (2013:191) states that the students work together in group which they have their job responsibilities in their group to finish their task called cooperative learning.

Based on those statements above, it can be concluded that cooperative learning can reduce anxiety, promote higher achievement, promote students'interaction, and give students'opportunities to speak and practice, and gather more information.

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Note Taking Pairs

Writing sentences is a kinds of steps of teaching writing which needs strategy, method, and media to make teaching learning process is interesting and enjoyable. In line, the reseacher uses note taking pairs as the strategy of writing sentences. It is one of resiprocal teaching which is included in cooperative learning.

Dick Harrington (2011:1) said that cooperative learning is two students work together with the common goal of mastering the information being presented. After a segment of the lecture, one partner summarizes her or his notes to

the other, who in turn adds and corrects information. [1]

According to Elizabert E. Barkley, et all (2012:200-201) note taking pairs is strategy which involves students'roles as teacher and students in group.

Moreover Rebecca & Teddler (2008:8) said that students join and make a group consists of two students which have different task. One student make a note and one student add information dan revise it.

Based on the definitions above, it can be concluded that students' notes are used to gather information and develop ideas to create well writing.

Sentence Based Writing

Writing is a written form to share information. In accordance with this statement, Boardman and Frydenberg (2002:2) said a communication which needs awareness of the writers about how the readers will read what they write called writing.

In addition Harmer (2001:259) stated effective learning is promoted by the journey of self discovery called writing.

Based on the statements above, it can be [2] concluded that writing is self actualization of a person in written form which must focus on the needs of the readers.

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One of the subjects in writing is sentence based writing which is used in English Department of Semarang Muhammadiyah Universiy curriculum. It focuses on creating ideas into sentences in well structured.

According to Chaer (1994: 240) sentence is the component of words, phrases and clauses which are ended by punctuation.

Students Achievement

Students' achievement is the combination of psychomotor, afective, and cognitive (Bloom cited in Nurhadi (2004). In addition, Nurhadi (2004) said that the result of students'learning is achievement.

The definitions above conclude that students'achievement involve three aspects; cognitive, afective, and psychomotor.

Methodology

The research subject was second semester students of English Department in Muhammadiyah University of Semarang. It used quasi experimental design especially the one group pre test post test design. The students'writing achievement, observation, and questionnaire results were

the data sources. The data analysis used statistic non parametric which using small research sample called Wilcoxon Signed Ranks Test.

The basic indicator from this research such as; 1) The students'writing score got improvement more than 70, and 2) The mean of the questionnaire and observation result is more than 75% (Testiana, 2011:5).

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It also used assessment rubric from Harris (1969:134) which can be seen below;

Table 1. Assessment Rubric

Students'Mastery

Assessment Criteria

Category

91-100

excellent (A)

81-90

very good (B)

71-80

good (C)

61-70

medium (D)

51-60

low (E)

less than 50

very low (F)

Discussion

StudentsWriting Achievement Using Note Taking Pairs

The mean score of pre test is 61,14 and the mean score of post test is 84,86. It means that the students'writing achievement using note taking pairs was higher than the basic indicator 70 and the category based on Harris was B. So, it can be concluded that the application note taking pairs got improvement for teaching sentence based writing. The differences between pre and post test result could be seen from the figure below;

Figure 1. The differences between pre and post test result

90

80

70

60

50

Pre test

40

Post test

30

20

10

0

Students' writing achievement

Wilcoxon Signed Ranks Test

The improvement could also be seen from the Wilcoxon Signed Ranks Test below;

Negative Ranks is the differences between before and after negative variable was 0 observation. There are no observation in less variable from before observation. The rate rank was 0 and and the negarive rank was 0 too.

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Positive Ranks is the differences between before and after positive variable was 14 observation.There are 14 observations in after variable which was higher than before observation 7,5 and the postive rank was 105.

Ties are meant that there are no differences between before and after variable or 0 observation.

The result of asymp sig = 0,001 < =0,05 so Ho was rejected. It means that there are differences beween pre and post test using Note-Taking Pairs strategy.

The Students Observation Result

The observation result got 93,95% which is meant that it was higher than the basic indicator 75%. Almost students were participated in teaching learning process using note taking pairs. They were involved in the building knowledge of the field, modelling of the text, jont construction of the text, and individual construction of the text. They were also active when they did the task in group, such as; asking some questions, answering some questions, resuming the topics, writing the sentences, giving ideas, appreciating someone's ideas, doing assignment,etc.

The StudentsQuestionnaire Result

The Questionnaire results which were got from students'questionnaire are;

Note taking pairs strategy could help students to create ideas well. It was shown from the average questionnaire result 83%. It is meant that result was higher than the basic indicator 75%. If they got difficulties in writing sentences, they felt easier after they studied writing using note taking pairs. They also felt enjoyable when they work in pairs with their friends. After they worked in pairs, they continued to finish their writing based on the discussion result. So, their writing were interesting and coherence.

Conclusion

Based on the research result, it can be concluded that research using note taking pairs got improvement. It can be shown from the improvement of students'writing achievement score 84,86. It also supported by

students'observation result 93,95% and questionnaire result 83% which were higher than the basic indicator 75%. The application using interesting strategy can improve students' achievement, students'participation, and students'motivation.

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