

**IMPROVING STUDENTS' WRITING SKILL BY USING GUIDED NOTE
TAKING STRATEGY AT THE EIGHTH CLASS OF SMPN 5 PALOPO**



A THESIS

*Submitted to the English Study language of S1 Tarbiyah and Teacher Training
Faculty of State Institute for Islamic Studies of Palopo in Partian Fulfillment of
Requirement for S.Pd Degree in English Education*

**By
FARIDA
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**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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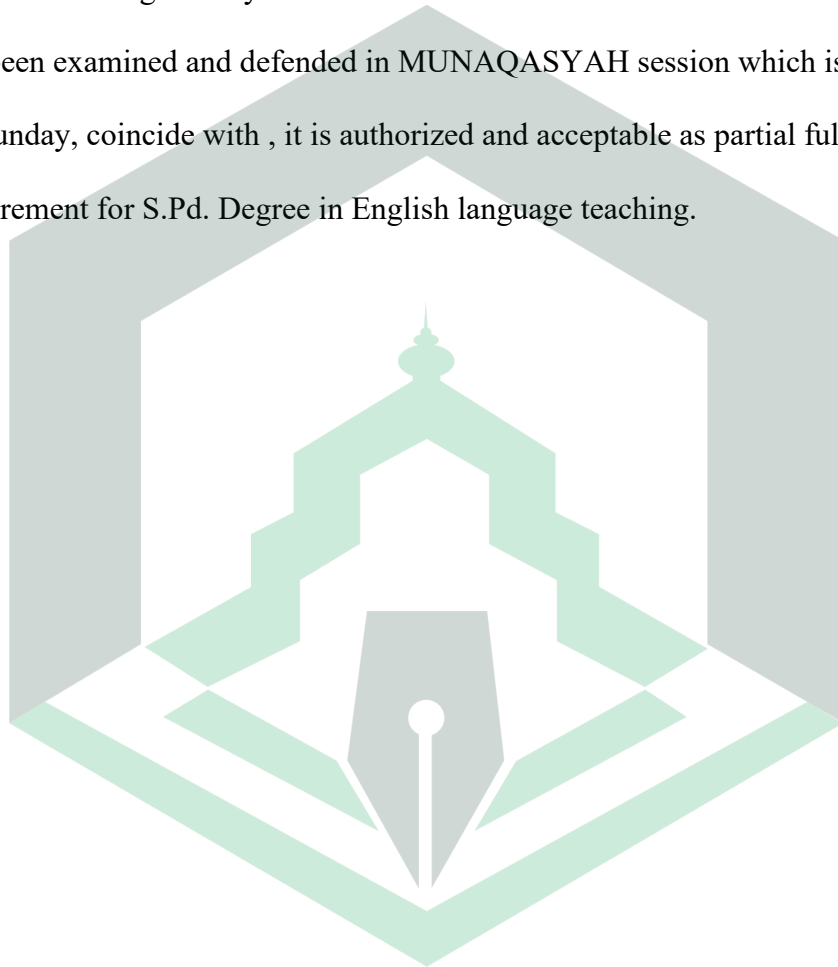
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FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2017**

THESIS APPROVAL

This thesis entitled ***“Improving Students’ Writing Skill By Using Guided Note Taking Strategy At The Eighth Class Of SMPN 5 Palopo”***, which is written by ***Farida***, REG. Number. 13.16.3.0048, English study program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies Palopo, and has been examined and defended in MUNAQSYAH session which is carried out on Sunday, coincide with , it is authorized and acceptable as partial fulfillment of requirement for S.Pd. Degree in English language teaching.



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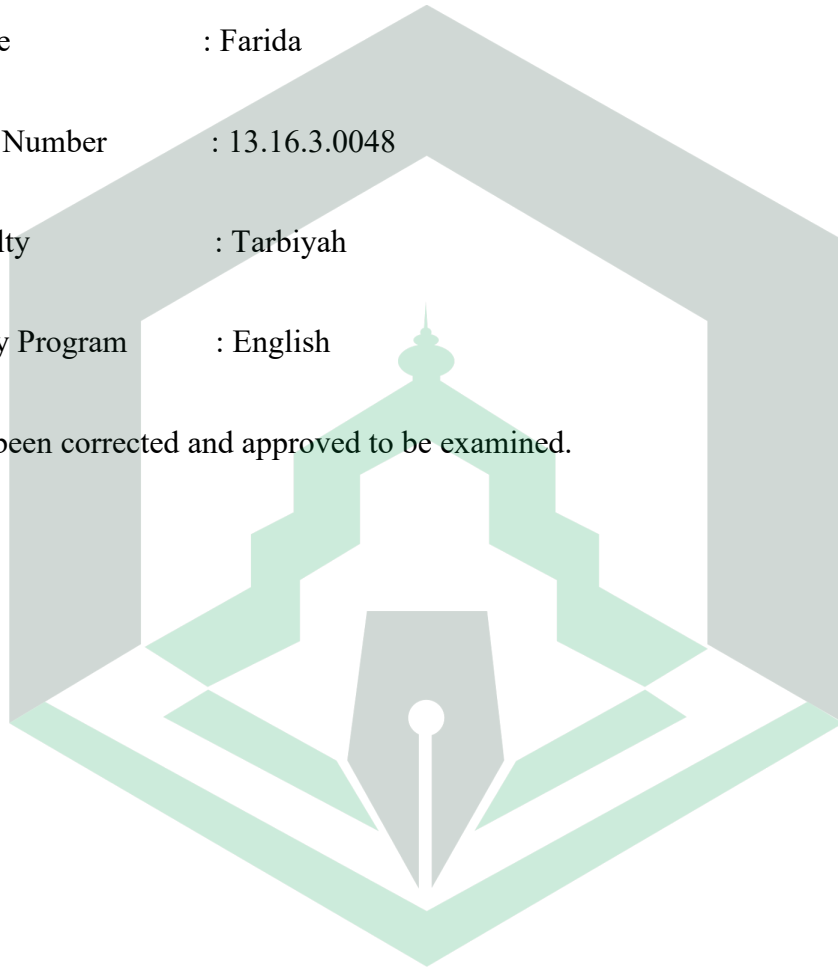
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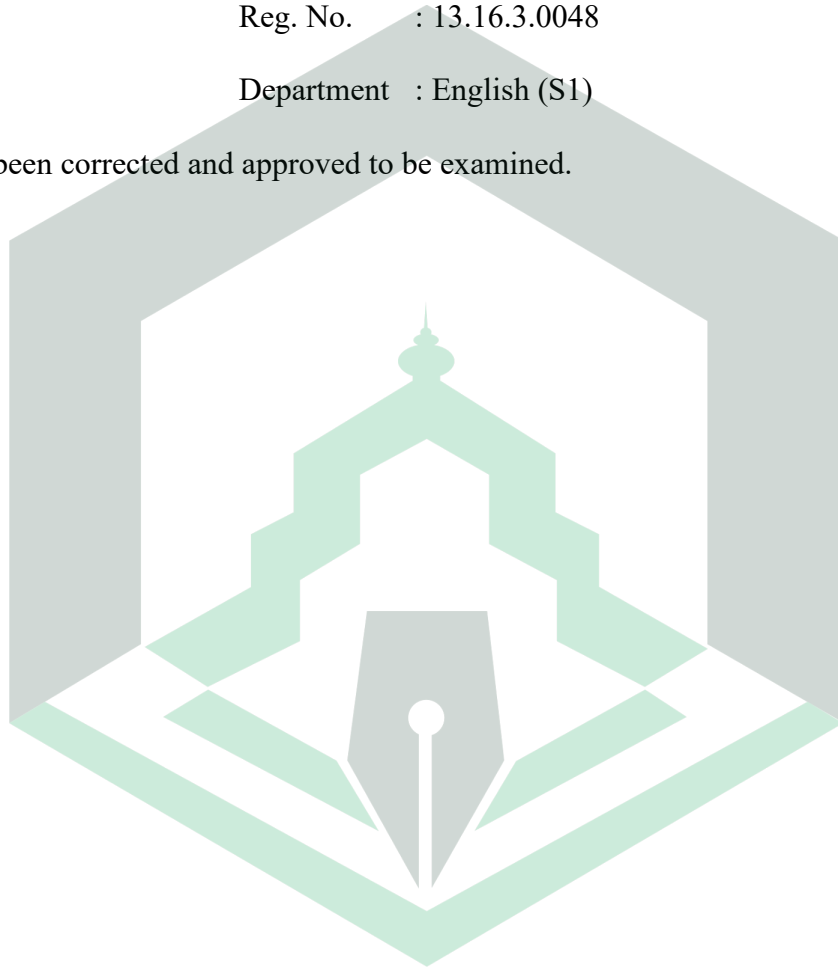
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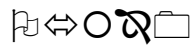
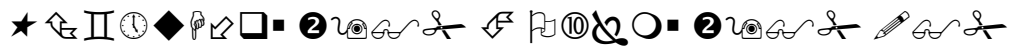
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Alhamdulillah Rabbil ‘Alamin, the researcher express my highest gratitude to Allah Subhanahu Wata’ala for the blessing, love, mercy on most of all change to finish this thesis. My salawat and salam be with our prophet Muhammad sallallahu’alaihi wasallam, who has guided us from the darkness to the lightness in this world as well as in the next world.

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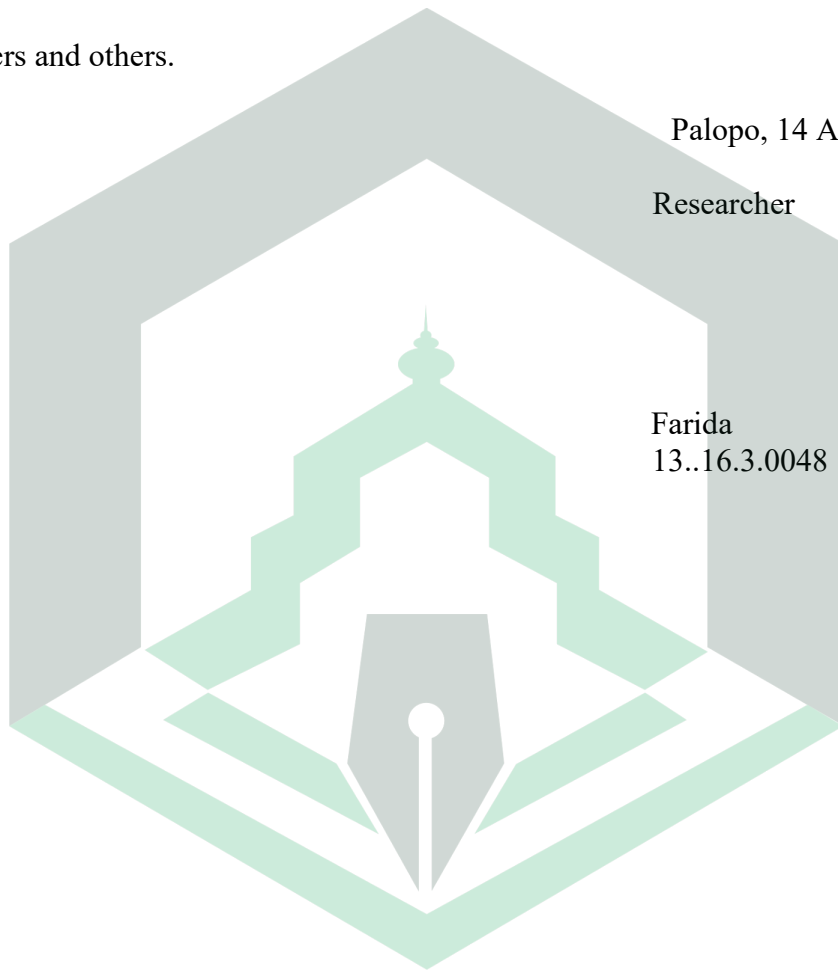
The writer also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realized that this thesis would not be created without their participation.

The writer hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving inteaching-learning of writing. the writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better. the writer hopes that this thesis would be useful and give positive contribution for the readers and others.

Palopo, 14 Agustus 2017

Researcher

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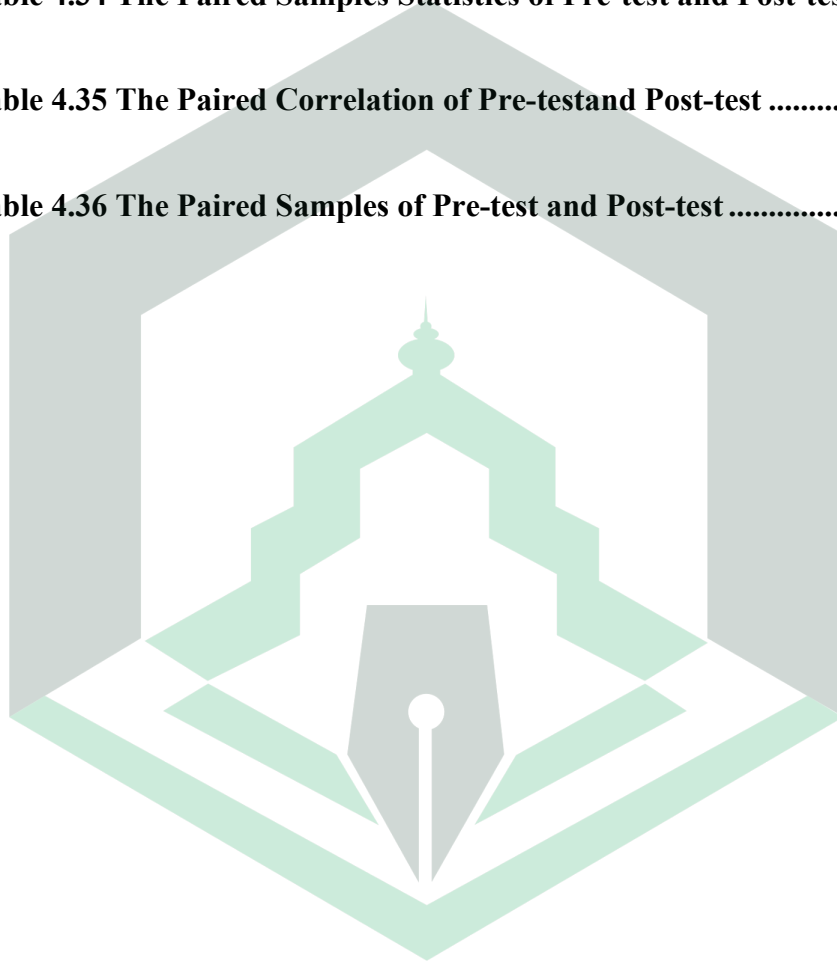
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ABSTRACT

FARIDA, 2017 : “Improving Students’ Writing Skill By Using Guided Note Taking Strategy at the Eighth Class of SMPN 5 Palopo”. A thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies of Palopo. Pembimbing : (1) Dr. Hilal Mahmud, M.M (2) Amir Faqihuddin, S.Ag., M.Pd.I.

Key Words : Improving Students’, *Writing Skill and Guided Note Taking Strategy*.

The research focuses on improving students’ writing skill by Strategy Guided Note Taking Strategy at the eighth Class of SMPN 5 Palopo. This research tries to find out whether the use of Guided note taking Strategy is effective or not in improving students’ writing skill at the eighth class SMPN 5 palopo.

The writer used pre-experimental method. The researcher used guided note taking strategy is a strategy that emphasizes on an increase in the ability in catching important point of oral text who heard, in a way to provide a guide that shaped lattice work in the form of the questions or a statement that has not perfect. The instrument collects the data of the research by using tenses test, camera, and paper. The population of this research was all of the eighth class of SMPN 5 palopo. The sample was taken from all population by using sampling technique. The number of sample 25 students. The research instruments were used in collecting data was test (pre-test and post-test). It aims to examine the students’ ability in writing skill in pre-test and post-test. Then the writer analysed their score by using t-test, and then explained clearly in the discussion. Then the researcher analyzed the students’ secon by using SPSS 20.

The result of this research shows that the use of Guided Note Taking Strategy is effective in improving students’ writing skill at the eighth class of SMPN 5 Palopo. The result t_{test} shows that (2,064) more higher than t_{table} (13,791) indicates that the student writing skill in SMPN 5 Palopo at the eighth class students is improved after the treatment.

CHAPTER I

INTRODUCTION

A. Background

Writing is considered as one of the important skills in English that should be taught to students. By writing, students are able to communicate with others easily across places and time using written forms. In this case, they can convey their messages to others without face-to-face interaction, such as writing a greeting card to their friends, writing letters to someone special, chatting with friends on overseas, and so on.¹

Writing is important in teaching-learning because it makes the other skills perfect. According to Raimes states that writing can help students to learn. Through writing students can be reinforced to grammatical structures, idioms and vocabulary that the teacher has gives them. It helps learners show what they have learned. After they have written to generate ideas to underline contradictions, to create new perspective on a subject. According D. Angelo, in teaching writing, culturally for beginners, teachers should begin it by stimulating student's interest in writing and building positive attitude toward writing. Everyday students impose some kind of order on reality by analyzing, comparing, contracting, exemplifying, classifying and discovering. Because effect of relationship in the world around them. They need to learn how to

¹ Sukirman. *Top Techniques In The Teaching Of Writing*. Alauddin University Press. 2014.

apply these principles in their own writing.² One of the types of genre that should be taught is guided note taking strategy. Guided note Taking Strategy is students asked to make records as the material described.

One the strength of interview result which the researcher does at the Eighth Class of SMP Negeri 5 Palopo, On Saturday 23th April 2016 at 10 o'clock. The researcher find out the problem is writing. When interviewing some students about problems in learning English, the researcher found the answers are different; some are troubled on reading, vocabulary, tenses, speaking, and writing. But, in this class, the most common problem is writing. When, the researcher was interviewing one student named Erika about the issue in learning English and she replied

"My problem that is a way of writing in English because sometimes any mention of her other and writing his also other and the usual also in one said there are letters her lost or wrong then that is also has a different".³

So, Researcher wants to improve student writing by using Guided Note Taking Strategy.

Guided Note Taking Strategy is students asked to make records as the material described. Then, students were given a guided that contains the abridgment point of the main subjects will be mentioned with a strategy lecture. Then, students in the share handout already in prepare, in the handout emptied majority of points in the considered important than will be there is a blank space in handout. But, the first explained to students that handout

² Arjiniingsih Amir. *Improving The Students Ability To Write Descriptive Text By Using Picture Method*.p.1.

³ Erika, Students of SMP Negeri 5 Palopo, (23th Of April 2016).

deliberately emptied several points important with the goal of so that students listening to the lessons

Will be conveyed. After the material finished in convey, students are asked to collect the results of a note.

Based on the situation above, the researcher conducts a research entitled “Improving Students Writing Skill by Using Guided Note Taking Strategy at the Eighth Class of SMP Negeri 5 Palopo”.

B. Problem Statement

Based on the problem statement above, the problem statement as follow Is the use of guided note taking strategy effective in improving students writing skill at the Eighth Class of SMP Negeri 5 Palopo?

C. Objective of Study

To find out whether the use of guided note taking strategy is effective in improved students writing skill at the Eighth Class of SMP Negeri 5 Palopo.

D. Significance of Study

The researcher is expecting to be useful information for the teacher, students, and teachers, and the researcher. For the teaching of English writing especially to write make a note:

1. The teacher.

They can choose the easier technique in writing for their students especially brainstorming

2. The students.

They can get some knowledge about prewriting like brainstorming

3. The researchers.

They not only can improve their knowledge about prewriting like brainstorming and kinds of text types like narrative text, but also do further research writing.

E. Scope of Study

Based on the scope of the study above, the research limits to the improve students writing skill by using narrative text at the Eighth Class of SMP Negeri 5 Palopo.

F. Operational Definition

Based on the title “improving students’ writing skill by using guided note taking strategy at the eighth class of SMP Negeri 5 Palopo”.

1. Improving (improve) is achieve or produce something better than.⁴

From the effort which doing by human only have one purpose are to improving their potential, and show their human identity as creature for produce something better than.

2. Writing skills is a skill of writing pouring thoughts, ideas, opinions about something, a response about a statement of desire, or the expression of feelings by using written language.⁵

⁴ Oxford Learners’ Pocket Dictionary. *Op. Cit.*, p. 216.

⁵ Zhaminang.wordpress.com/2013/05/17.

3. Guided note taking Strategy is method emphasizing at the make-up of ability in catching important point-point of writing text and oral text which heard, by giving guidance which in form of grille which in the form of statement or questions which in rough with a strategy lecture.⁶



⁶ Zaini Hizyam Dkk, *Strategi Learning* (Yogyakarta: CTSD, 2010), p. 28.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In writing this thesis, the researcher found some researcher related to this researcher as follows:

1. Alamsyah Pratama, *Improving students' writing skill through short story at third year students of English Department of STAIN PALOPO*. To increase students writing skill. Using a research experiment method, in his thesis states that analysis and the discussion in the previous chapter, the researcher had come to the following conclusion:⁷

Could give significant development toward the students' writing ability in English. It meant that short story could develop writing skill at the third year English study program class C (sample) of STAIN Palopo. It was found that most of the students gave positive respond and enjoy learning by using short story.

2. Rafab, Abdul. *Increasing Students' Writing through Free Topic Writing. Unpublished Thesis University Of Muhammadiyah Makassar*.⁸ To increase students writing through free topic writing. Using a research

⁷ Alamsya Pratama, *Improving Students' Writing Skill Through Short Story at Third Year Students of English Department Of Stain Palopo*. Stain Palopo 201. p.72.

⁸ Rafab, Abdul. *Increasing Students Writing Through Free Topic Writing. Unpublished Thesis. University Of Muhammadiyah Makassar* 2008. p.8.

experiment method. In his thesis states that writing is one of language skills in English and it is one activity that students should do most in their study.

Based on the previous findings above the researcher explains that her research is through writing assignment, the student can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing and other in the written form by strategy using guided note taking.

B. Concept of writing skill

1. Definition of writing skill

writing is the act of one who write, written from put it in writing handwriting, penmanship, some written, especially: meaningful letters or characters that constitute readable matter, and a written work, especially a literary composition.⁹ Writing as approach of expressing ideas or thoughts in world should be done at our leisure.¹⁰ Writing is the representation of language in a textual medium through the use of a set of sign or symbols.¹¹ In generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable material with a pen or pencil.

Rivers, distinguishes writing from other skills according to the form, it was from the simple form to the most highly developed one.

⁹ Farlex, Inc. *Definition Of Writing*. <http://www.thefreedictionary.com/Writing>. Accessed 2012.

¹⁰ Sutanto Leo, Dkk, *Essay Writing*, p.1.

¹¹ <http://en.wikipedia.org/wiki/Writing>. Accessed 3 January 2012.

From its simple one, writing can be conceived as the act of putting done in conventional graphic from something that had been spoken.¹²

The conclusions from definition above is so that can distinguish wrote of skill shape or form of a simple be growing.

2. Types of writing skill

The types of writing there are three namely:¹³

a. Narrative Writing

Narrative writing is defined as relating a sequence of event which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader. Effective narrative requires a writer to give a clear sequence of events (fictional or no-fictional) and to provide elaboration for it.

b. Descriptive writing

Descriptive writing is defined as the clear description of people, place, objects, or events using appreciate details. As effective description will contain sufficient and varied elaboration of details to communicate a complete since of the subject being described. Details used are usually sensory ones selected to describe vividly what the writer sees, hears, smells, touches, and tastes.

¹² Wilga M Rivers, *Teaching Foreign Language Skill* (Cambridge: Cambridge University Press, 1968), p.242.

¹³ Sunaryati, *Error Analysis In Writing Narrative Paragraph At Fourth Semester Students Of English Study Program Tarbiyah Departement (Iain Palopo)*, p.13-14.

c. Expository writing

Expository writing is defined as presenting reasons, explanation, or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in process. Effective expository writing should contain a main idea, supporting details, and conclusion.

Brown classifies types of writing performance into four classifications:

- a. Imitative writing; it deals with imitating the existing text read by teachers, and then students are asked to write what they listen.
- b. Intensive writing; as one may think, intensive writing as described here has nothing to do with writing intensively, but controlled.
- c. Responsive writing; this genre can be implemented for the students who have already mastered the fundamentals of grammar.

3. The Assessment of Writing

The Assessment of Writing is not an easy task. Before assessing writing, we have to make clear our objective or criterion.

a. Assessing writing task

To design writing assessments, teachers should consider what kinds of writing they want to assess. The following are the

ways to assess writing referring to the genre of writing presented in the first chapter adopted from Brown.¹⁴

1) Imitative writing task

Assessing imitative writing accounts for;

- a) Tasks in writing letters, words, and punctuation, this task aims to improve students' ability in writing letter and symbols.
- b) Spelling tasks and detecting phoneme-grapheme correspondences, a number of task types are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences.

2) Intensive writing

Assessing intensive writing accounts for;

- a) Dictation is an assessment of the integration of listening and writing. Ditto-comp, this kind of test, the teacher will read a paragraph at normal speed, usually twice or three times; then the teacher asks the students to rewrite what they have been read by their teacher.
- b) Grammatical transformation tasks (practical and reliable), are easy to administer and are therefore practical, quite high on score reliability, and arguably tap into knowledge

¹⁴ Ken Hyland, *Teaching and Researching Writing*, (Great Britain, 2009) p.9.

of grammatical forms that will be performed through writing.

- c) Picture-cue tasks, numerous types of this task are: short sentences, picture description, picture description, picture sequence description.
- d) Vocabulary assessment tasks, a number of assessments of reading recognition of vocabulary are multiple-choice technique, matching picture-cued identification, cloze techniques, guessing the meaning of a word in context.
- e) Ordering tasks, the teacher gives scrambled sets of words to the students and then asks the students to reorder the scrambled sets of the words into a correct sentence.
- f) Short-answer and sentence completion tasks, the test-takers are asked to write short-answer and complete sentences.

The second definition is writing assessment can be used most affectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they received.¹⁵

¹⁵ J. Michael O'Malley, Lorraine Valdez Pierc, *Authentic Assessment For English Language Learners* (United States of America). p.156.

C. Concept of Strategy Guided Note Taking

1. Definition of Guided Note Taking Strategy

Guided note taking strategy is a strategy that emphasizes on an increase in the ability in catching important point of oral text who heard, in a way to provide a guide that shaped lattice work in the form of the questions or a statement that has not perfect.¹⁶ In this strategy, the teacher, should prepare a material or scheme or other, which can help students in making note when conveying the subject matter.

There are many forms of or patterns that can be done to this strategy; one of them is filing dots.¹⁷ Guided note taking Strategy can increase to activate some students in teaching the contents of learning materials. Learners must be active in responding to lecture given by the teacher to listen, see, think and write. The learning process begins with the teacher share handout that has been prepared to learners. The handout deliberately designed by the teacher to drain the certain parts for later is filled by learners. Students are required to listen to all the explanation of teachers in order to be able to the fill emptied well.

Zainal Muttaqien argued that a Guided Note Taking Strategy is a strategy of learning that although in practice cannot be separated from the lectern, but this strategy fit used to start learning and presents the atmosphere of learning active so that students would focusy

¹⁶ Depdiknas. *Pedoman Penulisan Buku Nonteks*. 2008.

¹⁷ Hisyam Zaini, Bermawiy Munthe., Dkk., *Strategi Pembelajaran Aktif*, 2005, p.32-

attention on the terms and the concept that will be developed and material in touch with competence as well as the has designed. These strategies can also minimize downside of the lecture, which is a strategy that only relies on senses or hearing as a tool to learn that dominant.

Whereas Wina Sanjaya, argued that a Guided Note Taking Strategy is one strategy to turn on the class, where a teacher should prepare the media in the form of material or scheme (handout), who can help students in making note when a teacher is explain the lesson with the lecture.¹⁸ Based on definition or sense of learning strategy proposed is above can be concluded that method of learning is a way that carried out by a teacher in order to happen the learning process on themselves learners to reach the purpose.

Lerwin and dawson (2012), argue that Guided Note Taking Strategy is a learning to improve students' writing skills by pouring ideas into blank spaces that students use to write definitions, the answer, and additional information.¹⁹

2. Strategy of Guided Note Taking Strategy

Strategy is a strategy guided note the emphasis on the ability of learners in capturing the key points by way of providing guidance in

¹⁸ Fatmawati, Dani. *Penggunaan Strategi Guide Note-Taking Dengan Mengoptimalkan Alat Peraga Dalam Pembelajaran Matematika Untuk Meningkatkan Minat Belajar Siswa Dan Pemahaman Konsep Kubus Dan Balok*, 2010. p.14.

¹⁹ www.jurnal.skip.uns.ac.id

the form of lattice rudimentary that lecture hosted more teachers get the attention of learners. Free form of grating is called a handout note taking, namely handouts contents form a lattice or the finer points of the dots that are required of students during the learning process. Silberman states that the guided notes is a strategy in which the teacher provides a form or sheet (handout) that had been prepared to take notes when the teacher teaches. Meanwhile, Zaini stated guided note taking strategy that using a guide (handout), which contains a summary of the main points of the subject matter; the most important points are emptied to be filled by students when the teacher explains the lesson to the class.²⁰ Learning guided note taking strategy guided notes can focus the attention of learners and learners make notes more regularly and accurate. Based on the above opinion that teachers should be more creative in this learning process so that students are more active in learning when lectures strategy used.

3. Steps of Guide Note Taking Strategy

Guided Note Taking Strategy has the following steps:²¹

- a. The first; give students a guided summarizes the main points of the subject matter that you convey to the strategy lecture.

²⁰ Zaini, Hisyam, Bermawy Munthe, Sekar Ayu Aryani. 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Mada.

²¹ Hisyam Zaini, Bermawy Munthe., Dkk., Op. Cit., p.32-34.

- b. The second; free up some of the points that you think is important so that there will be empty spaces in the guide.
- c. The third; distribute the handout that you make to the students. Explain that you deliberately omit some important points in the handout to the objective that they remain concentrated hear the lesson would you say.
- d. The fourth; after completion of delivering the material, ask students to read the results of its records.
- e. The fifth; give clarification

4. Hypothesis

Based on problems above research formulated the hypothesis as follow:

- H_0 = there is no significant improvement on students' writing ability at the Eight Year Students of SMP Negeri 5 Palopo in 2015/2016 academic year after conducting the treatments.
- H_1 = there is significant improvement on students' writing ability at the Eight Year Students of SMP Negeri 5 Palopo in 2015/2016 academic year after conducting the treatments.

CHAPTER III

METHOD OF RESEARCH

A. Method and Design

1. Method

In this research the researcher applied an experimental research and this chapter presents design of the research, variables and operational definitions of variables, population and sample, instrument of the research, procedures of the research, and techniques of data analysis. The research takes one class of students at the Eighth Class of SMP Negeri 5 Palopo.

2. Design

This research will involve one group of students with one-group post-test design. The design of this research described as follow:



O_1 = Value of pretest (before the treatment)

O_2 = Value of posttest (after the treatment)

X = Treatment

Treatment influence of learning achievement = $(O_1 X O_2)^{22}$

²² Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Alfabeta, Bandung, 2013) p.102.

B. Procedure of collecting data

1. Pre –test

First writing performance test or Pre- test was conducted to group as the first step of the research. This test was purposed to obtain the data of the students' basic writing skill

2. Treatment

Guided note taking strategy to make paragraph complete from project which allotted by teacher with lecture strategy in this research. The treatment was designed for four meetings to the experimental group. In contrast, the control group was treated using conventional method. Time allocation for each meeting consisted of two hours of instruction (one hour of instruction is forty five minutes).

Treatment process applied to experimental group was administered by asking students to make paragraph complete from project which allotted by teacher with guided note taking strategy. Namely:

- a. The first, teacher gives students a guided that summarize the main points in the material narrative text about Sura and Baya of the researchers convey to the strategy lecture. And then free up some of the points that you think is important so that there will be empty spaces in the guide. After that distribute the handout that you make to the students. Explain that you deliberately omit

some important points in the handout to the objective that they remain concentrated hear the lesson would you say. And then after completion of delivering the material, ask students to read the results of its records. After than give clarification.

- b. The second, teacher gives students a guided that summarize the main points in the material narrative text about King Sulahkromo of the researchers convey to the strategy lecture. And then free up some of the points that you think is important so that there will be empty spaces in the guide. After that distribute the handout that you make to the students. Explain that you deliberately omit some important points in the handout to the objective that they remain concentrated hear the lesson would you say. And then after completion of delivering the material, ask students to read the results of its records. After than give clarification.
- c. The three, teacher gives students a guided that summarize the main points in the material narrative text about King of Animals of the researchers convey to the strategy lecture. And then free up some of the points that you think is important so that there will be empty spaces in the guide. After that distribute the handout that you make to the students. Explain that you deliberately omit some important points in the handout to the objective that they remain concentrated hear the lesson would

you say. And then after completion of delivering the material, ask students to read the results of its records. After than give clarification.

- d. The four, teacher gives students a guided that summarize the main points in the material narrative text about Poor Farmer of the researchers convey to the strategy lecture. And then free up some of the points that you think is important so that there will be empty spaces in the guide. After that distribute the handout that you make to the students. Explain that you deliberately omit some important points in the handout to the objective that they remain concentrated hear the lesson would you say. And then after completion of delivering the material, ask students to read the results of its records. After than give clarification.

3. Post-test

The study conducted the post test at the end of the research. It was conducted to measure the students' writing skill after the treatment. It was distributed to experimental and control group. This was intended and also to find out if after given a guided student will experience changes or not. And to know whether or not effective strategy.

C. Population and Sample

1. Population

The population of this research was the second class of Students of SMP Negeri 5 Palopo in 2015/2016 academic year. The total numbers of the second class are 150 students.

2. Sample

In this research, the writer used purposive sampling technique. The sample of this research was the second class of SMP Negeri 5 Palopo, which consisted of 25 students. The research chose the second class because based on the researcher thought that the second year have studied and understood a little about writing that the eighth classes, and also the researcher focused her research to one class in order to make easier in doing the treatment and control the students.

D. Instrument Of The Research

The instrument of this research was writing test where the researcher gave the test as pre-test and post-test. The pre-test was intended to find out the students' basic knowledge and their ability in writing, while the post-test was aimed to find out the students' ability in writing after the treatment is given

E. Variables Of The Research

1. Independent variable was the of guided note taking strategy using in teaching writing skill to the second Class Of SMP Negeri 5 Palopo.

2. Independent variable was the improving writing skill of the second Class of SMP Negeri 5 Palopo.

F. Technique of data analysis

In analyzing the data, the researcher used SPSS 16. To get out the student's perception in learning English writing narrative text by using guided note taking strategy, in this study offers five components, namely:

1. Content

No.	Score	Classification	Criteria
1.	27 – 30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2.	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt bit in may be limited or obvious insubstantial, too general.
3.	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4.	9-11	Poor	Not fluent, does not communicated information is very limited, boring.

5.	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.
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2. Organization

No	Score	Classification	Criteria
1.	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2.	14-17	Good	Adequate range occasional error of word / idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3.	10-13	Fair	Is quite clear, some words may lack precision. The writer struggle with eliminated vocabulary, grouping for words.
4.	7-9	Poor	Many errors of word / idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are,

			were, dominated.
5.	5-7	Very Fair	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1.	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2.	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with limited vocabulary, grouping for words.
4.	9-11	Poor	Many errors of word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are

			weak and view in number's, are, were, dominated.
5.	5-8	Very Fair	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

4. Grammar

No.	Score	Classification	Criteria
1.	23-25	Very Good	Effective complex, construction few error of agreement, tense, number, word order/ function, pronouns, preposition.
2.	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3.	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function, pronouns, preposition and or fragment. Does not communication.
4.	9-15	Poor	Dominated by error of grammar, cannot

			be understood and evaluated.
5.	5-8	Very Fair	Virtually no mastery of sentence construction rules.

5. Mechanic

No.	Score	Classification	Criteria
1.	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few errors of spelling, capitalization, paragraph.
3.	3	Fair	Some error spelling, punctuation, capitalization, paragraphing.
4.	2	Poor	Many errors of spelling, punctuation, capitalization.
5.	1	Very Fair	Illegible writing. ²³

²³ J.B. Heaton, *Writing English Language Test*, (New York: Longman 1998), p.146.

Calculating the test to know the difference between the result of pre-test and post-test by using SPSS.

The measure the quality of the students' writing score on the five component observed, the result of the calculation was classified into classification as follow:

91-100 classified as very good

76-90 classified as good

61-75 classified as fair

51-60 classified as poor

0-50 classified as very poor

The technique of data analysis involved some steps that are collaborated as follows:

To test the hypothesis, the value of t-test is compared to the value of t-table at the level of significance $\alpha = 0.05$ and degree of freedom $n-2 = 26$. The criteria of these are as follows:

$t_o > t_t$ = Accept null hypothesis

$t_o < t_t$ = Reject null hypothesis

Notes:

t_o = Test of significance (t-test)

t_t – Level of significance on one tailed test (t-table)²⁴



²⁴ Arikunto. *Prosedur Penelitian*. (Jakarta: PT. Rineka Cipta. 1992). p. 328.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher explains about finding and discussion of the data of the teacher. This chapter describes about the result of the research shows the realities and comparing between theory and application in the educational institution.

A. Findings of the research

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students score and standard deviation of the students' pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Writing Score in Pre-Test And Post-Test

a. Pre-test

In this section, the researcher shows the complete score of students in writing ability (content, vocabulary, and grammar) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' writing score in pre-test. The researcher presents them in tables and calculates the score by using SPSS 16. For more clearly, at first the researcher would show thaw complete students' score on writing ability of content, organization, vocabulary, grammar, and mechanic in pre-test. It is tabulates by following table:

Table 4.1
The Score of Students' Writing Skill in Pre-test

Respondent	The Aspect of Writing Skill					Total
	Content	Organization	Vocabulary	Grammar	mechanic	
R1	8	8	8	9	2	35
R2	8	7	7	8	2	42
R3	7	8	7	7	2	31
R4	12	8	9	7	2	38
R5	13	9	11	10	2	45
R6	11	7	7	6	1	31
R7	12	11	11	10	2	46
R8	12	11	9	8	1	41
R9	13	10	13	12	2	50
R10	12	9	9	7	1	38
R11	7	6	7	6	1	27
R12	6	5	5	5	1	22
R13	13	11	11	10	2	47
R14	13	13	14	12	2	54
R15	13	12	13	9	2	49
R16	12	9	9	7	1	38
R17	11	8	8	6	1	34
R18	10	7	6	6	1	30
R19	6	5	5	5	1	22
R20	12	9	8	8	1	38
R21	13	10	11	11	2	47

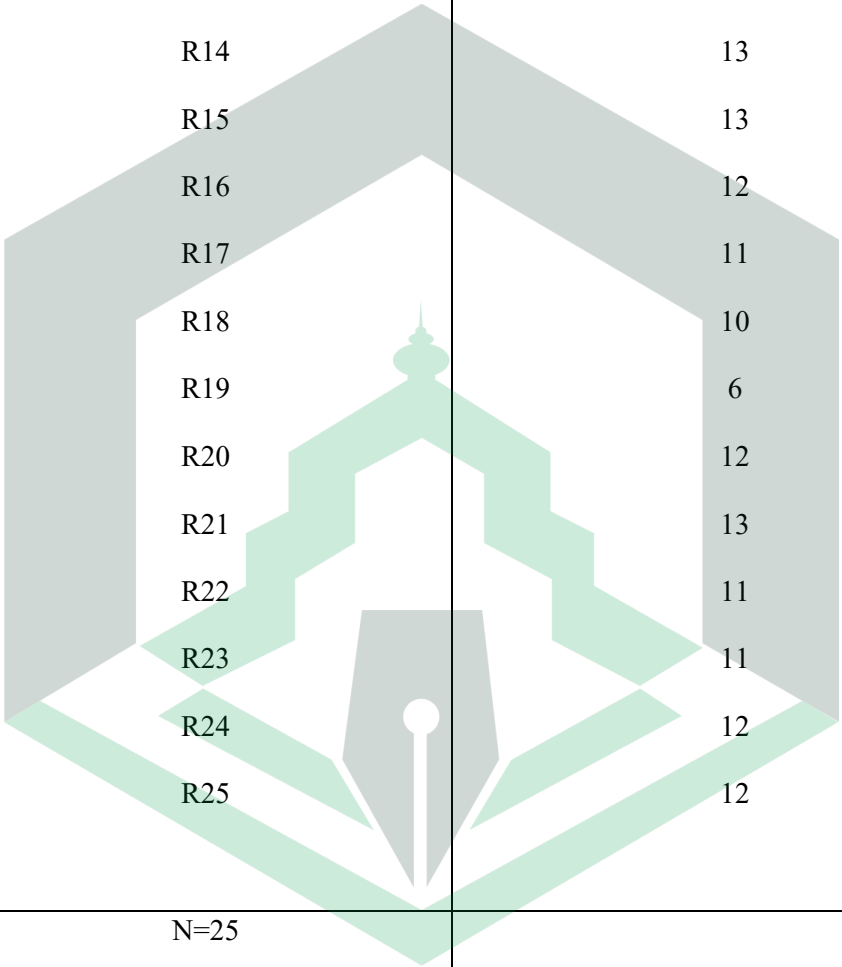
R22	11	7	7	6	1	32
R23	11	7	6	6	1	31
R24	12	10	9	9	2	42
R25	12	13	13	12	3	52
N=25						$\Sigma X =$ 965

Writing skill consists of five aspects: they were content, organization, vocabulary, grammar, and mechanic. So, in the section, the researcher would presents and tabulates the mean score of the students; writing ability one by one through the following tables.

1. Content

Table 4.2
The score of students' content in pre-test

Respondent	Content
R1	8
R2	8
R3	7
R4	12
R5	13
R6	11
R7	12
R8	12



R9	13
R10	12
R11	7
R12	6
R13	13
R14	13
R15	13
R16	12
R17	11
R18	10
R19	6
R20	12
R21	13
R22	11
R23	11
R24	12
R25	12
N=25	

The tabel 4.2 shows the scor of content aspect in pre-test. It can be seen from the table that here were six students who got the hight score (13). Meanwhile, there were only two students got the lowest score (6).

For looking in the mean score of students' content in pre-test, the researcher calculates it by using SPSS 16. The result was presents into descriptive statics table as follow:

Table 4.3
The mean score of students' Content in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	6.00	13.00	10.8000	2.34521
Valid N (listwise)	25				

From the table 4.3, it shows that the highest score of students were 13 and the lowest score was 6. Besides, it also indicates that the mean score of students' content in pre-test were 10,80 and the standard deviation was 2,345.

In other side, the researcher also had written the students' score of content before give treatment by using context clues technique and it presents through the table rate percentage scores. The tables are shown as follows:

Table 4.4
The Rate Percentage Score of the Students' Content in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very good	27-30	5	-	-
Good	23-26	4	-	-
Fair	12-14	3	14	56%
Poor	9-11	2	5	20%

Very poor	5-8	1	6	24%
Total			25	100%

Based on the table 4.4 that indicates the students' score in content of pre-test. It shows that there was none of students got very good (0%), and good (0%). Besides, there were 14 students (56%) who got fair, there 5 students (20%) who got poor, and the last there were 6 students (24%) got very poor. It is meaning that the all of students writing skill is low.

2. Organization

Table 4.5
The score of students' organization in pre-test

Respondent	Organization
R1	8
R2	7
R3	8
R4	8
R5	9
R6	7
R7	11
R8	11
R9	10
R10	9
R11	6
R12	5
R13	11

R14	13
R15	12
R16	9
R17	8
R18	7
R19	5
R20	9
R21	10
R22	7
R23	7
R24	10
R25	13
N=25	

The tabel 4.5 shows the scor of content aspect in pre-test. It can be seen from the table that here were two students who got the hight score (13). Meanwhile, there were only two students got the lowest score (5).

For looking in the mean score of students' organization in pre-test, the researcher calculates it by using SPSS 16. The result is presents into the table descriptive statics as follows:

Table 4.6
The mean score of students' organization in pre-test
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	5.00	13.00	8.8000	2.23607
Valid N (listwise)	25				

From the table 4.6 shows that the highest score of students were 13 and the lowest score was 5. Besides, it also indicates that the mean score of students' content in pre-test were 8,80 and the standard deviation was 2,236.

In other side, the researcher also had written the students' score of organization before give treatment by using narrative text and it presents through the table rate percentage scores. The tables are shown as follows:

Table 4.7
The Rate Percentage Score of the Students' Organization in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very good	18-20	5	-	-
Good	14-17	4	-	-
Fair	10-13	3	3	12%
Poor	7-9	2	10	40%
Very poor	5-6	1	12	48%
Total			25	100%

Based on the table 4.7 that indicates the students' score in organization of pre-test. It shows that there was none of students got very good (0%) and good (0%). Besides, there were 3 students (12%) who got fair, and there were

10 students (40%) who got poor. There were 12 students (48%) who got very poor. Its mean the students writing skill is low.

3. Vocabulary

Table 4.8
The score of students' vocabulary in pre-test

Respondent	Vocabulary
R1	8
R2	7
R3	7
R4	9
R5	11
R6	7
R7	11
R8	9
R9	13
R10	9
R11	7
R12	5
R13	11
R14	14
R15	13
R16	9
R17	8
R18	6
R19	5

R20	8
R21	11
R22	7
R23	6
R24	9
R25	13
N=25	

The tabel 4.8 shows the scor of content aspect in pre-test. It can be seen from the table that here were there students who got the hight score (13). Meanwhile, there were only two students got the lowest score (5).

Looking at the mean score of students' vocabulary in pre-test, the researcher calculates in by using SPSS 16. The result is present into descriptive statistics table as show:

Table 4.9
The mean score of students' Vocabulary in pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	5,00	14,00	8,9200	2,59679
Valid N (listwise)	25				

The table shows that the highest score of students were 14 and lowest score was 5. Besides, it also indicates that the mean score of students' vocabulary in pre-test were 8,92 and the standard deviation was 2,596.

In other side, the researcher also have written score of the students' vocabulary before giving treatment by using narrative text presents through the table rate percentage score. The table is shows as follow:

Table 4.10
The Rate Percentage Score of the Students' Vocabulary in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very good	18-20	5	-	-
Good	15-17	4	-	-
Fair	12-14	3	4	16%
Poor	9-11	2	9	36%
Very poor	5-8	1	12	48%
Total			25	100%

Based on the table above, that indicates the students' score in vocabulary of pre-test. It shows that there was none of students got very good (0%) and good (0%). Besides, there were 4 students (16%) who got fair, and there were 9 students (36%) who got poor. There were 12 students (48%) who got very poor. Its mean the students writing skill is low.

4. Grammar

Table 4.11
The score of students' grammar in pre-test

Respondent	Grammar
R1	9
R2	8
R3	7
R4	7
R5	10
R6	6
R7	10
R8	8
R9	12
R10	7
R11	6
R12	5
R13	10
R14	12
R15	9
R16	7
R17	6
R18	6
R19	5
R20	8
R21	11

R22	6
R23	6
R24	9
R25	12
N=25	

The tabel 4.11 shows the scor of content aspect in pre-test. It can be seen from the table that here were there students who got the hight score (12). Meanwhile, there were only two students got the lowest score (5).

Looking at the mean score of students' grammar in pre-test, the researcher calculates in by using SPSS 16. The result is present into descriptive statistics table as follows:

Table 4.12
The mean score of students' Grammar in pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	5.00	12.00	8.0800	2.21585
Valid N (listwise)	25				

The table shows that the highest score of students were 12 and lowest score was 5. Besides, it also indicates that the mean score of students' grammar in pre-test were 8,080 and the standard deviation was 2,215.

In other side, the researcher also have written score of the students' grammar before giving treatment by using strategy guided note taking presents through the table rate percentage score. The table is shows as follow:

Table 4.13
The Rate Percentage Score of the Students' Grammar in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very good	23-25	5	-	-
Good	20-22	4	-	-
Fair	16-19	3	3	12%
Poor	9-15	2	7	28%
Very poor	5-8	1	15	60%
Total			25	100%

Based on the table above, that indicates the students' score in grammar of pre-test. It shows that there was none of students got very good (0%), good 0 student (0%), and fair 3 students (12%). Besides, there were 7 students (28%) who got poor. And there were 15 students (60%) who got very poor. Its mean the students writing skill is low.

5. Mechanic

Table 4.14
The score of students' mechanic in pre-test

Respondent	Mechanic
R1	2
R2	2
R3	2
R4	2
R5	2
R6	1
R7	2
R8	1
R9	2
R10	1
R11	1
R12	1
R13	2
R14	2
R15	2
R16	1
R17	1
R18	1
R19	1
R20	1
R21	2

R22	1
R23	1
R24	2
R25	3
N=25	

The tabel 4.13 shows the scor of content aspect in pre-test. It can be seen from the table that here were one students who got the hight score (3). Meanwhile, there were only twelfth students got the lowest score (1).

Looking at the mean score of students' mechanic in pre-test, the researcher calculates in by using SPSS 16. The result is presents into descriptive statistic table as follow:

Table 4.15
The mean score of students' Mechanic in pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	3.00	1.5600	.58310
Valid N (listwise)	25				

The table shows that the highest score of students were 3 and lowest score was 1. Besides, it also indicates that the mean score of students' vocabulary in pre-test were 1,560 and the standard deviation was 0,583.

In other side, the researcher also have written score of the students' mechanic before giving treatment by using strategy guided note taking presents through the table rate percentage score. The table is shows as follow:

Table 4.16
The Rate Percentage Score of the Students' Mechanic in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very good	5	5	-	-
Good	4	4	-	-
Fair	3	3	1	4%
Poor	2	2	12	48%
Very poor	1	1	12	48%
Total			25	100%

The table 4.16 that the students' score in mechanic of pre-test. The table shows that there was none of students 0 got very good (0%), and good 0 students (0%). Besides, there were 1 student (4%) got fair, there were 12 students (48%) got poor, and there were 12 students (48%) who got very poor. Its mean the students writing skill is low.

b. Post-test

In this area, the researcher made the rate percentage of students' score writing ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' score writing ability of content, organization, vocabulary, grammar and mechanic in post-test were tabulates as follow:

Table 4.17
The Score of Students' Writing Skill in Post-test

Respondent	The Aspect of Writing Skill					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	
R1	11	11	13	14	3	52
R2	13	12	13	13	3	54
R3	14	12	13	14	3	56
R4	13	10	12	23	3	63
R5	11	12	13	14	3	53
R6	12	10	13	14	3	52
R7	23	13	13	14	3	66
R8	14	13	14	14	3	58
R9	14	13	23	25	4	79
R10	23	12	12	23	3	73
R11	11	10	12	24	3	60
R12	13	12	24	25	3	77
R13	14	13	14	23	3	67
R14	14	14	23	24	4	79
R15	23	13	14	25	3	78
R16	14	12	13	24	3	66
R17	14	12	14	23	4	67
R18	11	10	12	24	3	60
R19	13	11	12	23	3	62
R20	14	13	14	24	3	67
R21	14	13	13	23	3	66

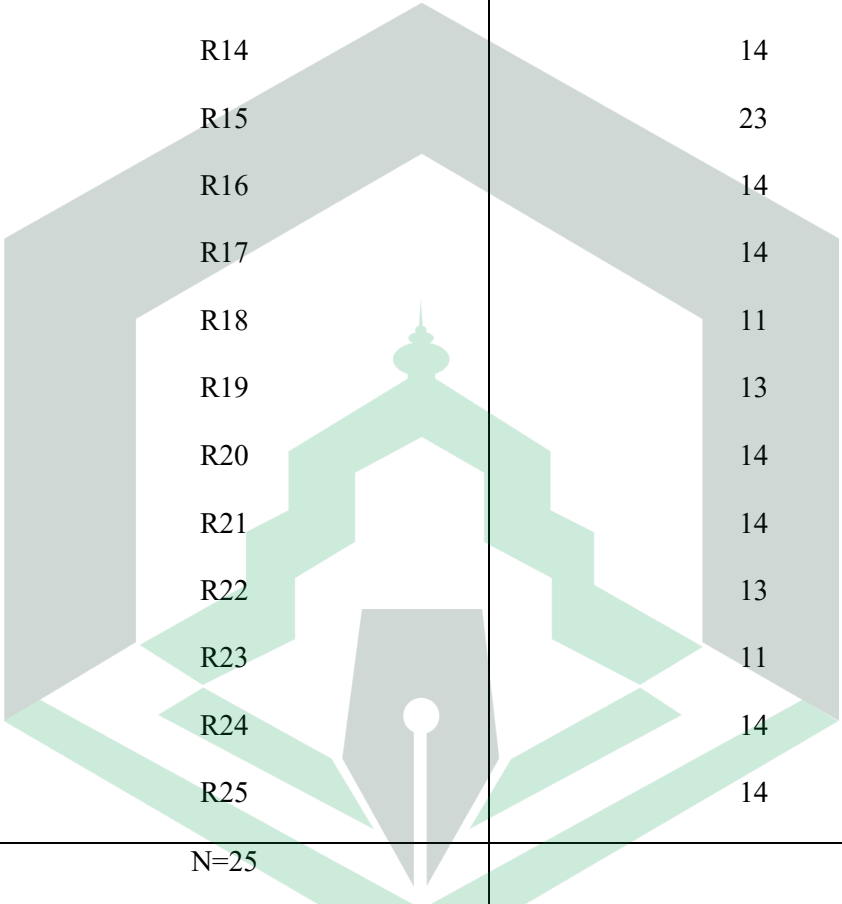
R22	13	10	14	23	3	63
R23	11	12	12	24	3	62
R24	14	14	23	25	4	80
R25	14	23	25	25	4	91
N=25						$\sum X=1.6$ 51

In other side, the researcher had classified based on English writing assessments that consisted of content, organization, vocabulary, grammar, and mechanic. It was presented through the table distribution frequency and percentage. It shows follow:

a. Content

Table 4.18
The Score Students' Content in Post-Test

Respondents	Content
R1	11
R2	13
R3	14
R4	13
R5	11
R6	12
R7	23
R8	14



R9	14
R10	23
R11	11
R12	13
R13	14
R14	14
R15	23
R16	14
R17	14
R18	11
R19	13
R20	14
R21	14
R22	13
R23	11
R24	14
R25	14
N=25	

Looking at the score students' content in post-test, the researcher calculates it by using SPSS16. The result presents into descriptive statistic table as follows:

Table 4.19
The mean score of students' Content in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	11.00	23.00	14.2000	3.51188
Valid N (listwise)	25				

From the table 4.19, it shows that the highest score of students were 11 and the lowest score was 23. Besides, it also indicates that the mean score of students' content in post-test were 14.20 and the standard deviation was 3,511.

In other side, the researcher also had written the students' content who had been given treatment by using strategy guided note taking and it presents through the table rate percentage scores. The table was showed as follows:

Table 4.20
The Rate Percentage Score of the Students' Content in Post-test

Classification	Score	Rating	Frequency	Percentage
Very good	27-30	5	-	-
Good	23-26	4	3	12%
Fair	12-14	3	17	68%
Poor	9-11	2	5	20%
Very poor	5-8	1	-	-
Total			25	100%

Based on the table above, showed that the students' scores in content of post-test were vary; in which there was none of the students (0%) got very good, and there were 3 students (12%) got good classifications. There were 17 students (68%) got fair. There were 5 students (20%) got poor, and there was none of the students (0%) got very poor classifications.

b. Organization

Table 4.21
The score of students' organization in post-test

Respondent	Organization
R1	11
R2	12
R3	12
R4	10
R5	12
R6	10
R7	13
R8	13
R9	13
R10	12
R11	10
R12	12
R13	13
R14	14
R15	13

R16	12
R17	12
R18	10
R19	11
R20	13
R21	13
R22	10
R23	12
R24	14
R25	15
N=25	

Looking at the score students' organization in post-test, the researcher calculates it by using SPSS16. The result presents into descriptive statistic table as follows:

Table 4.22
The mean score of students' organization in post-test
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	10.00	23.00	12.4000	2.53311
Valid N (listwise)	25				

From the table shows that the highest score of students were 10 and the lowest score was 23. Besides, it also indicates that the mean score of students' organization in post-test were 12,40 and the standard deviation was 2,533.

In other side, the researcher also had written the students' score of organization before give treatment by using strategy guided note taking and it presents through the table rate percentage scores. The tables are shown as follows:

Table 4.23
The Rate Percentage Score of the Students' Organization in Post-test

Classification	Score	Rating	Frequency	Percentage
Very good	18-20	5	-	-
Good	14-17	4	1	4%
Fair	10-13	3	17	68%
Poor	7-9	2	7	28%
Very poor	5-6	1	-	-
Total			25	100%

Based on the table above, showed that the students' scores in organization of post-test were vary; in which there was none of the students (0%) got very good, and there were 1 student (4%) got good classifications. There were 17 students (68%) got fair. There were 7 students (28%), and there was none of the students (0%) got poor and very poor classifications.

c. Vocabulary

Table 4.24
The Score Students' Vocabulary in Post-Test

Respondents	Vocabulary
R1	13
R2	13
R3	13
R4	12
R5	13
R6	13
R7	13
R8	14
R9	15
R10	12
R11	12
R12	17
R13	14
R14	15
R15	14
R16	13
R17	14
R18	12
R19	12
R20	14
R21	13

R22	14
R23	12
R24	15
R25	17
N=25	

Looking at the mean score of students' vocabulary in post-test, the researcher calculates in by using SPSS 16. The result is present into descriptive statistics table as show:

Table 4.25
The mean score of students' Vocabulary in post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	12.00	25.00	15.1200	4.40000
Valid N (listwise)	25				

The table shows that the highest score of students were 12 and lowest score was 25. Besides, it also indicates that the mean score of students' vocabulary in post-test were 15,12 and the standard deviation was 4,400.

In other side, the researcher also had written the students' vocabulary who had been given treatment by using strategy guided note taking and it presents through the table rate percentage scores. The table was showed as follows:

Table 4.26
The Rate Percentage Score of the Students' Vocabulary in Post-test

Classification	Score	Rating	Frequency	Percentage
Very good	18-20	5	-	-
Good	15-17	4	5	20%
Fair	12-14	3	20	80%
Poor	9-11	2	-	-
Very poor	5-8	1	-	-
Total			25	100%

Based on the table above, showed that the students' scores in vocabulary of post-test were vary; in which there was none of the students (0%) got very good, and there were 5 students (20%) got good classifications. There were 20 students (80%) got fair, there was none of the students (0%) got poor, and there was none students (0%) got very poor classifications.

d. Grammar

Table 4.27
The score of students' grammar in post-test

Respondents	Grammar
R1	17
R2	16
R3	16
R4	17
R5	16

R6	16
R7	17
R8	16
R9	25
R10	23
R11	24
R12	25
R13	23
R14	24
R15	25
R16	24
R17	23
R18	24
R19	23
R20	24
R21	23
R22	23
R23	24
R24	25
R25	25
N=25	

Looking at the mean score of students' grammar in post-test, the researcher calculates in by using SPSS 16. The result is present into descriptive statistics table as follows:

Table 4.28
The mean score of students' Grammar in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	13.00	25.00	21.0800	4.65403
Valid N (listwise)	25				

The table shows that the highest score of students were 13 and lowest score was 25. Besides, it also indicates that the mean score of students' grammar in post-test were 21,08 and the standard deviation was 4,654.

In other side, the researcher also have written score of the students' grammar had been giving treatment by using strategy guided note taking presents through the table rate percentage score. The table is shows as follow:

Table 4.29
The Rate Percentage Score of the Students' Grammar in Post-test

Classification	Score	Rating	Frequency	Percentage
Very good	23-25	5	-	-
Good	20-22	4	18	72%
Fair	16-19	3	7	28%
Poor	9-15	2	-	-

Very poor	5-8	1	-	-
Total			25	100%

Based on the table above, showed that the students' scores in grammar of post-test were vary; in which there was none of the students (0%) got very good, there was 18 students (72%) got good, and there were 7 students (28%) got fair classifications. There was none of the students (0%) got poor, and there was none students (0%) got very poor classifications.

e. Mechanic

Table 4.30
The Score of Students' Mechanic in Post-test

Respondents	Mechanic
R1	3
R2	3
R3	3
R4	3
R5	3
R6	3
R7	3
R8	3
R9	4
R10	3
R11	3
R12	3

R13	3
R14	4
R15	3
R16	3
R17	4
R18	3
R19	3
R20	3
R21	3
R22	3
R23	3
R24	3
R25	4
N=25	

Looking at the mean score of students' mechanic in post-test, the researcher calculates in by using SPSS 16. The result is presents into descriptive statistic table as follow:

Table 4.31
The mean score of students' Mechanic in post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3.00	4.00	3.2000	.40825
Valid N (listwise)	25				

The table 4.31 shows that the highest score of students were 3 and lowest score was 4. Besides, it also indicates that the mean score of students' mechanic in post-test were 3.20 and the standard deviation was 0.408.

In other side, the researcher also have written score of the students' mechanic had been giving treatment by using strategy guided note taking presents through the table rate percentage score. The table is shows as follow:

Table 4.32
The Rate Percentage Score of the Students' Mechanic in Post-test

Classification	Score	Rating	Frequency	Percentage
Very good	5	5	-	-
Good	4	4	5	20%
Fair	3	3	20	80%
Poor	2	2	-	-
Very poor	1	1	-	-
Total			25	100%

Based on the table above, showed that the students' scores in vocabulary of post-test were vary; in which there was none of the students (0%) got very good, and there were 5 students (20%) got good classifications. There were 20 students (80%) got fair, there was none of the students (0%) got poor, and none of the students (0%) got very poor. It means the students writing skill was upgrading after researcher give treatment.

Besides showing about the mean score mean each subject of writing skill (content, organization, vocabulary, grammar, and mechanic) one by one, this research also would present the total mean score and standard deviation of pre-test and post-test, and then compare both of them. The result presents into descriptive statistic table as follow:

Table 4.33
The Mean Score Standard Deviation of Pre-test and
Post-test Descriptive Statistics
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	22.00	54.00	962.00	38.4800	1.79455	8.97274
Posttest	25	52.00	91.00	1651.00	66.0400	2.02771	10.13854
Valid N (listwise)	25						

The table 4.33 indicates that the standard deviation in pre-test were 8,97 and in post-test 10,13. It also shows that mean score of the students in pre-test were 38,48 and the mean score of the students in post-test were 2,02. The result of the table above shows that mean score of students in post-test were higher than the mean score of students in pre-test. It concludes that using strategy guided note taking as technique was effective in teaching writing.

To know whether the pre-test bad post-test were significantly different, and also to know acceptability of the hypothesis of this research, the

researcher used Test analysis and calculates it by using SPSS 16. The result could be shown in the table of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.34
The Paired Samples Statistics of Pre-Test and Post-Test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	66.0400	25	10.13854	2.02771
	Pretest	38.4800	25	8.97274	1.79455

The table 4.34 sample statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test are 8,97 and 10,13 in post-test. Besides, the standard deviation error in pre-test were 1,79 and 2,02 in post-test. The table above also shows that mean score in pre-test were 38,48 and in post-test were 66,04. It concludes that the students' score improved from 38,48 to 66,04.

Table 4.35
The Paired Correlation of Pre-Test and Post-Test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	25	.459	.021

The table 4.35 paired samples corrections of pre-test and post-test above presented that the correlation of the students ability before and after treatment was 0,45. It means that there was significant correlation of students' ability in

teaching writing by using strategy guided note taking before and after treatments.

Table 4.36
The Paired Samples Test of Pre-Test and Post-Test
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	2.75600E1	9.99200	1.99840	23.43551	31.68449	13.791	24	.000

From the table sample test, the researcher got the data $t_o (t_{conduct}) = 13,791$ and df (degree of freedom) = 24. According to the Gay the value of $t_t = 2,064^I$. Based on the result, the researcher concluded that $t_o (t_{conduct})$ was higher than $t_{table} (t_{conduct})$, $t_o > t_t$.

$$13,791 > 2,064$$

Related to the result that $(t_o > t_t)$ the $t_{conduct}$ was higher than t_{table} that there was a significance difference in teaching writing before and after using strategy guided note taking. Because of that, the researcher believed that the using guided note taking strategy was effective to improve students' skill in

writing passages especially in narrative text at the second year students of SMPN 5 Palopo.

B. Discussion

Based on the result of data analysis, the researcher found out that use of guided note taking strategy to improve writing passages especially in this research only use narrative text at the second year students of SMPN 5 Palopo.

On the data of writing components of content in pre-test, the mean score of pre-test related to the content is 10,80 and the post-test is 14,20. It shows significant increase after applying narrative text about 3,4%.

The component of organization, the mean score of organization in pre-test is 8,80, while the mean score in post-test is 12,80. It shows that the percentage of development is 3,6%.

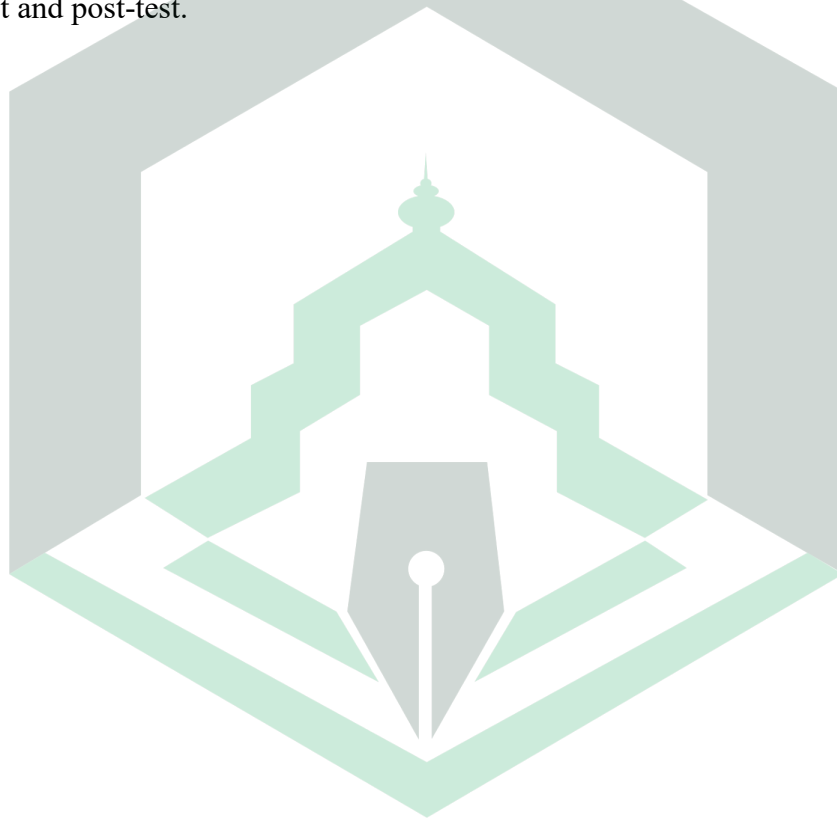
Then, the component of vocabulary, the mean score of vocabulary in pre-test is 8,92, while the mean score in post-test is 15,12. It means that there is significant development about 6,2%.

Next, the component of grammar, the mean score of grammar in pre-test 8,08, while the mean score in post-test is 21,08. It means that there is significant development about 13%.

Furthermore, the component of mechanic, the mean score of mechanic in pre-test is 1,56, while the mean score in post-test is 3,20. It means that there is significant development about 1,64%.

Overall, seeing the all components of writing in pre-test and post-test, not all the students have a development in writing narrative text through strategy guided note taking.

Finally, in comparing the result of t_{test} value and t_{table} value, the researcher finds that the value of t_{test} is higher than the value of t_{table} $13,791 > 2,064$. It means that there is significance difference between the result of pre-test and post-test.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. CONCLUSIONS

Based on the results of data analysis and discussion of the results in the previous chapter, the result of this research shows that the use of Guided Note Taking Strategy is effective in improving students' writing skill at the eighth class of SMPN 5 Palopo.

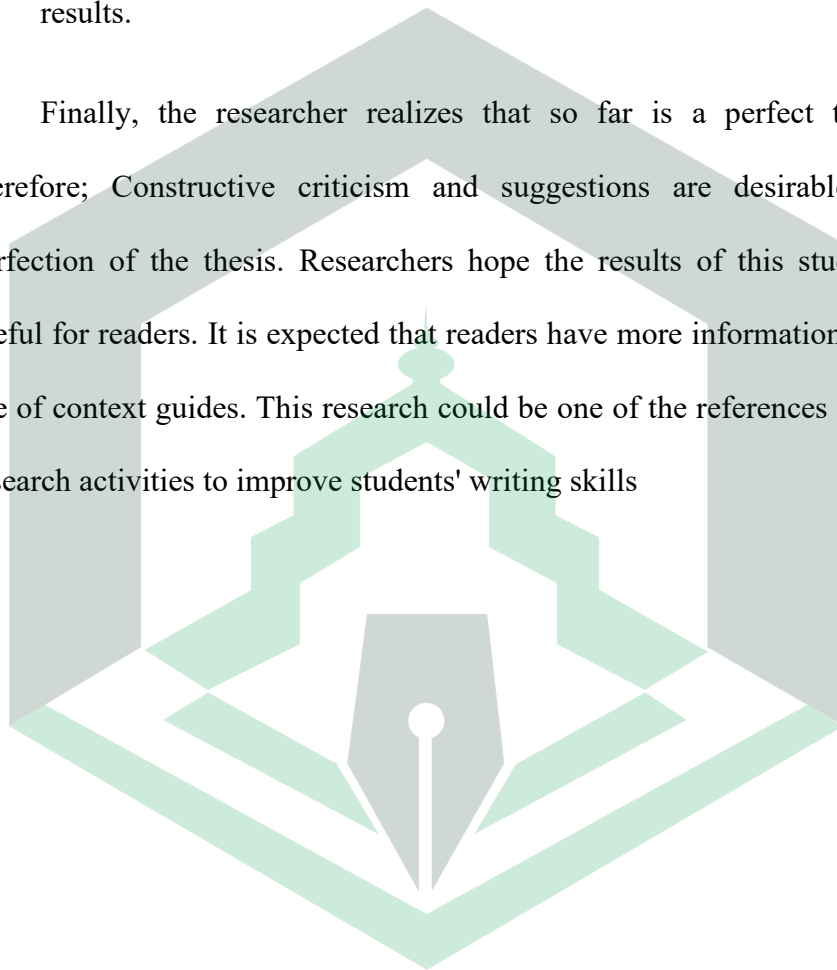
B. SUGGESTION

Success in learning English depends not only on lesson programs, but more importantly is how teachers present lessons and use different strategies to manage more active and fun classes. This guided note taking strategy can assist teachers in managing large classes, and teachers can also make students more concentrated and more active in the learning process. Regarding the learning of writing narrative text using guided note taking strategy, the researcher gives some suggestions as follows:

1. An English teacher must choose techniques and methods in the teaching process related to the targets to be achieved or the skills he wants to develop.

2. Teachers should motivate students to improve their writing skills especially in improving their skills by using guided note taking strategy.
3. Teachers should be active in the classroom so that students are more concentrated in learning so that the teaching process can get good results.

Finally, the researcher realizes that so far is a perfect thesis and therefore; Constructive criticism and suggestions are desirable for the perfection of the thesis. Researchers hope the results of this study can be useful for readers. It is expected that readers have more information about the use of context guides. This research could be one of the references for further research activities to improve students' writing skills



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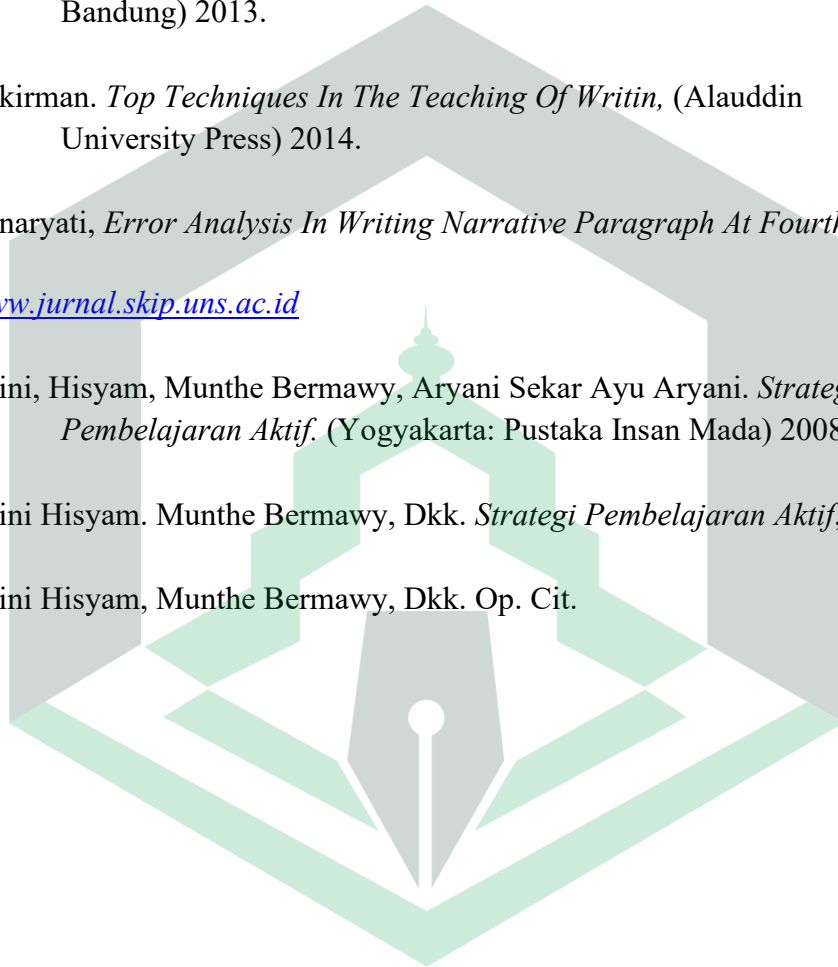
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CURRICULUM VITAE



The researcher, Farida was born on 12th of February 1993 in Malangke. Her father's name is H. Muhammadiyah and her mother's name is Hj. Mariyam. She has three brothers and one sister.

She started her study in Elementary school (MI As'adiyah No. 268 Belawa Baru) in 2000. She graduated in 2006 and continued her study at MTs As'adiyah Belawa Baru, she graduated in 2009 and continued her study at MA As'adiyah Belawa Baru in Kec. Malangke, she graduated in 2013. After that in 2013 she continued her study at State Institut For Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2018.

In the end of her study at the State Institut Islamic Studies (IAIN) Palopo, she wrote a thesis entitled is **"Improving Students' Writing Skill by Using Guided Note Taking Strategy at the Eight Class of SMPN 5 Palopo,"**

Nama :

Class :

PRE-TEST

Direction : complete the following text based on the text read by the teacher.

1. Snow White



Once upon a time, in earlier times there lived a, who (¹ named Snow White.) He lived with his aunt and (².....) parents died. One day she heard her uncle and aunt talking about leaving Snow (³.....) because they wanted to go to America and they did not have enough (⁴.....) White with them. Princess Snow (⁵.....) want her uncle and aunt to do this. So he decided to escape. The next day he (⁶.....) when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep meanwhile, seven (⁷.....) from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: “What (⁸.....)? Snow White said, “My name is Snow White.” One dwarf said, “if you want, you (⁹.....) us.” Snow White tells all about her story. Then (¹⁰.....) the seven dwarves are now living happily ever after.

Nama :

Class :

POST-TEST

Direction : complete the following text based on the text read by the teacher.

6. Pinocchio



Once upon a time... In a large pine (¹.....)
Italy, lonely. He always dreamed about (².....).
Every day, he went to cut wood for the city people. One day, an idea
(³.....), the idea of crafting a puppet, that he
would give the name of Pinocchio. He made the doll and at night, the puppet
comes to life! One year of (⁴.....) passed,
on Sunday morning, Geppetto told Pinocchio:
(⁵.....) soon, my little boy! I hope you do
not forget it! Oh, sure, I'm not! Pinocchio felt awkward.

He did not think about it. Geppetto's birthday comes just three days
ahead, and he had not prepared a gift. After a long night of reflecting,
Pinocchio finally decided to offer a (⁶.....)
to her as a gift. When the sun rose, Pinocchio was ready to go outside to find

the ingredients. The main problem was not even known he was in and the recipe.

So after school, he decided to go ask someone for the (7.....) a cake. During his walk, Pinocchio, the wooden puppet, met shaman's city. Hey, little boy, do you need help for your chocolate cake? Hum You can help me?, Tanya Pinocchio. Sure, I could. Follow me! After walking a few minutes so, Pinocchio saw big, big, big huge candy house. They entered together and Pinocchio was (8.....) enclosure. Mouahahaha! I was finally able to catch you! You are mine, you will work for me! , Said the evil witch.

Pinocchio was terrified. When the guards came and took him out of the cage, he (9.....) fast and he managed to escape. At the same time, the evil wizard, summoned all his troops with him, ran after him and he pulled out his wand. Evil devil changed the little wooden (10.....) cake! When he returned home, he told the whole story to his father and they went to find a fairy god. After a long journey, they finally found the fairy god and they had a magic potion for Pinocchio, Pinocchio to treat the poor.

