

**THE CORRELATION OF NOTE-TAKING TOWARD FIRST GRADE
STUDENTS' GRAMMAR MASTERY AT ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY**

THESIS



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*Submitted to fulfil a Partial Requirement for S-1 degree at English Department,
Teacher Training and Education Faculty, Bung Hatta University*



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Padang, 14 July 2017

The writer

ABSTRACT

Triozi. 2017. *The Correlation of Note-Taking toward First Grade Students' Grammar Mastery at English Department of Bung Hatta University*

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The aim of this research was to find the correlation of note-taking toward first grade students' grammar mastery at English Department of Bung Hatta University. This research was designed by correlational method. The independent variable was note-taking and grammar mastery was the dependent variable. The population of this research was the first grade students at English Department of Bung Hatta University. The total number of population was 31 students, and they were distributed into one class: PING A. The researcher used convenience sampling technique to select the sample. The total number of sample members was 23 students who were available at that time.

To collect the data, the researcher used two instruments. They are questionnaire and grammar test. Questionnaire was used to get note-taking data and grammar test is used to find students' grammar mastery data. In note-taking, the researcher asked the participant to choose likert scale options. As for grammar mastery, the researcher asked students to write simple sentences of be and using verb in affirmative, negative, yes/no question and Wh-question. Reliability of note-takings' questionnaire was .93. Then for grammar test, the reliability was .99. It meant the result of questionnaire and grammar test was reliable.

Based on the result of the data, the first grade students' note-taking and grammar mastery did not have any significant correlation. The null hypothesis (H_0) was the answer of the research because the r_{table} was larger than the $r_{counted}$. After measured the $r_{counted}$ used IBM SPSS Program ver.20, the $r_{counted}$ was .266. The r_{table} was on $DF=n-2(21)$.413, larger than $r_{counted}$.

Based on the result of the research finding, it could be concluded that the null hypothesis (H_0) was accepted in this research. Relating to the conclusion, the researcher suggested English teachers to make learning activities and increase grammar practice so that the students can master the grammar well. And the students are suggested to learn through media such as English website learning or using English learning application on smartphone in order to learn grammar.

Keywords: Note-taking, Grammar Mastery, Correlation.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses some points. They are the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, hypothesis, the purposes of the research, the significance of the research and definition of key terms.

1.1 The Background of the Problem

Because of the importance of English now days, there are many students are hoped to master English. They are faced with many institutions of English Teaching and Learning (ETL) class. Various strategies, methods and tools have been implemented to give the learners better outcome in studying English. However, several English aspects take time to master. The example is Grammar or Structure. Many factors can be the reasons why it is hard for students to learn it. These factors can be different. It depends on each student. In order to solve the problem, there is something that the learners can do.

In English Language Teaching (ELT), note-taking cannot be separated from students and teachers activities. This activity often happens in classroom. The function of note-taking is to be a reminder or reflection. Based on Nakayama, Mutsuura, and Yamato (2016:52), note-taking activities influence students' reflections. Both teachers and specially, students are doing note-taking to maintain their performance and skill. As example, when we will have an

examination test, we need to review the lesson that is going to be tested. The test itself becomes the main reason why students do note-taking.

According to Oxford Dictionary (2008:298), note refers to important information and need to write in small writing, things the note-takers want to remember. So it can be said that note-taking is an action to write important information which the note-taker wants to remember in notebook. Based on Kirkgözas' Journal (2010:01), the main objective of note-taking is capturing the essential points of the lecture and recording of the main ideas, which the students later use as revision, particularly for examination purposes or to write a summary or a report based on the notes.

In grammar teaching and learning process, students of Bung Hatta University especially the first grade student at English Education usually write a note while the teacher explains the material. According to Teng (2011:01), note-taking can be used to promote the process of learning and retaining lecture material. Students cannot remember all teachers' explanation directly. The way how mind keep memory of the grammar lesson or other lessons is divided into two kinds. The two kinds are working memory and long-term memory (Willingham and Daniel, 2009:41).

In this era of technology, note-taking is still needed in ELT. It is easy for students to remember a lesson if they use their senses. Although multimedia gives the benefit for students to use sense, the distractions may happen. According to Lin and Bigenho (2011:201), there could be a distracting that affected the learner and the intended learning could be impeded when the

multimedia streams do not directly support the learning materials. In addition, Lund (2015:04) based on the result of her research states that most students said that they used writing extensively as a tool for learning in their studies. The use of handwriting really helps students remembering their study. The way people remember the event or thing –Memories– is caused by various factors (Willingham and Daniel, 2009:41). According to Friedman (2014:07), the factors are attention, storage, usage and transfer. Those factors affect the memory to remember.

Grammar is important for English learners. The importance of grammar for academic study has lead students to study grammar at their school, course or study online. Grammar is complex language structure (Melinda, Hilma and Pratama, 2013:23). There are 16 grammar in English, they are present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous tense, future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past perfect tense, and past future perfect continuous tense.

One of the subjects taken in this semester is Basic Grammar. In this lesson, the first grade students of English department learn tenses. The tenses they learn were present tense, present continuous tense, past tense, past continuous tense and future tense. Based on the syllabus of basic grammar, the simple present tense is about the use “be” in affirmative, negative, yes/no question and wh-question in present tense. Other is about the use of “verb” in affirmative, negative, yes/no question and wh-question in present tense.

In teaching learning process, students have to do activities in order to get a good grade in grammar lesson. The activities are preparing the material, paying attention to the teacher explanation, doing homework given, learning before testing, making a note of learning, etc.

Based on the data on first grade students' Basic Grammar mid-term test scores, their scores are quite good. However, there are still some students who got low score. There are several students who get D (45-54) and there are some students who got C or C+. Willingham and Daniel (2009:113-114) mention that every learner has different abilities and styles toward teachers' teaching design. The difference of learners and teacher design may require time to adapt.

Understanding the grammar lesson maybe it is hard for some students. Students require times before master the grammar. It cannot just at one time. Teacher need to build the lesson which is easy for students to take note from the study because Willingham and Daniel (2009:161) state that the purpose of teachers in school are making all students know and understand. If there are still students get low score, we need to figure out why they get low score. Note-taking can be a solution to improve the students' grammar mastery. The result of Kiewras' research in Bui and Daniels' journal (2015: 129) finds that there is benefit of note-taking for English learners to improve their grammar mastery.

Based on those facts above, the researcher chose this research. Although from interview with the lecturer of Basic Grammar that she does not force the students to write a note, this research want to know how far note-taking affected the students' grammar mastery. The grammar mastery discussed is only simple

present. The reason is that before mid-term test, they only studied simple present. The researcher wants to know the correlation of note-taking toward first grade students' grammar mastery at English Department of Bung Hatta University.

1.2 The Identification of The Problem

The first grade students learn some tenses like present tense, present continuous tense, past tense, past continuous tense, and future tense. There might be some problems appearing in present tense. They are the use of "be" in affirmative, negative, yes/no question and wh-question. The other is the use of verb in affirmative, negative, yes/no question, and wh-question. The first grade students should master the aspect of this tense because they have learned. However, several students get D (45-54) and C or C+ in Mid-term test.

There are many kinds of techniques in note-taking. Students usually have their own style in taking note, but many researchers have developed the note-taking writing. Common ways like outlining method, sentence method, schematic and mind-mapping are the examples of note-taking technique.

In teaching and learning process, the first grade students at English Education of Bung Hatta University usually write a note while the teacher explains the material. They listen and write the note while the teachers explain the lesson. These activities have been repeated and become habitual. They write all lecturers' explanation without paying attention to the focus of that explanation which they should remember.

1.3 The Limitation of The Problem

From the identification of problem that has been mentioned before, this research focused on the correlation of note-taking toward students' grammar mastery. Note-taking focused on mapping method. This method is easier than other methods for teaching grammar.

1.4 The Formulation of The Problem

Based on all the limitation of problem, the researcher simply makes the formulation: "Is there any the correlation of note-taking toward first grade students' grammar mastery at English Department of Bung Hatta University?"

1.5 Hypothesis

From some related reference about note-taking and grammar mastery, hypothesis was formulated:

Null hypothesis (Ho):

There is no any significant correlation of note-taking toward the first grade students' grammar mastery at English Department of Bung Hatta University.

Alternative Hypothesis (Ha):

There is any significant correlation of note-taking toward the first grade students' grammar mastery at English Department of Bung Hatta University.

1.6 The Purpose of The Research.

The purpose of this research is to know whether there is any significant correlation of note-taking toward students' grammar mastery or not.

1.7 Significance of The Research.

After this research, the results are hoped become useful for students, teachers:

- a. For students.

The result of this research can be a motivation for the students to improve their note-taking writing.

- b. For teachers.

With the result of this research, teachers know the correlation of note-taking toward students' grammar mastery so that they can develop the use of note-taking.

1.9 Definition of Key Terms

In order to avoid the misconception about this research, here are the key terms mostly used in this research:

1. Correlation research involves collecting data in order to determine whether, and to what degree of relationship exists between two or more quantifiable variables (Gay, Mills, and Airasian: 2009:195).
2. Note-taking is students' activities in classroom. The activities are catching the important points or idea of grammar that teacher explain.
3. Grammar mastery is the students' ability in understanding grammar in present tense.