TEACHING READING COMPREHENSION THROUGH NOTE-TAKING TECHNIQUE AT THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTEMENT STAIN PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

RUSDIANSYAH
NIM 08.16.3.0131

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
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Supervised By,
Dr. Muhaemin, MA
Wisran, S.S., M.Pd

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

PRONOUNCEMENT

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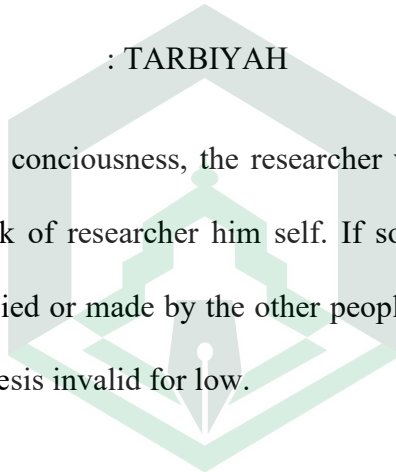
Palopo,   December 2012

Researcher

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THESIS APPROVAL

This thesis entitled "*Theaching Reading Comprehension Through Note-Taking Technique at the Third Semester Students of English Department STAIN Palopo* ", which is written by **RUSDIANSYAH**, students ID **08.16.3.0131**, **English S1 Study Program** of **Tarbiyah** Department of The State College For Islamic Studies, and has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, **29 th of January 2013**, coincided with **17 Rabiul awal 1434 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, **January 29 th 2013 M**
17 Rabiul Awal 1433 H

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Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses lebih lanjut.

Wassalamu Alaikum Wr.Wb.

Pembimbing I

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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.

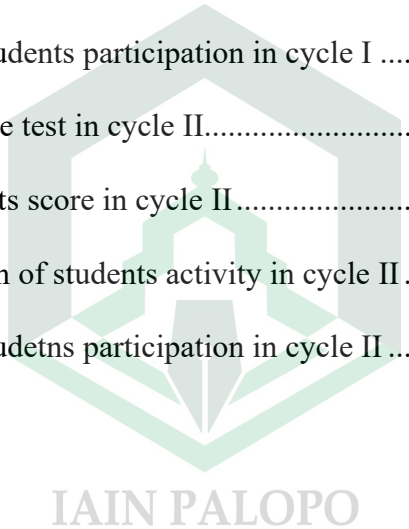Palopo, November, 22nd 2012

Researcher

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ABSTRACT

Rusdiansyah, 2013. *Teaching Reading Comprehension Through Note Taking Technique to the Third Semester Students of English Department STAIN Palopo.* Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo

Key Words   : Reading Comprehension, Note Taking Technique.

This thesis about teaching reading comprehension through note taking technique to the third semester students of English department STAIN Palopo. The problem statement of the research was "Is Note-Taking technique the effective way in teaching reading comprehension to the third semester students of English Department STAIN Palopo?". The objective of the research namely to find out Note-Taking technique the effective way in teaching reading comprehension to the third semester students of English Departement STAIN Palopo.

This thesis used Classroom Action Research. The target populations of this research are all of the third semester students at STAIN Palopo. The sample was taken from population by using Purposive Sampling technique. This case the research took 15 students of class C as a sample. The prosedure of the research used two cycles namely cycle 1 and cycle 2 to find out the ability of the student in reading comprehension. Then the researcher analyzes their score by using simple prescentage to know the mean score of the students and explained clearly in discussion.

The result of analysis can be explained that note taking technique increase students's reading comprehension at the third semester students at STAIN Palopo. In this thesis the researcher apply note taking technique to increase students's reading comprehension ability because by using note taking technique the students are easier to make note and easy to answer the questions. They can explain about the keywords or the main ideas of the text, and absolutely they can comprehend the text. The result of the students is increasing by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 51 and cycle 2 the score develop to be 76. It means that the student's reading comprehension of the third semester students at STAIN Palopo increased.

CHAPTER I

INTRODUCTION

A. Background

Reading is an important skill in learning a language besides listening, speaking, and writing. It is an effort to increase our knowledge and achievement. Everyone should have the ability to read, especially in English because the fact shows that most of the scientific books are written in English. When someone has a good skill in reading, it will be very useful when she or he is listening, speaking and writing, since they have read many information previously through reading activity from many resources.

Comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read. Students need the comprehension that can help them to get the meaning from reading materials.

The most important factors that can influence the learning outcomes are reading comprehension. Reading as a course offered at schools and universities plays an important role in improving human development. Through reading, a learner can get list of knowledge or ideas to improve his grade point average, to change his behavior, and to complete for good place in any aspect of life in the world.

Good readers those who are read various types of reading comprehension which contain the implementation of the high or useful information that might be implied in developing human development especially education. Good reading texts

can provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g., vocabulary, grammar, idioms).[1]

There should be appropriate strategy and technique which can be applied. Strategies and techniques are very important in teaching reading. So, the teacher should realize that if he/she is not able to present the reading material well, the students will be bored and not interested to read and complete tasks in the reading text. The choice of teaching learning strategy should be considered by teacher in getting the teaching goals that have formulated.

Based on the interview results with some lectures' of English department STAIN Palopo, in teaching reading comprehension, according to some lectures said that teaching reading comprehension is boring, if they don't apply good method or technique. To increase reading comprehension ability depends on the students, because there are many problems when they reading comprehension. For example, the students seem to focus on the "wrong" aspect of a passage; i.e. they concentrate so much on the details on the other hand they cannot get main idea. They do not pick out the key facts from informational text and sometimes the students can not differentiate the main idea with supporting ideas.[2]

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[1]Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press 2002). P. 273.

[2] Hasil wawancara responden (dosen), 19 September 2012.

Related to explanation above, the writer found that, in English Department STAIN Palopo, especially at the third semester students, the learning process is ineffective. It prove that, when the students read the text, it is difficult to find out what the text talk about. And they also cannot answer the question related the text. Therefore, the students also are bored when reading the text, because they read repeatedly the text to understand the text. They just try to know the meaning of each words from the text for getting the main idea of the text. As a result, the students spent a long time to understand the text.

There are many strategies and techniques which can be used in teaching reading comprehension. However, the researcher apply note taking technique to teach reading comprehension to the students. It is as a result Note-Taking assists learners in focusing and understanding information they read by helping them to make summary of the ideas and arguments in the text. Taking notes is a great way of helping them identify important concepts in class, and it allows learners to focus on the points relevant to our purpose. Note taking does not have to be painful or time consuming. The students can spent a little time to understand the meaning of the text.[3]

Based on reality above, the reseacher were interested in conducting the research which is entitled " Teaching reading comprehension through Note-Taking technique to the third semester students of English Department STAIN Palopo".

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[3] http://www.muskingum.edu/~cal/database/general/reading.html. Accessed on April, 17th 2012

B. Problem Statement

Based on the explanation on background the researcher formulated the research question namely: Is Note-Taking technique effective in teaching reading comprehension at the third semester students of English Department STAIN Palopo?.

C. Objective of the Research

Based on problem statements, the objective of the research is to find out whether Note-Taking technique is effective in teaching reading comprehension to the third semester students of English Departement STAIN Palopo?.

D. Significance of the Research

The result of this research is expected to be useful for

1. Theoretically, it will be useful contribution towards the theory of teaching reading comprehension field.

2. Practically, it will be useful as guide for lecturer and students in teaching and learning reading comprehension subject

E. Scope of the Research

The scope of this research is limited to summary main ideas, and the whole information about reading text for general information through note taking technique at the third semester students of English department STAIN Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous of Related Research Findings*

In writing this research proposal, the researcher finds some researchers related which make the writer eager to hold the research, those are :

1. Suparman Ar in his thesis under the title of Improving Students' Reading skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo. Teaching reading skill through scanning and skimming can stimulate the students' interest and improve students achievement.[1]

2. Nurhidayah in her thesis under the title of Using Directed Reading Strategy to Improve Reading Comprehension of Eleventh Years Students of MA Ma'arif Darussalam Mappedeceng. The directed reading is one of the effective teaching strategies in improving the students English competence, especially in teaching competence. It was provide by the research that have been done at MA Ma'arif Darussalam Mappedeceng. The research finding shows that there were significant improvement that could be gained in teaching learning process by applying directed reading in reading comprehension.[2]

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[1] Suparman,"*Improving Students' Reading Skill Through Scanning and Skimming At The Second Year Of MAN Palopo*, (STAIN Palopo:2008) p. 62

[2] Nurhidayati," *Using Directed Reading Strategy to Improve Reading Comprehension of Eleventh Years Students of MA Ma'arif Darussalam Mappedeceng*, (STAIN Palopo :2011) p. 64

3.   Andi Marwiyah in her thesis under the title of the effectiveness of silent reading comprehension skill to the elevent year students of MA Al-Jihad Buangin. Silent reading technique helps students improve their reading comprehension skill. They can be more independent in reading.[3]

4.   Rostina in her thesis under the title of the effectiveness of skimming technique in improving reading skill at the second year students of PMDS Putri Palopo. Teaching reading skill through skimming technique can stimulate the students interest and improve students achievements of the second year students of PMDS Putri Palopo in academic year 2010/2011.[4]

Teaching reading comprehension through Note-Taking technique is different from all the research above. This research can help students in concentrating and understanding the main idea they read by help them to summarize the ideas and get key words of the text. So the students are able to comprehend the contain of text. It also can help students to avoid read repeatedly, but still get the main idea from the text.

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[3] Andi Marwiyah," *The Effectiveness Of Silent Reading Comprehension Skill To The Elevent Year Students Of MA Al-Jihad Buangin*, (STAIN Palopo:2010). p. 58

[4]Rostina," *The Effectiveness Of Skimming Technique In Improving Reading Skill At The Second Year Students Of PMDS Putri Palopo*, (STAIN Palopo:2011). p. 57

B. *Reading Comprehension*

1. The Concept of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.[5] Comprehension is the ability to understand and interpret spoken and written language.[6] Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *Partnership for Reading*, Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.[7]

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Some definitions of reading comprehension given by some researchers are provided below:

1. Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact ie.

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[5]David Nunan, *Practical English Language Teaching,* (Sidney: Macquarei University : 1991). p. 68

[6]David Cristal, *A Dictionary of linguiatics and Phonetics,* (New York: Basil Blackwell Lid: 1985). p. 63

[7]http://wik.ed.uiuc.edu/index.php/Reading_comprehension. Accesssed on January, 28th 2012

the reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.[8]

2. Eksay in Amir states, "Reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.[9]

3. Simanjuntak states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage.[10]

Reading comprehension can also define as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Using the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

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[8]www.scribd.com/doc/66118785/Introduction-to-Reading-Comprehension-Skill. Accessed on January, 28th 2012.

[9] http://yoyoii.blogspot.com/2011/06/definition-reading-comprehension.html. Accessed on January, 28th 2012.

[10] Holandyah.blogspot.com/2012/02/4/-pbi-01iain.html. Accessed on January, 28th 2012.

The purposes for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills.

In comprehending a written text readers typically make use background knowledge, phonological and phonemic awareness, vocabulary, fluency and many basic skill which is supporting or helping in reading comprehension.

a. Phonological and Phonemic Awareness

Phonological awareness refers to the ability to attend to the sound of language as distinct from its meaning. Studies both of alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic language, phonemic awareness is especially important because the letters of alphabet map onto individual sound units (phonemes). Children who are able to attend to the individual phonemes in alphabetic languages are much more likely to learn the alphabetic principle (how letters map onto phonemes) and therefore, learn to recognize words quickly and accurately. For alphabetic languages, many studies have

shown that phonemic awareness is closely associated with reading ability in the early and later years of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other. Phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic scripts also develops phonological and phonemic awareness.

b. Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problem with word recognition. As a result, they can focus on the meaning of a text. Recent research shows that fluency also depends on the ability to group words appropriately during reading. This means fluent readers recognize words quickly, but also know where to place emphasis or pause during reading. Word recognition is necessary but not sufficient for fluent reading. The readers must construct meaning from the recognized words. Fluent readers can do both task at the same time. They can do this because of efficient words recognition and oral language skills. Guided practice in reading generally increases fluency.

c. Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure.

It is however very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of language.

Stanovich describes the cumulative effect of poor reading and vocabulary skills. Children who are poor readers usually also lack a wide vocabulary. When young children struggle with reading, they quite naturally read less than their more able classmates and therefore are exposed to fewer new words. This restriction on their vocabulary growth, in turn, make progress in reading even harder. The effect of these deficits make learning in general more difficult and as children progress through the grades, the gap between skilled and less skilled reader becomes increasingly pronounced.

d. Prior Knowledge

Prior knowledge generally helps the comprehension. There are many aspect to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A readers' interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on reading task. A readers knowledge of the world depends on live experience. This is different in different countries, regions and cultures. Reading task and reading instruction should be sensitive to the types of prior knowledge that are needed for the readers to understand a text.

e. Cultural Factors

Reading comprehension is about relating prior knowledge to new knowledge contained in written text. Prior knowledge, in turn, depends on live experienced. Topic that are familiar and openly discussed in own culture may be unacceptable in another. Children growing up in rural communities will have different experiences from these from urbanized, develop countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text.[11]

2. The reason for Reading

a. Reading for information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this information can be tabulated in not from so that you can see side by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information

Reading often only becomes easier during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set your self question with which to give your reading, and keep them in mind

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[11]Ahmad Perdana Putra," *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension to the Second Year Students of English Education Study Program in STAIN Palopo*, (STAIN Palopo:2010). p. 11

so that you know way you are reading, you will find that the more reading you do, the easier it becomes.

b. Reading for Pleasure

Reading for pleasure is done without other people. But according to an individual reader's with, mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human can see such love, ambition, revenge, family live etc. it's purpose is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters in other words, to extend our experience of the word in which we live. While the states that the purpose of reading is to though that expected in the world.

3. Strategies for teaching comprehension

Comprehension is powerful because the ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction—modeling during read- aloud and shared reading, targeted mini-lessons, and varied opportunities for practice during small-group and independent reading—is crucial to the development of strategic, effective readers.

There are six main types of comprehension strategies :

a. Make Connections

Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.

b. Ask Questions

Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it. Good reading comprehension requires not only asking, "Do I understand what I am reading?" but, "What else do I want to know?" Many people use post-it notes to write down their questions while reading. Sometimes it may be as simple as wanting to know what a specific word mean, or as complex as knowing about an historical event.

c. Visualize

Readers make the printed word real and concrete by creating a "movie" of the text in their minds. Often when books are adapted into movies, there is criticism that this actor or that setting was, "wrong". That's because reading comprehension involves creating mental images of the people, places and things in books. When directors choose things that don't fit readers' mental images, book fans are often outraged. But visualizing isn't only an aspect of reading fiction, it's also important for reading non-fiction, such as how-to articles.

d. Determine Text Importance

Readers (1) distinguish between what's essential versus what's interesting, (2) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (3) compare and contrast ideas or information, (4) discern themes, opinions, or perspectives, (5) pinpoint problems and solutions, (6) name steps in a process, (8) locate information that answers specific questions, or (9) summarize. Finding the main idea, that popular part of comprehension questions, is only a part of determining importance. Good comprehension requires that readers can not only determine the main idea, but also themes, secondary ideas and clues as to what will happen next.

e. Make Inferences

Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas. Reading comprehension also means to combine prior knowledge and current reading to predict what may happen next in the text or to figure out what a word means by its use in the text.

f. Synthesize

Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations. Readers who infer from, question and connect to the text are then able to synthesize the information. Synthesizing is the Holy Grail of reading comprehension, in that it allows readers to take and retain new information from the text. A simple form of synthesizing is when you no longer read

the directions to make a favorite recipe, but instead incorporate a few new ideas that you remember from the cookbook you borrowed last week.

g. Monitoring Comprehension

Have you ever read a page and remembered absolutely nothing about it? Readers who monitor their comprehension realize when they haven't understood a word, sentence, or page. They realize that they need to clarify their understanding. Sometimes simply rereading the text can help them do this. If rereading does not help, they use the subsequent strategies to help them comprehend.

h. Activating Background Knowledge

When readers activate background knowledge, they connect things they already know with what they are reading in the text. Reading a fictional story set during the Civil War, for example, causes them to remember what they learned about the Civil War during history class. Young readers get used to activating background knowledge by looking through the pictures in a picture book before trying to read it or reading the comprehension questions before reading the text.

Students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modeled in isolation many times so that

students get a firm grasp of what the strategy is and how it helps them comprehend text.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, nor is it enough to know them in isolation. Students must know *when* and *how* to collectively use these strategies.[12]

People with good reading comprehension use several strategies that help them understand the text. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. People with good reading comprehension use several strategies that help them understand the text.

The term strategic reading refers to thinking about reading in ways that enhance learning and understanding. Students do no only need to understand a strategy, they need to know when, how, and why to use them. In order to do this the reader needs to use metacognitive knowledge. Teachers need to teach several different strategies to help students use and apply them. Perkins and Swartz have defined four levels of metacognitive knowledge that are helpful for gaining understanding. These levels show the progress of the reader's thinking.

a. Tacit readers - readers who lack awareness of how they think when they read

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[12]http://www.benchmarkeducation.com.2000. Accessed on January, 28th 2012.

b. Aware readers - readers who realize when meaning has broken down or confusion has set in but who may not have sufficient strategies for fixing the problem

c. Strategic learners - readers who use the thinking and comprehension strategies to enhance understanding and acquire knowledge

d. Reflective readers - readers who are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes for reading.

Teachers need to monitor the students' progress in reading. When they do this, the students should succeed with the proper guidance from the teacher. Teachers often assume that students will learn to comprehend merely by reading. Although some will, many others will not. Teaching comprehension to children is challenging because reading itself is a complex cognitive process. Teaching comprehension effectively requires appropriate materials, techniques to combine comprehension instruction with subject matter learning, and greatly upgraded teacher knowledge about how and when to do it. Traditional teacher preparation programs provide teachers with a beginning knowledge base about how to teach comprehension, but not in the depth needed to deal with all learners, in particular with second language speakers and students with low vocabularies and restricted world knowledge.

4. **Types of Reading**

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse ; letters, words, punctuation, and other graphemic symbols.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical are used : picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs.

c. Interactive. Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning ;the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive. Extensive reading applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The

purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.[13]

5. Reading Skills

a. Skimming, is quick reading for the general drift of a passage. It is an activity which is appropriate when there is not time to read something carefully or when trying to decide if careful reading is merited.

b. Scanning, is similar to skimming in that the reader is pushing himself through a selection at an initially uncomfortable rate, but search is more focused since the information needed is very specific-usually a date, a number, or a place.

c. Reading for thorough comprehension, is reading in order to master the total message of the writer, both main points and supporting details. This type of reading is the primary concern of the most reading class.

d. Critical reading, require us to push our students beyond the " thorough comprehension " stage of reading, to encourage them to react to readings with the same critical judgment they probably exercise when reading in their native languages.[14]

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[13] H.Douglas Brown. *Language Assessment Principles and Classroom Practices*, (Longman: San Francisco State University: 2004). p. 189

[14] Michael H. Long and Jack C Richards, *Methodology in TESOL*, (Heinle & Heinle Publishers 1987). P. 239.

6. **Purposes of Reading Comprehension Strategies**

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes.

a. To enhance understanding of the content information presented in a text

b. To improve understanding of the organization of information in a text

c. To improve attention and concentration while reading

d. To make reading a more active process

e. To increase personal involvement in the reading material

f. To promote critical thinking and evaluation of reading material

g. To enhance registration and recall of text information in memory

Improved reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.[15]

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[15] http://www.muskingum.edu/~cal/database/general/reading.html. Accessed on April, 17th 2012

There is a good deal we already know in addressing the practical challenges of improving reading comprehension outcomes. In particular, several of the prerequisites to successful reading comprehension have been identified. These include:

1. Successful initial reading instruction resulting in rapid and accurate word reading.

2. Good oral language skills (large oral vocabularies, good listening comprehension)

3. well developed stores of world knowledge in a variety of subject areas

4. Social interactions in homes, classrooms, and the community that motivate students to read

5. Opportunities to practice reading for various purposes.

6. Lots of exposure to many different kinds of reading materials.

7. Various specific instructional practices that have proven to be particularly effective in improving reading comprehension.

8. Instruction based on an appropriate and well articulated alignment between curriculum and assessment

We also know that reading comprehension is massively affected by features of the texts being read, by the match of topic to individual readers' interests, by the motivation of the reader to succeed, and by the social-cultural context in which

reading takes place, as well as by the quality of instruction received. What we need to know is how to promote effective reading comprehension in cases where some or all of these facilitatory factors are absent.

7. Problem of Reading Comprehension

For many learning-disabled students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension:

a. The person has a language problem

Language plays a vital role in reading. Its role in reading can be compared to the role of running in the game of soccer or ice-skating in the game of ice hockey. One cannot play soccer if one cannot run, and one cannot play ice hockey if one cannot skate. One cannot read a book in a language unless one knows that particular language. If a child's knowledge of English is poor, then his reading will also be poor, and naturally also his reading comprehension.

b. The foundational skills of reading have not been automatized

When a person attempts to speak a language in which he has not become automatic yet, he will necessarily have to divide his attention between the content of his message and the language itself. He will therefore speak haltingly and with great difficulty. As Yap and Van der Leij explained in the *Journal of Learning Disabilities*, "if the skill on the primary task is automatized, it will not be disrupted by concurrent processing on the secondary task because automatic processing does not take up attentional resources. If, on the contrary, the skill is not automatized, it will be

disrupted by concurrent processing of a second skill because two skills are then competing for limited attentional resources." This also applies to the act of reading. The person, in whom the foundational skills of reading have not yet become automatic, will read haltingly and with great difficulty. The poor reader is forced to apply all his concentration to word recognition, and therefore has "no concentration left" to decode the written word, and as a result he will not be able to read with comprehension.

c. The reader is unable to decode the written word

The decoding of the written word is a very important aspect of the reading act. Without being able to decode the written word, reading comprehension is impossible. This explains why some children can "read" without understanding what they are reading.

To decode the written word the reader must be able to integrate what he is reading with his foreknowledge. Foreknowledge can be defined as the range of one's existing knowledge and past experiences. If one reads something that cannot directly be connected to or tied in with knowledge that one already possesses, one cannot decode or decipher the contents of the message. As Harris et al. state in *Learning Disabilities: Nature, Theory, and Treatment*, "What a child gets from a book will often be determined by what the child brings to the book."

A decoding skill that is closely related to that of integration is *classification*. When a person sees a chair, although he may never have seen a chair exactly like this one, he will nevertheless immediately recognize it as a chair, because he is familiar

with the class of objects we call "chair." This implies that, whenever a name is ascribed to an object, it is thereby put into a specific class of objects, i.e. it is *classified*.

The Gestalt principle of *closure* means that the mind is able to derive meaning from objects or pictures that are not perceived in full. The mind is quite able to bridge the gaps that were left in the sentence. The idea of closure is, however, more than just seeing parts of a word and amplifying them. It also entails the amplification of the author's message. No author can put all his thoughts into words. This stresses the importance of foreknowledge. If it were possible for an author to put everything related to the subject he is dealing with on paper, the possession of foreknowledge would not have been necessary. That, however, is impossible, as an author can at most present a very limited cross-section of reality and the reader must be able to expand on this before comprehension becomes possible. Poetry is a good example of the importance of foreknowledge. Any person, who is unfamiliar with the Arthurian legend, will probably derive little meaning from a reading of *Morted'Arthur* by Alfred Lord Tennyson.

Lastly, *imagination* plays a role in decoding. It is doubtful whether a person really understands something unless he is able to think about it in terms of pictures. When we read, the words and thoughts comprising the message call up images in our mind's eye. If this does not occur, the message will not make any sense. If you read or hear a sentence in an unfamiliar language, it will not make any sense to you, simply because none of the words will call up any pictures in your mind's eye. This ability

plays a very important role in the decoding of the written word. Furthermore, by using one's imagination while reading, one's emotions can be addressed during the reading act.[16]

Reading comprehension skills separates the "passive" unskilled reader from the "active" readers. Skilled readers don't just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialogue readers have with themselves while reading.

Skilled readers, for instance:

1. Predict what will happen next in a story using clues presented in text.
2. Create questions about the main idea, message, or plot of the text.
3. Monitor understanding of the sequence, context, or characters.
4. Clarify parts of the text which have confused them.
5. Connect the events in the text to prior knowledge or experience.

When approaching a text, skilled readers are already reading the title and building ideas about what the text will say. Once a student has started reading a text, the reader should confirm, modify, or refine their idea about the main idea. They should identify the main idea. All readers occasionally fail to grasp the meaning of

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[16]http://www.audiblox2000.com/reading-comprehension-problems.htm. Accessed on January, 28th 2012.

certain passages. Skilled readers quickly note their need to review what they've read and return to problematic passages to gain understanding.

Good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading for such general comprehension means not stopping for every word, not analyzing everything that the writer includes in the text.[17]

8. Rules for Faster Comprehension

a. Read more

You have to read much, more than you are now in the habit of reading. If you are a slow reader you very likely do little more than go through the daily papers and a few light magazines. You read whenever you happen to have a few spare minutes, you read merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

b. Learn to read main idea

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of main idea that details support and illustrate; be more interested in writer basic thinking than in his minor points.

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[17]Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Cambridge Evening News, 1999). p. 202

c. Challenge your comprehension

Fast reader are good readers. They are fast because they have learned to understand print quickly because they give themselves constant practice in understand. To this and they read challenging material and you must do the same.

d. Budget your time

Good readers always have feeling and going fast for they have develop fast habit. Indeed, adults and collage students who have trained themselves to read rapidly would fine their original slow pace uncomfortable and unpleasant.

e. Pace your self

Keep to the rate you have set for yourself in pages on hour. In this way, you will learn to devise personal trick that will speed you up and that will at the same time, sharpen your comprehension skill. But must practice everyday, or needy everyday. If you wish to make high speed natural automatic, if you wish to become efficient in rapid comprehension.

f. Develop habits of immediate concentration

The brightest person in the class are not always the best students. If the work is too easy for them, they think of more interesting things, they daydream, they stop paying attention. This analogy explains why a slow readers pick up a book or magazine, goes through a few pages, and finding that attention is wondering, puts it down and turns to something else.[18]

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[18]Rosdiana, ”*Improving Students Ability in Reading Comprehension of the Eleventh Year Students of SMA Negeri 4 Palopo by Using Picture Article*, (STAIN Palopo:2011). p. 23

C. Note Taking

Note taking is the practice of writing down pieces of information in a systematic way.[19] The importance of note taking has never been greater. Today, when we are all always in a hurry, when we have to be everywhere in time, when we have to remember more than we can, note taking is crucial. Note taking is becoming more important than ever. Unfortunately, no one can remember whatever he wants. Even the wisest person on the planet forgets more than he remembers, and besides that, half of what he thinks he knows is incorrect. According Geraldine Woods in his book "Research Papers for Dummies", note taking focusing our material on useful information, writing clear and specific notes and omitting unnecessary words.[20]

There are six steps note-taking:

a. Record, During the lecture, *record* as many facts and ideas as possible in the notes column.

b. **Reduce,** After the lecture, read through the notes taken and *reduce* to key words and phrases, or questions. The key words and phrases are used as cues to help recall the ideas and facts. The questions are to add clarity to the facts and ideas.

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[19]http://edutechwiki.unige.ch/en/Note_taking. 2006.Accessed on January, 29th 2012.

[20] Geraldine Woods, *Research Paper For Dummies*, (Indiana: Wiley Publishing Inc, 2002).p.129

c. **Recite,** Using only the key words, phrases and questions in the cue word column *recite* the ideas and facts in the notes column. It is important that you are not just mechanically repeating, but using your own words.

d. **Reflect,** Based on the facts and ideas learnt, *reflect* upon how this fits in with what you already know, and how this knowledge can be applied.

e. **Review,** On a frequent basis, *review* your past notes by reciting and reflecting upon them.

f. Recapitulate, After you have reduced, recited and reflected upon your note, you should *recapitulate* each main idea using complete sentences at the bottom of the key word column.[21]

Effective note taking leads to an increase in student learning. Helping students recognize how information is structured will help them taking note what they read or hear. For example, note taking of a reading assignment can be more effective when done within note frames, which typically include a series of questions the teacher provides to direct student attention to specific content. Students who can effectively staking note learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information.

Note taking is a related strategy that teachers use to support student learning. Without explicit instruction in note taking, however, many students simply write

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[21] http://edutechwiki.unige.ch/en/Note_taking. 2006.Accessed on January, 29th 2012.

down words or phrases word for word, without analysis (or good effect). Successful note-takers summarize to arrive at a nugget of meaning, which they are much more likely to retain. Students also benefit from using their notes as a document of their learning. Teachers can prompt students to review and refine their notes, particularly when it is time to prepare for an exam, write a research paper, or other summative assessment of learning.

D. Text Book Note Taking

Although note taking for text books is discussed at length in the note taking page, some of the main ideas are summarized here. Writing summaries from text book material is covered elsewhere in this page.

There are at least four reasons for taking notes on text book material. It reinforces learning of the information. It encourages selection of the main ideas and details in order to visualize the overall organization of the text. It creates a shortened version of the text with all the essential information recorded for future exam review. It helps to improve concentration.

Five of the most important tips for textbook note taking are listed below:

a. Finish reading before taking notes.

Students should not read the entire chapter, but should read through long paragraphs or headed sections of text before recording notes. If one waits until the end to write notes, he/she may forget some of the important ideas and supporting details. But by reading small sections at a time, one has enough information from

which to choose the most important ideas, without losing track of the flow of ideas. The most important concepts are reinforced before the reader moves on to the next section, making learning a cumulative process.

b. Be very selective about what is recorded.

It takes practice to learn how to select the most important ideas in a reading, but remember that the goal of note taking is to produce a shortened version of the text. Be selective so that only the basic concepts are recorded. In order to decide what information should be noted, skim or preview the text first or see what the instructor has emphasized in the lecture.

c. Use your own words.

Because the chances of comprehending and remembering information are greatly improved when the work is one's own, take the extra time to paraphrase important material. The time spent trying to understand a passage and record the main ideas in one's own words is the single most important investment of time a reader can make.

d. Work quickly and efficiently.

Note taking does not have to be painful or time consuming. Read, think, write, and move on. The rewards will come at test time.
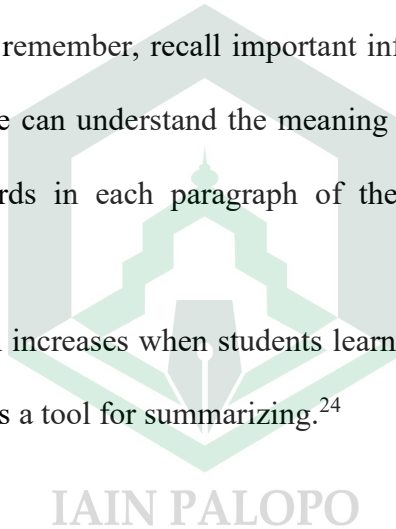
e. Use organizational strategies.

Notes should be organized according to one of the strategies discussed in the note taking page or in the organization page. The Cornell Method is a good choice

because it allows one to organize and to recall actively and quickly the main points of the text.[22]

Note taking skills help one to pay better attention to an oral presentation or written document because they keep the individual active. In school, good note taking skills aid in understanding of material, effective preparation for exams, and completion of assignments. They also improve reading comprehension.[23] In reading comprehension, we try to understand what is the text about. And note taking can help us better able to retain, remember, recall important information, focus about the key words of the text, so we can understand the meaning of the text. In note taking, we can know the key words in each paragraph of the text. So, absolutely we can comprehend the text.

Reading comprehension increases when students learn how to incorporate "summary or note taking frames" as a tool for summarizing.[24]

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[22] http://www.muskingum.edu/~cal/database/general/reading.html. Accessed on April, 17th 2012

[23] http://www.muskingum.edu/~cal/database/general/notetaking.html. Accessed on July, 27th 2012

[24] http://www.netc.org/focus/strategies/summ.php. Accessed on July, 25th 2012

E. Classroom Action Research

1. Definition of Classroom Action Research (CAR)

Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in with the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research.[25] According to Stephen Kemmisasquoted D.Hopkinsin his book entitled A Teacher's Guide to Classroom Research, stated that action research is: a from of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out. To achieve these objectives perform the PTK review process cyclical, which comprises four stages as follows :

Planning	$\longrightarrow$	Acting
		$\downarrow$
Reflection	$\longleftarrow$	Observation

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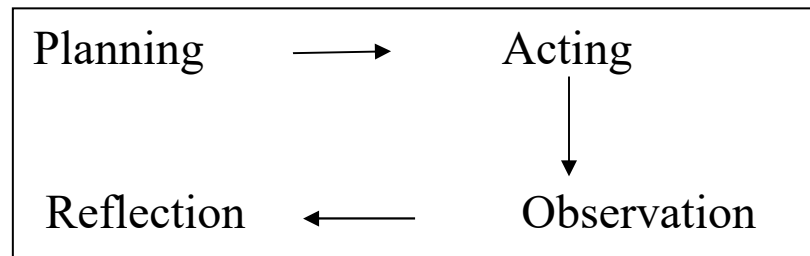
[25]Gnony,Djunaidi.*PenelitianTindakanKelas*, (UIN-Malang Press, 2008). p .7

2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to Raka Joni there are five stages, namely:

1. The development focus of the research problem

2. Planning corrective actions

3. Implementation of corrective action, observation and interpretation

4. Analysis and reflection

5. Planning follow-up.[26]

Unfinished ⟶ next cycle

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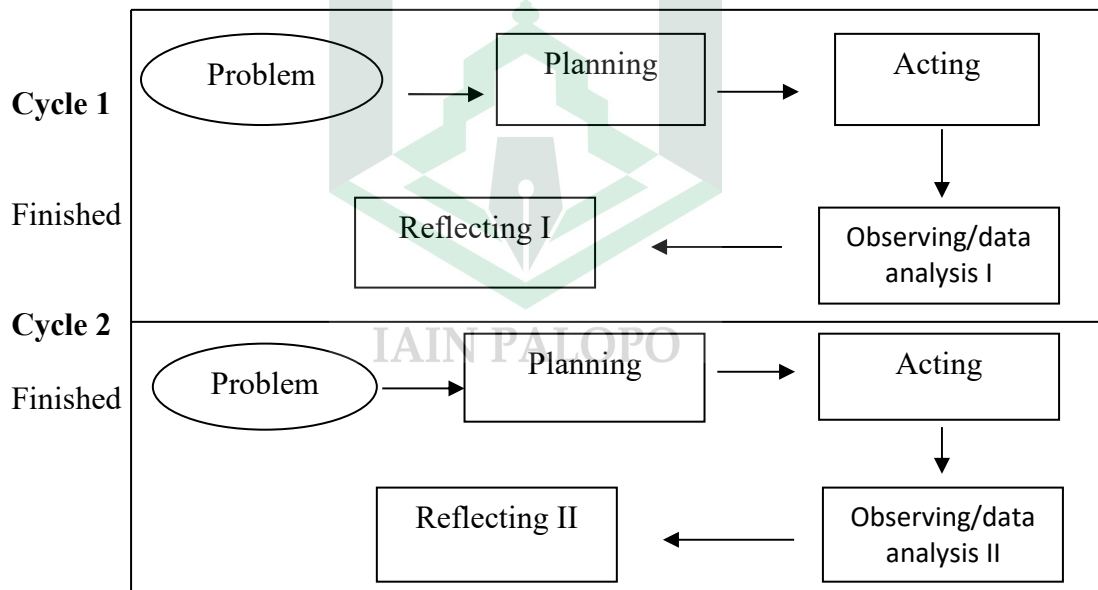
[26]http://c-masnawi.blogspot.com/2009/11/karakteristik-penelitian-tindakan-kelas.html.2009. Accessed on January, 13th 2012.

In practice, CAR begins with an awareness of the problems which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and / or learning outcomes audiences students, and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers - either alone or in collaboration with faculty LPTK who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action program will be tested. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

3. Determination Focus / Issues Research, which includes:

a) Sensing a problem

b) CAR Problem Identification

c) Problem Analysis

d) Formulation of the problem

4. Action Plan, which includes:

a) Formulation of a solution in the form of hypothetical action.

b) Eligibility Analysis Hypothesis Actions

c) Preparation Action

5. Implementation of Action and Observation-Interpretation

a) Implementation Actions

b) Observation and Interpretation

c) Discussion of feedback (reviews discussions)

6. Analysis and Reflection

a) Data Analysis

b) Reflection

7. Follow-up Planning

a) Observation Procedures

b) Some Action

1. Type of Classroom Action Research

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR.

For more details, here presented in brief about the four types of CAR. They are:

1. CAR Diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

2. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

3. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

4. Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is

possible there are more than one strategies or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.[27]

F. Conceptual Framework

The conceptual framework show the process of the research to develop the students' reading comprehension by using note taking technique. Reading comprehension by using note taking technique would used in classroom action research consist of some cycle, the researcher make planning, action and observation. The researcher gave the material, explain and give example about reading comprehension by using note taking technique to the students. Then, the researcher asked the students to make note taking based on the text, and give test to know the ability of the students in reading comprehension by using note taking. The researcher do the observation, students' responses, participation, analyzing and making conclusion or decision. So the researcher can identify the students' ability in reading comprehension.

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[27]Iskandar, *Penelitian Tindakan Kelas*, GP. Press, Ciputat, 2009, p. 27-28.

The conceptual framework underlying in this research is given in the following diagram:
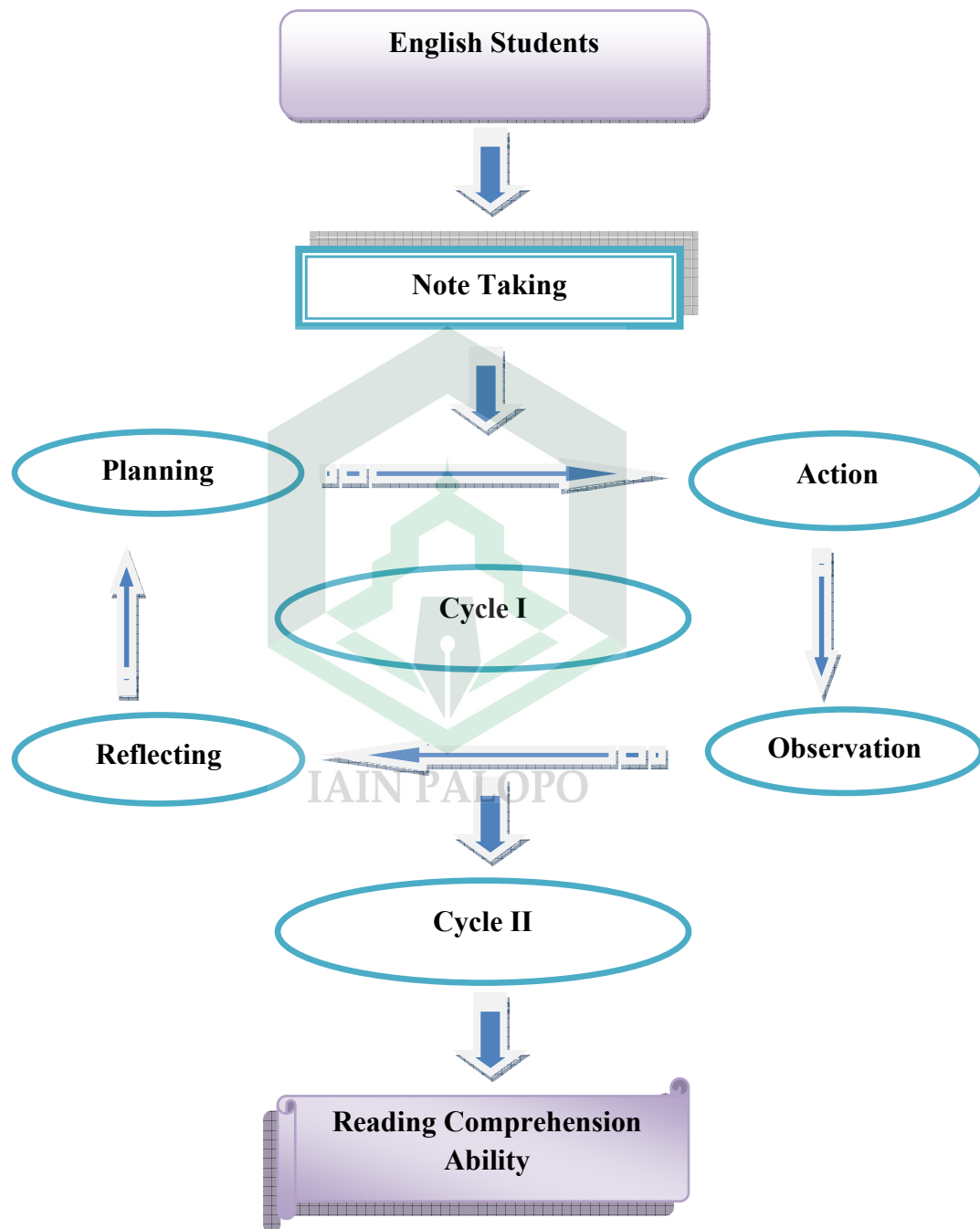
CHAPTER III

METHOD OF THE RESEARCH

A. Research Type

This research applied Classroom Action Research method by using four stages, such as; planning, implementation of action, observation, and reflection.

This research conducted in two cycles. They were first and second cycle. Each cycle comprises the series of activities which relates each other. The realization of the second cycle was continued and improved based on the evaluation of the first cycle.

A. Setting of the Research

The writer did this research in English department students STAIN Palopo at the third semester, which located on Jalan Agatis Balandai Palopo. The subject in this study was class C of the third semester in 2012/2013 academic years and consist of 15 students.

B. Research Participant

The participant of research is:

1. English teacher

English teacher was a researcher in this research, where the teacher applied Note Taking Technique in teaching reading comprehension in the class.

2. Students

The position of students in this research as subject of the research, and the researcher expected after researching the students can improve their reading comprehension

3. Partner and collaborator

The position of collaborator in this research as observer, the collaborator help the researcher to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.[1]

C. Technique Collecting Data

The collecting data techniques in this classroom action are:

1. Test: To find out the students' score.

2. Observation: To find out the students participation during the using note taking technique in teaching reading comprehension.

3. Interview : To find out the level of successful in implementing note taking technique in teaching reading comprehension.

4. Discussion: Among the researcher as teachers with the collaborators, As a way to make reflection in each cycle.

D. Data analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Reading Test result   : Students' score of reading test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

[1] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* (Jakarta; Rajagrafindo Persada, 2008). P. 279

2. Calculating the mean score of the students' reading comprehension test by using the following formula:

$$X \; = \; \frac{\sum x}{N}$$

Where:

X   = The mean score

$\sum x$ = The total raw score

N   = The number of students[2]

3. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

4. Implementation of learning by using note taking technique in teaching reading comprehension by analyzing the successful level of implementation, then it categorized into success, less success and not success.

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[2] Mangkuatmodjo, *Pengantar Statistik*, (cet.1, Jakarta: Rineka Cipta 2003), p. 58

G. Procedures of the research

<u>Cycle I</u>

1. Planning

Before doing the action research, the researcher needs a preparation like :

a. Analyzing the curriculum especially the basic competence after doing the need analysis of the third (3rd) Semester Students at STAIN Palopo.

b. Made a lesson plan about the use of Note Taking technique in teaching reading comprehension

c. Prepare the test.

d. Made the instruments which used in cycle of classroom action research.

2. Acting

During the action the researcher gave the students the material reading comprehension through note taking technique then the researcher would give them one text to read. After that, the researcher will ask the students to take note the reading text. Then the researcher will ask them about main idea the text. And then, ask them to answer the question without look at the reading text but use their note taking.

3. Observation

In this step, a researcher observed all events or activities during the research. During the learning process going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation

4. Reflecting

This step conducted to know how far the students understand the materials which will be given. What the strength and the weakness of this cycle. This classroom action research was success if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (70%).

b. Most of the students have a good score in evaluation (75%).

Cycle II

Like at the first cycle, in this second cycle also consist of planning, acting, observation, and reflection.

1. Planning

In this cycle, the researcher was continued activities that have been done in cycle I. Repairs the weakness in cycle I and make planning again based on the result of refection in the first cycle.

2. Acting

In this cycle, the teacher still teach the students like in the first cycle, but based on planning in the second cycle.

3. Observation

The observation in this cycle was same in the first cycle.

5. Reflecting

This classroom action research was success if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (70%).

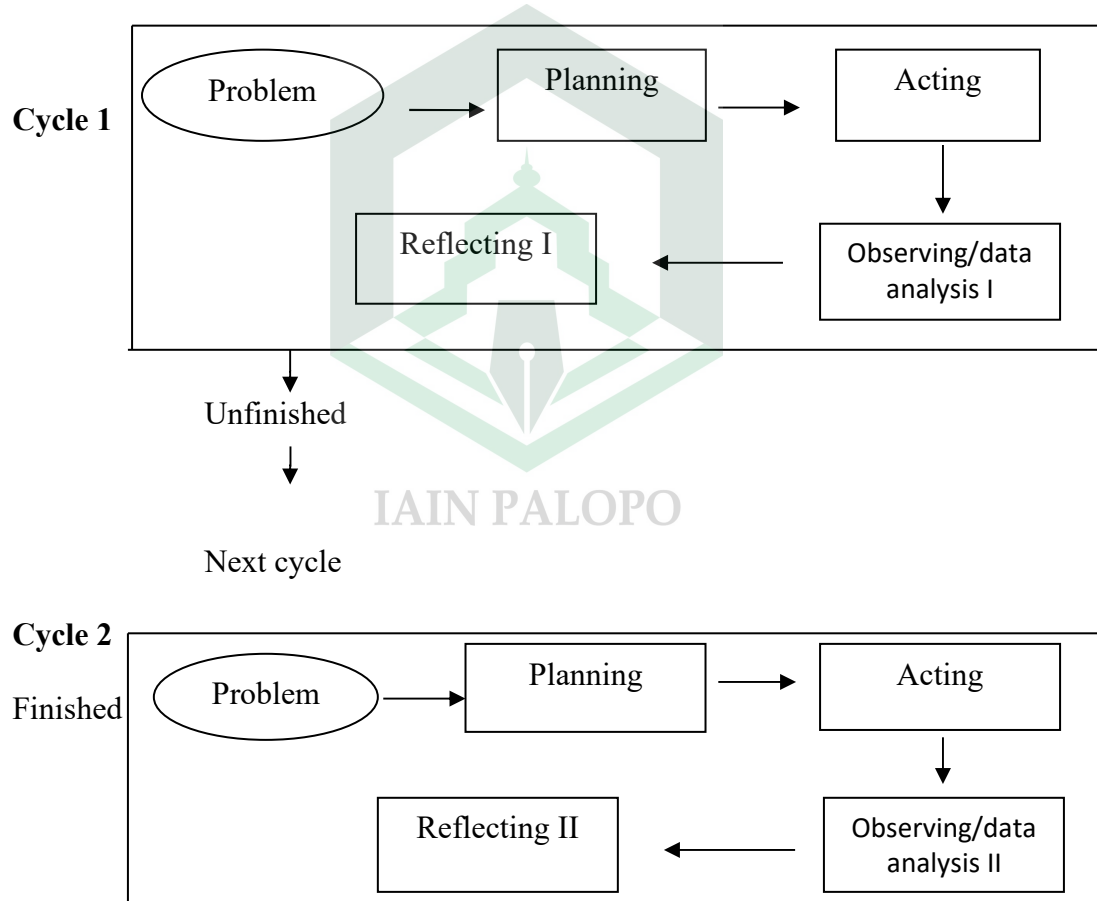b. Most of the students have a good score in evaluation (75%).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles, it can be see in general through the following chart:

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                ┌──────────────────────────────────────────────────────────────┐
                │   ╭─────────╮      ┌──────────┐        ┌──────────┐           │
  Cycle 1       │   │ Problem │ ───▶ │ Planning │ ────▶  │  Acting  │           │
                │   ╰─────────╯      └──────────┘        └──────────┘           │
                │                                              │                 │
                │              ┌──────────────┐        ┌──────────────┐          │
                │              │ Reflecting I │ ◀───── │ Observing/data│         │
                │              └──────────────┘        │   analysis I  │         │
                │                                       └──────────────┘         │
                └──────────┬───────────────────────────────────────────────────┘
                           │
                      Unfinished
                           │
                           ▼
                      Next cycle

  Cycle 2     ┌──────────────────────────────────────────────────────────────┐
  Finished    │   ╭─────────╮      ┌──────────┐        ┌──────────┐           │
              │   │ Problem │ ───▶ │ Planning │ ────▶  │  Acting  │           │
              │   ╰─────────╯      └──────────┘        └──────────┘           │
              │                                              │                 │
              │              ┌──────────────┐        ┌──────────────┐          │
              │              │ Reflecting II│ ◀───── │ Observing/data│         │
              │              └──────────────┘        │  analysis II  │         │
              │                                       └──────────────┘         │
              └──────────────────────────────────────────────────────────────┘
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Cycle I

1. Planning

a. Analyzed the curriculum especially the basic competence after doing the need analysis of the third (3rd) Semester Students at STAIN Palopo.

b. Made a lesson plan about the use of Note Taking technique in teaching reading comprehension.

c. Prepared the test.

d. Made the instruments which used in cycle of classroom action research.

2. Acting

In this stage, the researcher gave the students material and explain about reading comprehension through note taking technique. Then the researcher gave the students text reading, and asked the students to taking note about the reading text in a few minutes. After the students made note taking, the researcher gave some questions, the students must answer the question based on their note.

3. Observation

The researchers observation in this cycle was find out the condition of the class was noisy when the researcher gave the explanation about the material. The students were busy with their activity, not focus the learning process. Most of the students still can not use note taking technique in understand the reading text because this technique were not familiar for the students. They still do not understand about how to used note taking in comprehend the reading text.

Evaluation on students' ability in reading comprehension showed that the students mastery on reading comprehension were mostly in low score. The mean score was only 51 % (see table 1).

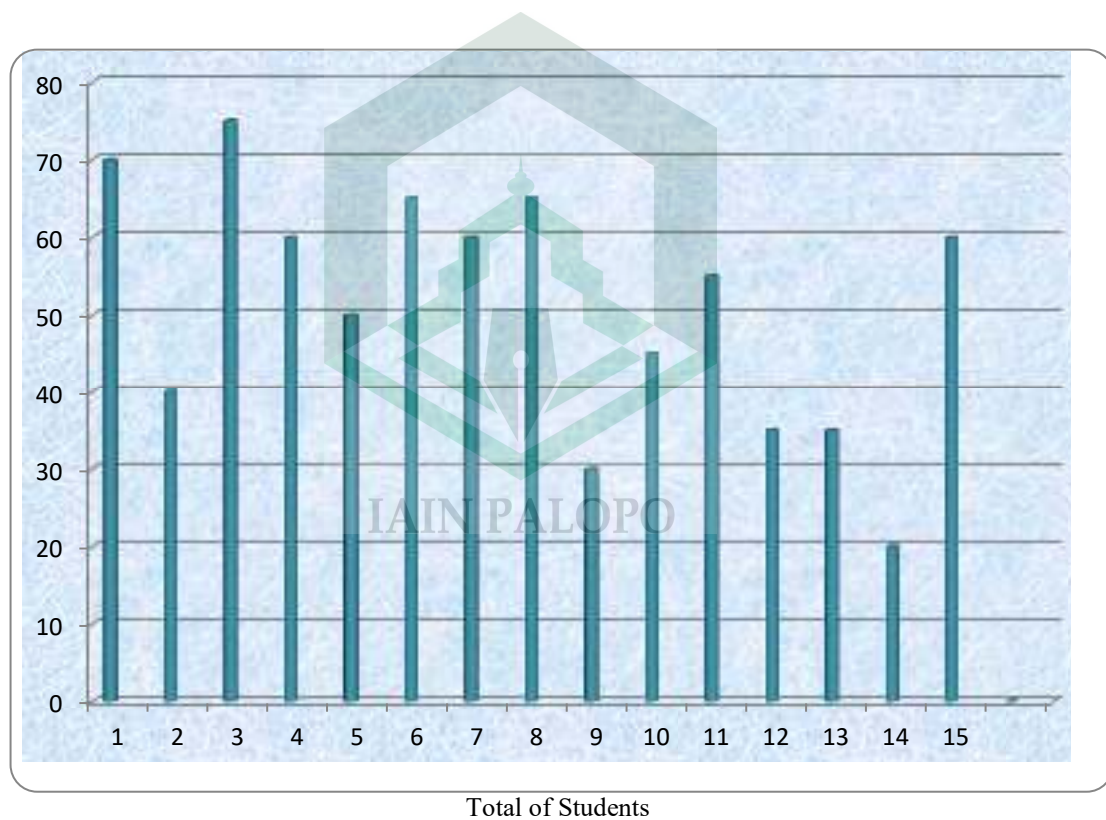| No.	Respondents	Score
1.	001	70
2.	002	40
3.	003	75
4.	004	60
5.	005	50
6.	006	65
7.	007	60
8.	008	65
9.	009	30
10.	010	45
11.	011	55
12.	012	35
13.	013	35
14.	014	20
15.	015	60
MEAN SCORE		51

Table 1: The result of the test in cycle 1

The percentages of the result above are :

Score 20 – 49 = 40 %

Score 50 – 74 = 53, 33 %

Score 75 – 100 = 6, 67 %

Table 2: Diagram Result of The Test in Cycle I

The result of observation student's activities during the teaching and learning process. It can be seen in the table bellow :

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001			▨	
2.	002		▨		
3.	003				▨
4.	004		▨		
5.	005		▨		
6.	006		▨		
7.	007		▨		
8.	008			▨	
9.	009	▨			
10.	010		▨		
11.	011		▨		
12.	012	▨			
13.	013			▨	
14.	014	▨			
15.	015			▨	
	Jumlah	3	7	4	1

Table 3 : The observation of students activity in cycle 1
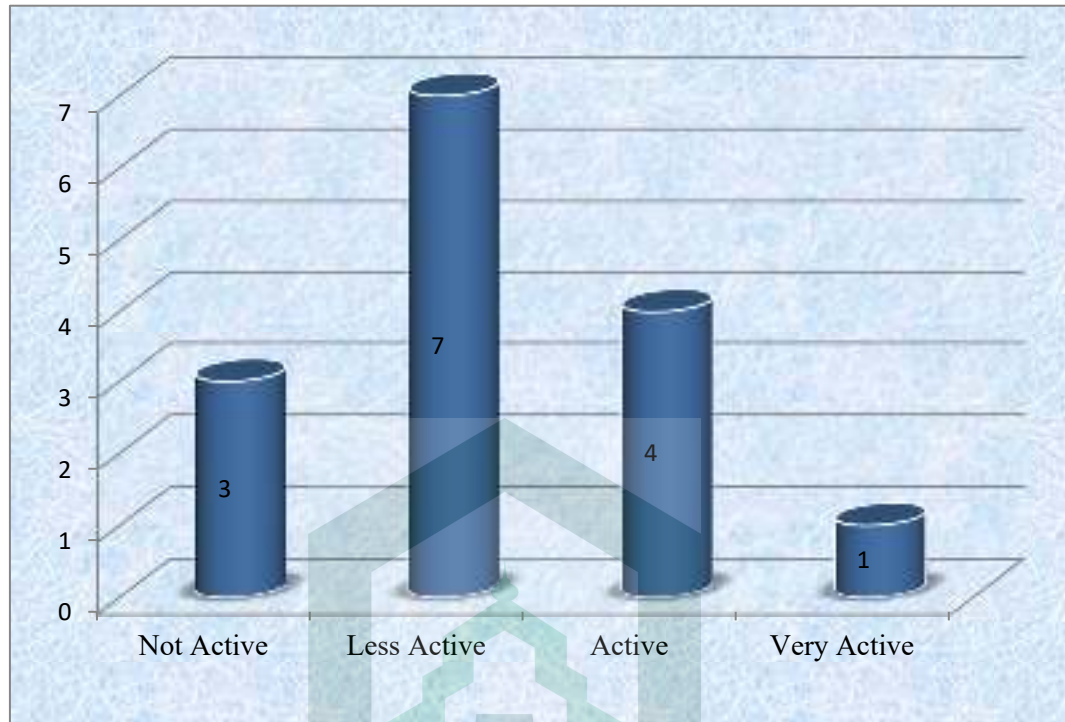
Table 4: Diagram The Students Participation

a. **Reflecting**

There were significant weakness in the first cycle:

1. Most of students could not made a note taking based on the text. Because note taking technique were still not familiar. So the students could not make a good note about the text. They confused to make a note, because they did not about how to make a note. Based on the interview result to the respondents, note taking technique

not familiar because this material was new for them. The teacher, when he explain this material was quick, so the students could not understand well the material.

2. Most of the students were not really active in learning process, because the students just silent in the class and could not give feedback about the material. Only 1 students were very active, 2 students were active, 8 students were less active and 4 students were not active. It means that the students' active in class only 33, 33 % and 66, 67 % did not active (see table 3).

3. The evaluation means score was 51 (see table 1)

4. In the discussion, there were only some students who active by asked about the material and giving responses about the topic that the researcher given.

Based on the interview result to the respondents, the respondents were not really active, because they did not understand about the material. Since the teacher did not explain comprehensively about the material. The teacher was quick in teaching the material and less spirit in teaching. Besides that, the teacher should pay attention the condition of the class, like the position of chairs before teaching. And the condition of the students, because sometimes the students felt bored. In addition, the researcher realize that there were still some weaknesses in teaching, like the position of the researcher when teaching or explanation the material. The researcher just sitting down in his chair when he was explaining the material. Based on the weaknesses above, it prove that this cycle I was fail or far from the target. So, it would be continue in the cycle II.

Cycle II

1. **Planning**

In order to improve the weakness and to keep the successful in the first cycle, then the second cycle was planned as follow:

a. Rearrange the position of the chair in U models. The position of the chair influence the students in accepted the material. The lecture can face and explain the material near from all the students in this model, and it can influence the students to understand the material.

b. Giving more explanation and intensive guidance to the students to know how to make note taking of the text, so they can answer the question well based on their note.

c. Giving motivation to the students in orders to be active in learning process. The motivation can stimulate and influence the students to study hard.

2. **Acting**

Like in the first cycle, in the action the researcher rearrange the position of the chair, to made comfortable in learning process. Then the researcher gave more explanation about reading comprehension by using note taking technique and giving guidance to the students about how to make better note taking of the text. Before the students make a note, the lecture giving explanation first about note taking to the students. The lecture teach about how to made a note, how to classified the keywords

or main idea of the text. Then, the lecture gave example about how to make a note. After that, the lecture gave a text to the students, and asked them to make a note about the text. The lecture also asked the students one by one about what they know of the text. In giving material, the researcher not only sitting down in his chair, but also go around near from the students. After that, the researcher gave reading text to the students ask them to make note based on the text. Thus, the researcher gave questions about the text to the students. The students must answer the questions based on their note.

3. Observation

a. Evaluation on the students' reading comprehension showed that the students got better score than the first cycle. The mean score was 76 (see table 5).

Cycle II

No.	Respondents	Score
1.	001	90
2.	002	70
3.	003	80
4.	004	75
5.	005	75
6.	006	70
7.	007	65

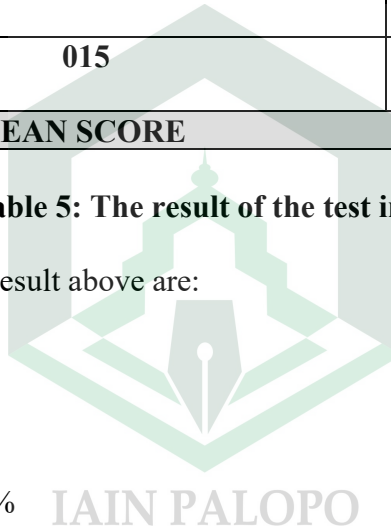|		
8.	008	80
9.	009	85
10.	010	65
11.	011	75
12.	012	70
13.	013	80
14.	014	75
15.	015	85
MEAN SCORE		76

Table 5: The result of the test in cycle II

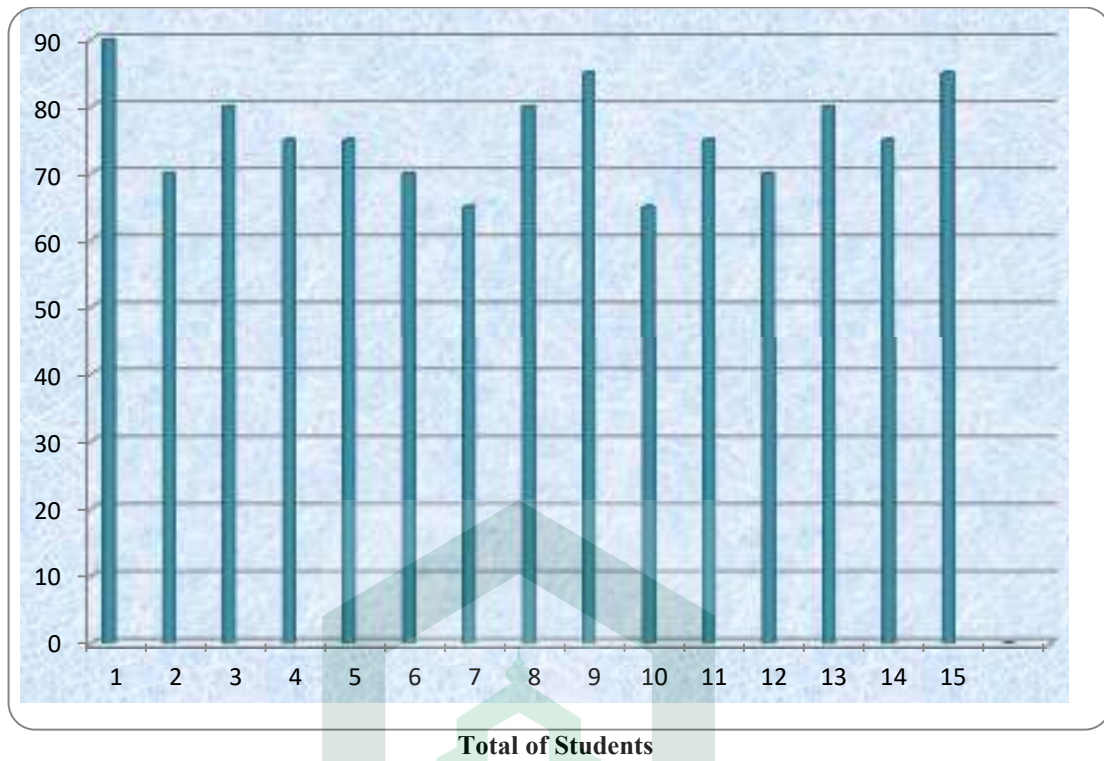The percentages of the result above are:

Score 20 – 49 = 0

Score 50 – 74 = 33, 33 %

Score 75 – 100 = 66, 67 %

Total of Students

Table 6: Diagram Students Score in Cycle II

b. The result of observation on students' participation during teaching and learning process. The mean score 73, 33%. It can be seen in the table below.

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				■
2.	002			■	
3.	003				■
4.	004		■		

5.	005			🟩	
6.	006			🟩	
7.	007		🟩		
8.	008				🟩
9.	009		🟩		
10.	010			🟩	
11.	011			🟩	
12.	012			🟩	
13.	013			🟩	
14.	014		🟩		
15.	015			🟩	
	Jumlah		4	8	3

Table 7: The observation of students participation in cycle II
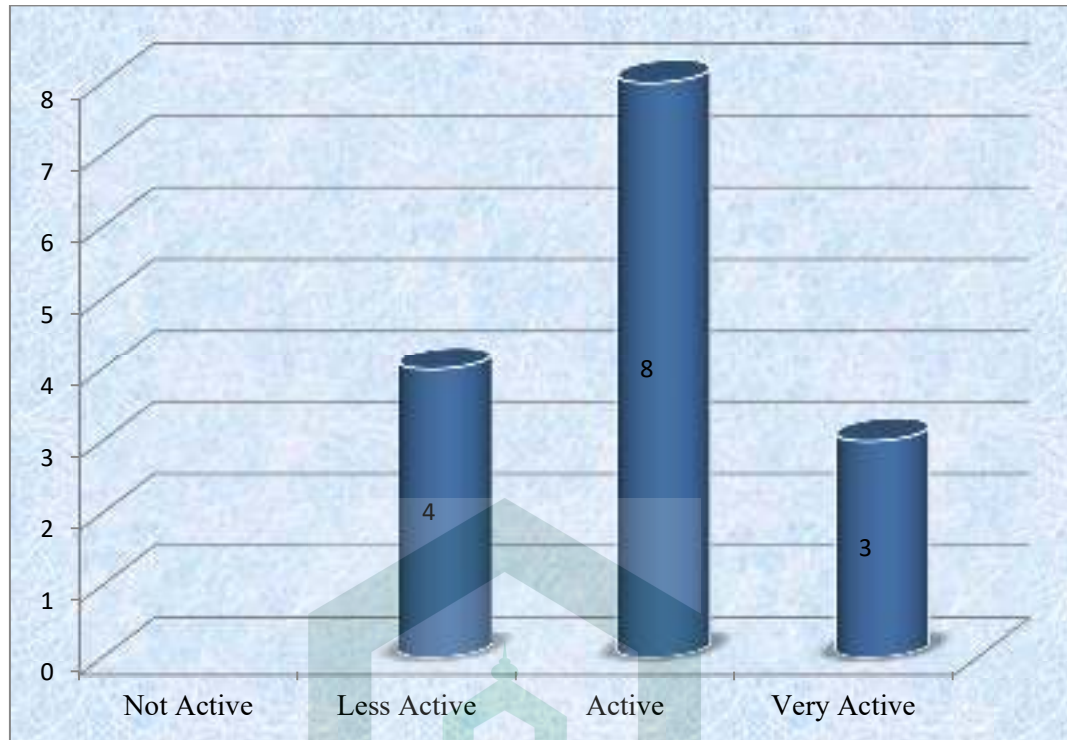
Table 8: Diagram The Students Participation

4. **Reflecting**

Some successful point in the second cycle such as ; most of the students were easier to made note based on the text, so they can answer the question well. The students were understood about how to used note taking in comprehend the reading text. The students were familiar with using note taking in reading comprehension. They were understood how to used note taking. They could made note based on the reading text easy. Most of the students active in learning process, 8 students active and 3 students very active, they active in learning process such as, asked about the

material, active gave respons such as gave feed back about the material, and active in answer the lectures' question. 4 students less active and none of students not active. The students less active since they did not gave the comment or respond about the material. The ideal means score have achieved, in the first cycle was 51 then in the second cycle was 76.

The students more active gave responds about the material in the discussion. In the discussion, most of the students active gave respons such as gave feed back about the material, active answered the questions, and active asked questions if they did not understand about the material.

B. Discussion

Looking at the finding, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the students' improvement in reading comprehension through note taking technique. Based on the data finding, the researcher presented the discussion of data given to the students. The students at the third semester of English Department STAIN Palopo were low in the cycle I than cycle II.

1. The First Cycle

Based on the analysis from the students' test in the cycle I, the mean score in the first cycle is 51. The criteria success in this research with the percentage 75%. The observation activities in the first cycle, the researcher found some weakness in

learning process. They are: a) Most of the students did not really active in learning activities, only 1 students very active, 2 students active, 8 students less active and 4 students not active. It means that the students' active in class only 33, 33 % and 66, 67 % did not active. b) Some of the students were still not familiar with using note taking in reading comprehension. c) There were only some students active in giving responds about the material. In this cycle the researcher not success in apply the note taking technique, so the researcher continue in the cycle II.

Based on the interview result to the respondents, the respondents were not really active, because they did not understand about the material. Since the teacher did not explain comprehensively about the material. The teacher was quick in teaching the material and less spirit in teaching. Besides that, the teacher should pay attention the condition of the class, like the position of chairs before teaching. And the condition of the students, because sometimes the students felt bored. In addition, the researcher realize that there were still some weaknesses in teaching, like the position of the researcher when teaching or explanation the material. The researcher just sitting down in his chair when he was explaining the material.

2. The Second Cycle

This cycle is repaired from the first cycle. There are some changes in teaching process from the first cycle. The researcher was repaired the weaknesses in teaching in this cycle. So, there are development from the students in the second cycle in studying reading comprehension. In the second cycle, the researcher not only

gave material to the students, but also gave some motivation. The students also need motivation to gave spirit their self in study hard.

The mean score of the students' test in the second cycle is 76. The result of the observation of the students' activities showed that most of the students active 73, 33 % in learning activities. The students are easier to make note and easy to answer the questions. They can explain about the keywords or the main ideas of the text, and absolutely they can comprehend the text. So, the students had better achievement and the researcher has known that by using note taking technique in reading comprehension can develop the students' reading comprehension.

In teaching reading comprehension through note taking, students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modeled in isolation many times so that students get a firm grasp of what the strategy is and how it helps them comprehend text.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, nor is it enough to know them in isolation. Students must know *when* and *how* to collectively use these strategies.[1]

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[1]http://www.benchmarkeducation.com.2000. Accessed on January, 28th 2012.

Students with good reading comprehension use several strategies that help them understand the text. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. Students with good reading comprehension use several strategies that help them understand the text.

The term strategic reading refers to thinking about reading in ways that enhance learning and understanding. Students do no only need to understand a strategy, they need to know when, how, and why to use them.

The researcher need to monitor the students' progress in reading. When they do this, the students should succeed with the proper guidance from the lecture. Lecture often assume that students will learn to comprehend merely by reading. Although some will, many others will not. Teaching comprehension to children is challenging because reading itself is a complex cognitive process. Teaching comprehension effectively requires appropriate materials, techniques to combine comprehension instruction with subject matter learning, and greatly upgraded teacher knowledge about how and when to do it. Traditional teacher preparation programs provide teachers with a beginning knowledge base about how to teach comprehension, but not in the depth needed to deal with all learners, in particular with second language speakers and students with low vocabularies and restricted world knowledge.

The improvement of reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read

and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.[2]

The students' participation in learning reading comprehension through note taking technique based on the data analysis in cycle II, the students have good response. It can been seen by developing of the students' spirit and motivation in learning and feedback from the students about the material. So, students active in learning process and it make developing reading comprehension of the students.

Note taking help the students' in understand the reading text by focusing the material on useful information and omitting unnecessary words. It related with the theory of Geraldine Woods in his book "Research Papers for Dummies".[3] Taking notes in reading comprehension is crucial because it helps the students' comprehension in regards to the structure and content of the passage. However, note-taking does not mean that the students try to memorize every single detail in a reading

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[2] http://www.muskingum.edu/~cal/database/general/reading.html. Accessed on April, 17th 2012

[3] Geraldine Woods, *Research Paper For Dummies*, (Indiana: Wiley Publishing Inc, 2002).p.129

passage. Instead, it requires the students to ask questions and to reinforce key ideas in a passage.

Effective note taking leads to an increase in student learning. Helping students recognize how information is structured will help them taking note what they read or hear. For example, note taking of a reading assignment can be more effective when done within note frames, which typically include a series of questions the teacher provides to direct student attention to specific content. Students who can effectively staking note learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information.[4]

Note taking is a related strategy that teachers use to support student learning. Without explicit instruction in note taking, however, many students simply write down words or phrases word for word, without analysis (or good effect). Successful note-takers summarize to arrive at a nugget of meaning, which they are much more likely to retain. Students also benefit from using their notes as a document of their learning.

Note taking can helps the students better able to retain, remember, recall important information, focus about the key words of the text, so the students can understand the meaning of the text. In note taking, the students can know the key words in each paragraph of the text. So, absolutely they can comprehend the text. Effective note taking technique is achieved by disgeting and compressing

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[4] www.netc.org/focus/strategies/summ.php. Accessed on October, 14th 2012

information. To be most effective, these skills should be introduced to the individual and illustrated with concrete examples. Note-taking requires the individual to learn some note-taking technique and methods via constant referral to reference material until the ability to quickly and effectively create concise notes has become an automatic process.

Furthermore, notes are not just random collections of information. The information must be recorded correctly and systematically in an organized manner. This allows the individual to use the material at a later time. Note taking technique therefore are designed to improve the ability to take more accurate, more complete, and more organized notes. Therefore, note taking technique is the effective way in teaching reading comprehension.
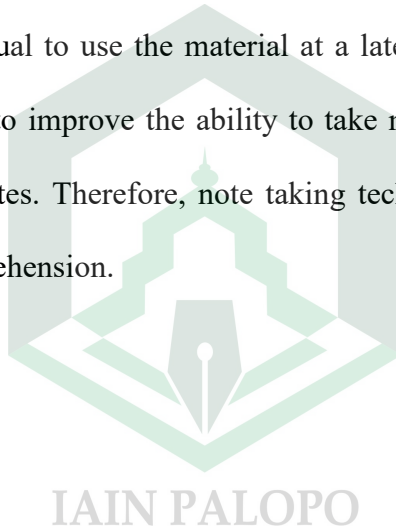
CHAPTER V

CONCLUSION AND SUGGESTIONS

A. *Conclusion*

After finishing the research, the researcher concludes that Note Taking is quite effective in teaching Reading Comprehension to the third semester students of English Department STAIN Palopo. The effective way in teaching reading comprehension through note taking technique could be described as follows:

- Note taking is a better technique can be applied in classroom. Using note taking technique in teaching reading comprehension is the effective way in develop students' reading comprehension. Because by using note taking technique in teaching reading comprehension, the students more easy to make note and easy to answer the questions, they can understand about the material. The students had positive perception that by using Note Taking technique can develop the their reading comprehension. Teaching reading comprehension through note taking technique is one of the effective way in teaching, since this technique effective and easy ways that can be applied in classroom.

- The students was interesting in studying reading comprehension by using note taking technique. Through note taking technique, the students more spirit in studying reading comprehension. Since they were able to comprehend the text well. The situation of the teaching and learning process became more enjoyable and interesting,

and all of the students were involved in the teaching and learning process. It is simple to be apply and very useful to save the students time in reading process. It can be proven by the result of this research where it shows significant increasing reading comprehension through note taking.

B. Suggestion

Based on the conclusion above, the researcher offers some suggestion to the learners and teachers as follows:

- The lecturers or teachers should apply teaching reading comprehension through note taking technique as one of the appropriate way in teaching English.

- The lectures who using note taking technique in teaching reading comprehension should give more intensive guidance to the students, so the students can understand about the material or specially to comprehend the reading text. Give motivation to the students, so the students got a spirit to study.

- Give a text based on the level of skill, for the beginner class the lecture should avoid a difficult text or text in high level of skill.

- Avoid lecture centered. Where, the lecture just giving the knowledge to the students and the students only as the object. There is not feedback between the lecture and the students.

- For the next researcher who wants to use note taking as technique in teaching reading comprehension, can combine this technique with the technology. In addition, this technique can be applied to another skill like writing.

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IAIN PALOPO

APPENDIX

LESSON PLAN CYCLE I

Course   : **Reading Comprehension**
Semester   : **III (Class C)**
Time Allotment : **90 minutes**

LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to comprehend about reading text
2. The students will be able to comprehend note taking technique
3. The students will be able to answer the question about reading text with used note taking technique.

MATERIAL AND MEDIA

1. Reading text

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Asslm. Well students, my name is Rusdiansyah…you can call me Rusdi…	5 min
2.	Reading comprehension material through Note Taking Technique	The teacher explains that the course will use note taking as teaching technique.	Give explanation about reading comp material and Note Taking Technique to the students.	20 min
3.	Reading Comprehension Test	The teacher give the students some questions	Give reading text to the students and then answer the questions	55 min
4.	Closing	The teacher ask the students about the difficulties faced the students	Give some suggestion to the students about the course and Close the meeting	10 min

APPENDIX

LESSON PLAN CYCLE II

Course : Reading Comprehension
Semester : III (Class C)
Time Allotment : 90 minutes

LEARNING OBJECTIVES:

By the end of the lesson

4. The students will be able to comprehend about reading text
5. The students will be able to comprehend note taking technique
6. The students will be able to answer the question about reading text with used note taking technique.

MATERIAL AND MEDIA

1. Reading text

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb. to the students. And ask the condition of the students then chek name of the students one by obe in Attendent List	5 min
2.	Reading comprehension material through Note Taking Technique	The teacher explains that the course will use note taking as teaching technique.	Give more explanation about reading comp material and Note Taking Technique to the students. And give example about how to make a note about the text.	20 min
3.	Reading Comprehension Test	The teacher give the students some questions	Give reading text to the students and ask them to make note and then answer the questions	55 min
4.	Closing	The teacher ask the students about the difficulties faced the students	Give some suggestion to the students about the course and Close the meeting	10 min

APPENDIX

Belief In Allah's Books: The Third Article of Faith

The true Muslim believes should also believe in all the books and revelations of the almighty Allah. They were guiding light which the messengers of Allah received to show their respective people the right path of Allah, Islam. In the Holy Qur'an a special reference is made to the books of Ibrahim, Dawud, Musa, and Isa. Their respective scriptural names are Sukhuf, Zabur, Taurat [Torah], Injil [Gospel]. However, long before the revelation of the Qur'an to Muhammad, p.b.u.h., according to Hammudah Abdallati, some of those books and revelations had been either lost or corrupted, others forgotten, neglected or concealed. In line with this, Muslims believe that the only authentic and complete book of Allah in existence today is the Qur'an. The authenticity of the Qur'an and its comparison to the Old and New Testament are explained in great detail by Dr. M>M Al Azami, an emeritus professor of Islamic Studies at king Sa'ud University, Riyadh, Saudi Arabia, in his book The History of The Qur'anic Text from revelaton to compilation (2005). Now the Indonesian edition of the book is also available.

The holy Qur'an, which is divided into thirty parts (juz), consist of 144 chgapters (surah) of varying length, from a few lines to several pages. According to Ibn Kathir, one of the most well knownj interpretes (mufasir) in Indonesia, there are 6.000 verses in the holy Qur'an, 77.439 wors, and not less than 321.180 letters. It was revealed in the Arabic language by Almighty Allah to the Prophet Muhammad, p.b.u.h, with angel Gabriel as intermediary.

The Prophet Muhammad was then only forty years old when Allah advised him of his mission. The angel Gabriel visited him on Sunday night, then on Sunday night, and on Monday he revealed to him that he had been chosen by Allah to be prophet to receive a risalah, the revealed message. This was in 610 C.E. at the cave of Hira, a place of retreat near Mecca where Muhammad used to go to meditate. The five first verses revealed to him were an order to be informed and to learn. The meaning of the verses, based on Hilali's and Khan's Interpretation of the meanings of the Noble Qur'an (1996), are as follows:

1. Read! In the Name of your Lord who has created (all that exists)
2. He has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous.
4. Who has taught (the writing) by the pen.
5. He has taught man that which he knew not. (Chapter 96, verses 1-5)

Allah revelation to Muhammad succeeded one another from time to time over a period of more than twenty years, from 610 to 632 C.E., the date of the Prophet's death.

Question to answers:

1. Why should Muslim believe to all Allah's book?

2. Could you mention to other sacred scriptures mentioned in the holy Qur'an?

3. What is the name of the scripture of Prophet David?

4. Who believes that the Qur'an today is the only authentic Allah's book?

5. Is the authentic holy scriptures of Zabur available today?

6. How old was the Prophet when he received Allah's first revelation?

7. Where were the first five verses of the Qur'an revealed?

8. Who is M.M. Azami?

9. How long had the holy Qur'an revealed to the Prophet Muhammad?

10. When did the klast Messenger of allah pass away?
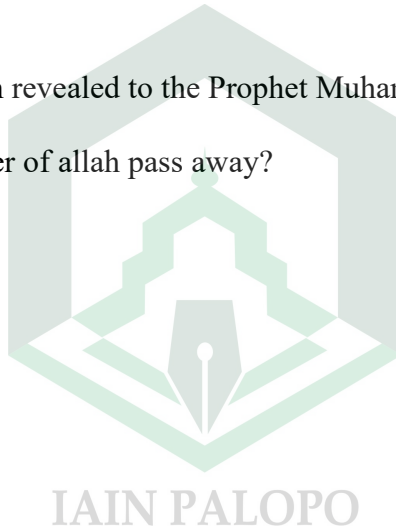
APPENDIX

The Witness to Faith: The First Pillar of Islam

The witness to faith or profession of faith, which is generally called in Arabic Shahada and in Indonesian language Kalimat Syhadat, consists of pronouncing the two phrases "There is no god but Allah" and "Muhammad is the Messenger of God." Reciting this simple statement in Arabic constitutes the beginning and essence of being Muslim. The theologian al-baghadi(d.1037), however, states that the person who utters the Shahada (confession) must know the meaning and the truth of statement and must repeat it out of understanding and with heartfelt sincerity. The Shahada is repeated as part of the Muslim prayers, and thus gains more of a sense of being an oft-repeated ritual than simply a once in a lifetime statement.

The term in the Shahada translated above as 'God' is Allah, The Arabic proper name of God used by Muslims. This name probably comes from al-ilah, 'the god' the common Arabic noun for deity, with definite article the. The first Shahhada phrase 'la ilaha illallah' affirms Islam's absolute monotheism, an unshakeable and uncompromising faith in the oneness (tawhid) of God. As such, also serves as a reminder to the faithful that polytheism, the association of anything else with divinity, is forbidden and is the one unforgivable sin.

The second Shahada phrase 'Muhammadar-rasulullah' is the affirmation that Muhammad as the messenger of Allah, the last and final prophet, who serves as a model for the Muslims community. Molding individuals into an Islamic society requires activities that recall, reinforce, and realize the word of God and the example of the prophet.

I short, belief in the one God and acceptance of His word as revealed to Muhammad p.b.u.h. requires acceptance of the body of duties and obligations recorded in that message. These duties are both spiritual and legal, both societal and devotional, regulating each individual's relationship with God, with his fellowmen and with His other creatures. The first duty is this profession of faith.

Who says that a person who recites the Shahada should not only know its true meaning but also utter it with heartfelt sincerity?

Question to Answer:

1. What does the first of the two statements of the faith confession mean?

2. What is the meaning of God in Arabic?

3. Which part of the Shahada indicates the absolute monotheism Islam?

4. Where can the duties and the obligation of Muslims be found?

5. What is the first duty of a Muslim according the above reading text?

6. What is forbidden and even considered as unforgivable sin in Islam?

7. Who does the final prophet refer to?

8. When is the Shahada always repeated by a Muslim?

9. What do p.b.u.h stand for?

10. What is the main idea of the text above ?
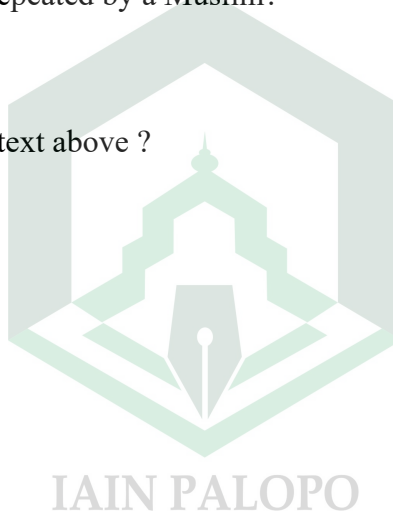
APPENDIX

AUTOBIOGRAPHY

The researcher, Rusdiansyah was born on 18th May 1989 in Lauwo East Luwu. He is the sixth child from ten brothers and sisters. His parents names are Masalang and Hasifah. He started his school at SDN 101 Lauwo, East Luwu in 1996 and graduated in 2002. In the sane year, he continued his study at SMPN 3 Bone-Bone North Luwu and graduated in 2005. He continued his study at Senior High School 1 Bone-Bone and graduated in 2008. In the same year he took English Study Program of Tarbiyah Department STAIN Palopo. During his study, he was active in Internal Students Organizations. He was member of English Students Association (HMPS-BIG) STAIN Palopo since 2009 – 2011 and become the chief of HMPS BIG in 2011-2012. He always active in every program of HMPS – BIG such as; Freshmen Training Camp (FTC) and English Camp. And there are many another programs which can improve the skill.