

# Dimas Priagung Banar Syahputra, Arin Inayah

*by Jurnal Buana Pendidikan*

---

**Submission date:** 22-Feb-2022 08:57PM (UTC+0700)

**Submission ID:** 1768313506

**File name:** 13.\_Manuscript\_18012022\_13.pdf (613.63K)

**Word count:** 5764

**Character count:** 32133



## Note-Taking Technique Achievement In Narrative Text At Senior High School

Dimas Priagung Banar Syahputra\*, Arin Inayah

PGRI University of Banyuwangi

\*Email: [priagungdms@gmail.com](mailto:priagungdms@gmail.com)

---

### Articles Information

### Abstrak

#### Keywords:

Note-Taking  
Technique;  
Narrative text;  
Senior High School.

#### Submitted:

21-01-2022

#### Accepted:

22-02-2022

#### Published:

26-02-2022

Peneliti meneliti teknik mencatat dalam mengajar pemahaman bacaan mata pelajaran Bahasa Inggris. Penelitian ini ingin mengetahui bagaimana hasil kemampuan teknik mencatat siswa dalam teks naratif. Penelitian dilakukan di sekolah menengah atas. Pelaksanaan penelitian ini selama tiga bulan dengan menggunakan 22 populasi. Desain penelitian adalah penelitian kualitatif. Instrumen penelitian adalah tes. Berdasarkan hasil penelitian yang dilakukan ini, peneliti dapat menarik kesimpulan bahwa penggunaan teknik mencatat memiliki pengaruh terhadap kemudahan siswa atau penulis dalam menulis dan menyusun ringkasan. Hasil penggunaan teknik mencatat dalam menulis juga mempengaruhi kemudahan pembaca untuk memahami isi keseluruhan teks dari ringkasan yang dibuat oleh siswa atau penulis. Namun hasil penelitian ini juga menunjukkan kekurangan dalam pembahasan untuk mengetahui perbedaan model berpikir siswa dalam memahami kalimat dan kreativitas menulis siswa sehingga terdapat perbedaan kualitas tulisan siswa. Sehingga peneliti dapat menerima dan memberikan saran kepada peneliti yang akan melakukan penelitian serupa agar lebih kompleks.

---

### Abstract

The researcher researched note-taking techniques in teaching reading comprehension of English subjects. This research would like to know how students' note-taking technique ability results are in narrative text. The research does in senior high school. This research does during three months by using 22 populations. The research design is qualitative research. The research instrument is a test. Based on the results of this study, the researcher concludes that the use of note-taking techniques has an influence on the ease of students or writers in writing and compiling summaries. The results of using note-taking techniques in writing also affect the ease of readers to understand the contents of the entire text from the summary made by students or writers. However, the results of this study also show deficiencies in the discussion to find out about the differences in students' thinking models in understanding sentences and students' writing creativity so that there are differences in the quality of students' writing. So, researchers can accept and give suggestions to future researchers to conduct similar and more complex research.

---

## INTRODUCTION

(Muslaini, 2017) states that reading is the system of having statistics from the written text; from the author to thereader. The aim of all reading is the comprehension of which means that is conveyed in the written textual content. Learning reading in school has specific targets from each language teacher so that students can understand the reading. This also applies to English subjects which have a different language from Indonesia Language. It also has different strategies to achieve the result targeted by the teacher. In some processes, achieving the learning target is in reading comprehension. However, achieving the target of reading comprehension requires strategies and ways in achieving them. (Oktarina et al., 2008) stated that analyzing comprehension is no longer a static competency; it varies according to the functions for reading and the subsequent that is involved. While the prerequisite capabilities are in region, analyzing becomes an involving interaction between the textual content and the history understanding of the reader (Kencono & Ratnasari, 2021).

In senior high school, students have to learn about narrative text. According to Smalley and Roetten in (Latifah & Rahmawati, 2019), Narrative describes a chain of the occasions or tell a story, in different phrase narrative describe an experience. The logical association of idea and sentences in the narrative is chronological according to time order. Percy in (Asirika, 2017) said that a narrative is a form of essay that tells a story or a series of occasions in which they arise. 1). Orientation, wherein the writers tell the target audience approximately who the man or woman in the tale are, where the tale is taking vicinity, and whilst the motion is occurring. 2). the problem, in which the tale is pushed along by means of a series of occasions, throughout which we normally count on a few sorts of problems or hassle to stand up. three) (Wahyudiana et al., 2021). decision In a "gratifying" narrative, a resolution of the hassle is added approximately. In conclusion, the narrative textual content is textual content that includes a story ordered chronologically. The purpose of telling the tale is to provide which means and to entertain the readers. Frequent systems of Narrative textual content are; 1) Orientation, component while the story beginning, introducing the characters of the story, the location of the story begins, and whilst the story manifest. 2) Trouble, the element which the characters discover troubles, it might be some occasion as trouble in the story. 3) Resolution is the part of the story when the characters clear up the problem. (Dwiningtyas et al., 2021) stated that stated that coaching analyzing comprehension strategies are aware plans-sets of steps that true readers use to make feel of textual content.

Learning to read to the students has increased in understanding the reading text. The result of observations and interviews which is done by the researcher to the teachers and students in the school still have deficiencies. The students can read and understand the reading text, and they can also rewrite what they read. However, the result of students' work still does not have certainty that their understanding can understand other people. Then, according to Issa I. S., Ashley T. (2020) The majority of students agree that taking strategic notes is fact beneficial in improving class performances and students has opportunity to engage in higher order cognitive skills, requiring student to be attentive to lecture, actively listen to the instructor, decipher information, and paraphrase it.. So, in this study, the researcher would like to use the

result of students' writing as material to assess. So that, the researchers able to have certainty whether students can rewrite the result of their understanding and how the value obtained by the students is to be mentioned in value column and qualitative explanation.

Whereas, Note-taking is a valuable skill to individuals both academic and non-academic settings. However, (Meer, 2012) stated that note-taking isn't necessarily a talent that students have upon arriving on the campus or study thru trial-and-error at some stage in their education . The activity of note-taking can be considered part of the curriculum. It crosses over all disciplines students reading learning and learn to write. It in short gives 4 components of word-taking: (1) the important features of observe-taking: "writing to learn" (2) the main word-taking techniques used by college students (3) the different factors worried inside the comprehension and studying of understanding via word-taking (four) the mastering contexts that allow effective notice-taking: "learning to write".

To provide a comparison, note-taking is as cognitively demanding as playing chess is for an expert, as both require the retrieval of knowledge, planning, and the development of solutions. Reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers are doing the comprehending and what they bring to the text is to be comprehended (previous knowledge, strategy use), as well as variables related to the text itself, is an activity in which comprehension (interest in text, understanding of text types).

A student's ability to make sense of grade-level texts can ensure either success or failure in school, depending on the student's ability to comprehend. Comprehension education has produced a menu of cognitive techniques, such as, but not confined to: a) visualizing, b) predicting, c) summarizing, d) asking questions, e) tracking comprehension, and f) figuring out critical information. Drawing on modernist literary principle. (Serafini, 2003), states that the text has been conceived as a conduit, a impartial container for the transmission of messages and information from author to reader.

Scaffolding is one of the simplest academic techniques. When instructors utilize scaffolding techniques within the school room, they cue, query, coach, corroborate and offer basic facts. The ability to adapt the reading style according to reading purpose develops an awareness of the structure of written texts in English taking a critical stance to the contents of the texts (Hedge, 2002). Note-taking is a valuable skill to individuals in both academic and non-academic settings (Paramita & Suryanto, 2021).

However, (Meer, 2012) note-taking is not necessarily a skill that students have upon arriving at the campus or learning through trial-and-error during their education. Additionally, he described five basic comprehension procedures that work collectively simultaneously and supplement each other: micro-strategies, integrative strategies, macro processes, elaborative approaches, and metacognitive techniques (Yasmin & Wirastania, 2021). Likewise, Encoding is the process of translating and

organizing information and storing it for destiny use. The encoding process because it pertains to notice-taking has been researched appreciably over the years.

Fisher and Harris determined that students who took their notes and reviewed them completed higher than college students who did not take notes however as an alternative studied the notes provided by means of the lecturer. (Beck K. et al., 2014) argues that propositions of unique hard information texts are replicated in their summaries written with the aid of able readers, to examine the strategies they use to put in writing summaries for this article kind and analyze the linguistic devices worried once they implement the strategies (Antariksa, 2021). According to (Ingrid A. T. and Reginald L. G., 2015) state that learning process to determine Achieving teachers use the strategy frequently. The frequency of using the strategy was perceived teacher expectation and standard of academic point and achieving learning goals. Whereas, according to Linlin L., Kenneth A. K., Lydia S. (2016) medical take a look at of word taking is conceptualizing as a 3-step method of note taking, revision, and assessment. Revising take place earlier than reviewing. Revision is exceptional executed at some point of pauses and the aggregate and partners has benefit and holds promise. Revising notes with a partner, as opposed to alone, aided word taking however not achievement. Revising note with interplay associate resulted original notes but no longer extra notes or better success rankings. throughout revision process showed that revision become more than addition of latest ideas.

Furthermore, there are three techniques, specifically deletion, choice, and abstraction, that are utilized by summary writers to boil down the unique texts to their predominant factors. enforcing these strategies calls for readers to make of the relationships holding between the propositions (or large components) of textual content. coaching linguistic devices which includes subordinators, conjuncts, lexical signals, lexical repetitions, and parallelism is important due to the fact they help college students to examine the relationships among the propositions

In the research done by (Bouguesba, 2020) entitled "*An Investigation into the Effectiveness of the Cornell Note-taking System in Improving Learners' Writing Composition: The Case of Master Students of English at Biskera University*". inside the studies that's achieved the researcher did statement from the preliminary cognizance institution that involved 10 college students the boundaries, they have a tendency to face in taking notes. maximum of them accompanied no unique notetaking technique to rely upon inside the technique of recording their lectures; consequently, the researcher sought that it would be an notable opportunity to capture and, consequently, conduct studies based totally at the shreds of the accumulated information. According to (Bouguesba, 2020), the facts display the significance of adopting a observe-taking device, as well as an define version based totally at the Cornell template. The researcher became encouraged to work in this topic as it offers a brand new idea that involves recreating a observe-taking template into an essay define model and trying out it at the examine's selected pattern to examine its helpfulness.

Then according to (Hult et al., 2013) which has to do research entitled "*Analysis of student note-taking effectiveness and learning outcome in the college lecture setting*", with observe examined the encoding function in pupil

notice-taking in relationship to getting to know from a college lecture by way of the usage of pretest and posttest. They expected that note-taking effectiveness would be positively related to learning and word of excessive and coffee effective be aware-takers could range substantially. After accomplished pretest, a lecture on research methods changed into presented to an undergraduate human development class. straight away following the lecture to do posttest. Then the observe examiner on several measures and notes of high and occasional effective be aware-takers became compared. The outcomes of this studies confirmed indicated support for both hypotheses suggesting that powerful word-taking as an hobby and independent of observe overview, is a high quality feature that looks to be required for comprehension level mastering.

(Nakayama et al., 2013), also have done the research entitled "*Effectiveness of Instructional Suggestions for Note-Taking Skills in a Blended Learning Environment*", using questionnaires in a legitimate range of members become fifty five by means of using 3-issue rankings for note-taking capabilities have been calculated from participants' responses the use of a issue loading matrix. Then, evaluating two-element rankings are factor rankings for be aware-taking abilities known as spotting be aware-taking capabilities increased substantially due to the extra thorough instructions and factor rankings of the second survey correlated with online test rankings and the ratings of observe-taking checks, at the same time as a few aspect ratings had been risky. The elements accountable for note-taking skills improved appreciably due to the lecturer's commands, and this also shows that students' traits contributed to the enhancements.

The research entitled: *The Extent to Which Pre-Service Turkish Language and Literature Teachers Could Apply Summarizing Rules in Informative Texts*. They made a look at to decide the quantity to which pre-service Turkish Language and Literature teachers possess summarizing capabilities with have a look at institution along with forty seven students having graduated As information collection units, two bureaucracy have been hired inside the examine; considered one of them is precis solution shape (SAF) and the alternative one is summary answer Key (SAK). As a result, ninety six% of the contributors have been discovered to have exhibited a medium degree or higher summarizing overall performance (medium seventy nine%; high 17%). The end result is pre-service instructors had been the most successful to use were "select the principle idea sentence" and "delete the unimportant statistics". while compared to different summarizing guidelines, the pre-carrier teachers were determined to be enormously less a hit within the choice of one of the repeated portions of information to be blanketed within the precis.

Whereas, compared to research by (Khoshshima, 2014), they researched through using Sixty-one college students have been selected and randomly divided into control and experimental agencies. The homogeneity in their proficiency level turned into established using a TOEFL proficiency take a look at. All college students in both groups participated in a studying comprehension check because the pretest. The experimental group utilized summarizing method 3 times a week generally forty five minutes in length for ten weeks. After each two-week education, a right away posttest turned into administered. on the stop of the remedy, a post-test turned into administered to both corporations. The findings of the examined indicated that summarizing strategy has a massive effect on freshmen' reading comprehension.

Other research titled “Effects of a Summarizing Strategy on Written Summaries of Children with Emotional and Behavioral Disorders”. in this unmarried-concern examine, we examined the effects of a summarizing approach on the written summaries of children with emotional and behavioral disorders (EBD's). Six students with EBDs in 5th and 6th grades discovered a mnemonic-based strategy for summarizing taught through the self-regulated strategy development (SRSD) approach. visible analyses were carried out, together with predicted impact sizes using quantitative techniques at both the man or woman level and throughout instances. visible analyses found out evidence for a purposeful relation among the remedy software and first-class points. Quantitatively, very large outcomes had been cited for all six college students. Anecdotal evidence suggested the scholars understood the reason of the approach and will independently keep in mind the steps of the mnemonic by means of the give up of the intervention. outcomes suggest that the method has the potential to improve the precis writing capabilities of students with EBDs. barriers and future guidelines are mentioned.

Besides, research entitled “Encoded summarization: summarizing documents into continuous vector space for legal case retrieval”. Base on their studies that supplied their method for tackling a felony case retrieval undertaking by introducing their technique of encoding files with the aid of summarizing them into non-stop vector space via our phrase scoring framework using deep neural networks. on the other hand, we explore the advantages of mixing lexical functions and latent features generated with neural networks. Their experiments display that lexical capabilities and latent capabilities generated with neural networks complement every different to improve the retrieval gadget overall performance. furthermore, our experimental outcomes propose the significance of case summarization in unique aspects: using provided summaries and performing encoded summarization. Our approach done F1 of 65.6% and fifty seven.6% on the experimental datasets of felony case retrieval obligations.

Considering reading skills, it is possible to ignore differences among theoretical models to a certain extent. However, the theoretical models of reading processes make some commitments about the sources of reading problems. Low comprehension of text affects the student's reading comprehension and student achievement. It can be the harm to students' experience study. Automatically, student achievement results in his English learning processes start from his ability in English reading cause confidently in learning English process. Although reading is very important, students still have difficulties, In private senior high school researcher finds that students are lacking especially in a component of reading comprehension. Students learn reading text is always made simply translated word to the word. Many cases used techniques to get an understanding from the paragraph. Generally reading is a process of getting information from a written text.

The researcher researches application note-taking techniques in teaching English reading comprehension activities. Can this technique apply in teaching-learning reading comprehension for students in senior high school in eleventh grade and how to applicate note-taking technique steps in the teaching-learning process to get the goal. This research gets the purpose to find a suitable technique in

teaching-learning reading in senior high school. Especially, giving solutions for students' problems in learning reading comprehension. This research to know how is students' note-taking technique ability result in narrative text.

## **METHOD**

The research does in senior high school. The respondent is that that has been known about the taking note technique from the teacher. This research does during three months by using 22 students as a population research subject. The research design employed for this research is qualitative research. In this research, the Collecting data process uses interviews and mini teaching to ensure student learning text technique, observation, collecting data, and analyzing data. The research instrument is a test. The text material is chosen by the appropriate texts based on the senior high school syllabus of the 2013 curriculum. The researcher also uses English teachers as readers and evaluator members for students' results based on assessment; compatibility the note toward original texts, perfection sentence (arrangement and words choice). Showing the data uses descriptive quantitative by DIKBUD power grade student.

## **RESULT AND DISCUSSION**

### **Result**

The result of this research is obtained from the process of summary writing to the process of value taking from students work, the findings are:

#### *Translating Unfamiliar Word*

When the respondents received the text and read the text, they immediately prepared an English dictionary which was. Then used as a translation tool. They write down the Indonesian meanings on the side of the English word. So, in the text, there are many writings in the form of translations not the results of sentence analysis. Most of what is written are English words that are not often known by students. At this stage, the researcher can explain that students do not know much about the meaning of words in English and still need a dictionary as a translation tool. On the other hand, the researcher can also explain that this stage is still needed by students who do not know much about the meaning of English.

#### *Analyzing Sentence Aim*

After the process of translating, the unknown English words were completed. The students continued on sentence analysis and wrote down the results of the analysis using their language. At this stage, the researcher asked some students the reasons for writing. Then, he answered, "so that I can easily understand it, sir". in this case, the students already have sufficient understanding of the sentence and then write their understanding in the form of their language to be used as a code so that they can easily understand the content and meaning of the sentence.

#### *Getting A Central Word In The Sentence*

At this stage, students begin to draw the contents of the sentence in the form of notes. Notes are in the form of short conclusions obtained from the text. Then, the word is written on the side of the sentence as a code that intends to make students understand the sentence. So, in each line of the sentence, several student writings are coded as for their understanding.

#### *Getting The Main Idea In The Paragraph*

Students start looking for the essence of a paragraph with several processes. Namely the process of connecting the writing code in the form of their own words from the beginning of the sentence to the end of the sentence in one paragraph. In this process, students begin to rewrite their understanding of the results of connecting each sentence into a narrative paragraph that explains the essence of the paragraph. This process is always carried out in each subsequent paragraph until it is finished. At the end of this process, students have an understanding and narrative or flow of writing from each paragraph to the entire text.

#### *Summarizing By Own Word*

In the next process, students begin to make text summarizing from notes that have been written by students in the form of perfect sentences arranged in their language but do not leave the main points of the original text. The words used are almost identical to the original text. The process of writing a summary has its uniqueness, namely the placement of notes in the sentence structure and writing down. The results of the relationship between the first sentence and the second sentence and so on. Then, conclude several consecutive sentences with the same core sentence to make one concise conclusion sentence.

#### *Evaluation Result Finding*

This evaluation is the process of assessing the results of the student's test in making a summary of the text given to the researcher. The quantitative results are:

**Table 1.** Student Quantity Grade

Power Grade	Quantity of Students	Interpretation
96 - 100	1	Excellent
86 - 95	8	Very good
76 - 85	11	Good Enough
66 - 75	2	Fair
46 - 55	0	poor
36 - 45	0	Very poor
<b>Total Students Score</b>	$\Sigma = 1872$	
<b>Average</b>	85,09091	Good Enough

The data above mentions the results of student work. The data shows that students can make a summary of a text. The results of the assessment also show variations in students' abilities in making summaries so that they can be understood by readers. Students who get the superior category are students who can make easy-to-understand summaries with the appropriate plot or text narrative. So, according to

the readers, it is easy to understand the entire content of the text just from the summary made by the students.

The students who get the very good category are the students who can make very good summaries and can be understood by the readers. So, according to the readers, the summary results from the student can be understood but still require a thought process to be easily understood because it requires a little evaluation on the selection of the right words. Students who get a fairly good category are students who can make a good summary but still need correction from the reader. So, according to the readers, the summary results made by students are categorized as good enough, that the summary results still require repeated reading to find an understanding of the entire contents of the original text through the students' summary results due to a shift in word positioning and word selection which affects sentence understanding.

Students who get the medium category are students who can make a summary of the text but still require repeated readings to understand the contents of the entire text. So, according to the readers, the summary results from students in the medium category are summary results that still need more correction from readers and evaluators so that the placement of words and the use of words in sentences are suitable for easy understanding by readers. In the results of calculating the scores of all students written on the total students' score and average score, it shows that the average number of the class is 85,090 which is included in the fairly good category. From this figure, the researcher believes that on average the students in that class can make a fairly good summary using the note-taking technique.

## Discussion

Based on the results of the research that has been done, the researcher writes some discussions on the research findings. based on the findings of the researcher's observations of the ability and learning outcomes in English subjects, students specifically in reading can reveal that making a summary requires steps and stages. This stage starts from the stage of finding the meaning of the unknown word to be known. At this stage, students are doing work to look for words that do not yet know the meaning, and then students can remember or write down these meanings on the other side to make it easier to carry out the next stage. Students can find out the meaning of the word which is the main ingredient needed in finding the meaning of the text. By doing these activities, it can also be a tool for students to activate their knowledge first. The next stage is an analysis to find out the meaning of the sentence.

At this stage, students begin to identify the meaning and seek understanding of the sentence. During the sentence analysis activity, students begin to develop their knowledge by trying to translate a sentence according to the original text written in easy-to-understand language. The process of making this translation is not only written once and then it can be immediately understood, but there are still corrections so that the results of the translation become clear and straightforward which are then easily understood by students. The next stage is to determine the keywords of the sentence. At this stage, students begin to develop the form of the sentence which was originally a sentence translation, and then develop into a code of

understanding in the sentence. The change uses a word snippet technique that can reveal the meaning of the sentence. The snippet is in the form of words or phrases that are written on the side of the sentence taken. In this step students write different words from other students, this happens because the snippet is intended to code understanding the sentence and an understanding that finds the main idea or grand design of the paragraph.

In carrying out these steps, they have their way to make it easier, namely using the students' own words which are intended as a code of understanding. In the process of writing notes, the students intended as a sentence understanding code to provide convenience in taking the important points of each sentence. In addition, writing notes makes it easy for students to start writing the results of their understanding into sentences. So that the results of student work can be read and understood by readers and evaluators. On the other hand, using this note-taking technique, students still need a lot of time in analyzing sentences. In addition, the techniques and methods used by students in making summaries also still require students' writing creativity and reasoning in composing sentences, so the results of the assessment on student test results show that there are differences in grades and categories. Based on the categories from the research results above, there are no students who are categorized as poor, so this gives an understanding to the researchers that students can compose and complete summaries with summary results that can be understood by the reader although they still need to repeat the reading process so that the reader can understand the summary of the text. Because of the repetition process, readers and evaluators give different values and occupy different categories.

## CONCLUSION

Based on the results of this study, the researcher can conclude that the use of note-taking techniques has an influence on the ease of students or writers in writing and compiling summaries. The results of using note-taking techniques in writing also affect the ease of readers to understand the contents of the entire text from the summary made by students or writers. However, the results of this study also show deficiencies in the discussion to find out about the differences in students' thinking models in understanding sentences and students' writing creativity so that there are differences in the quality of students' writing. So, researchers can accept and give suggestions to future researchers to conduct similar and more complex research.

## ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah swt. we want to express our deepest gratitude to LPPM PGRI University of Banyuwangi and all of the people who contribute to the publication of this article. Special thanks to my big family at PGRI University of Banyuwangi, thanks for the supports and useful thoughts.

## REFERENCES

- Antariksa, F. A. (2021). The Effectiveness of Quantum Learning Methods in Group Guidance to Improve Student Motivation in Class VIII A MTS Darul Ulum 2 Widang. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 17(2), 130–137.
- Asirika, D. (2017). Teaching Writing Narrative Texts By Using the Pictures of Pop- Up Book As a Media

- To Junior High School Students. *Journal of English Language Teaching*, 6(1), 242–252.
- Beck K., M., Hartley, J. S., Hustedde, L. S., & T.T., F. (2014). Note Taking Effectiveness in The Modern Classroom. *Journal of Educational Psychology*, 1(1), 1–14. <https://doi.org/10.1037/h0035640>
- Bouguesba, B. (2020). *An Investigation into the Effectiveness of the Cornell Note Taking System in Improving Learners' Writing Composition: The Case of Master Students of English in Biskera University*. Mohamed Kheider University.
- Dwiningtyas, G. N., Sofyan, D., & Puspita, H. (2021). Teachers' Strategies in Teaching Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 4(2), 285. <https://doi.org/10.22460/project.v4i2.p285-289>
- Hedge, T. (2002). Teaching and learning in the language classroom. T. Hedge. In *ELT Journal* (Vol. 56, Issue 3). <https://doi.org/10.1093/elt/56.3.337>
- Hult, R. E., Cohn, S., & Potter, D. (2013). *An analysis of student note taking effectiveness and learning outcome in the College Lecture Setting*.
- Kencono, M. R., & Ratnasari, E. (2021). The Influence of Learning Media on Student Activity. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 17(2), 175–181.
- Khoshsima, H. (2014). The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners. *International Journal of Language and Linguistics*, 2(3), 134. <https://doi.org/10.11648/j.ijll.20140203.11>
- Latifah, N., & Rahmawati, I. N. (2019). Teaching And Learning Narrative Text Writing Through Story Mapping. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 78–96. <https://doi.org/10.24042/ee-jtbi.v12i1.4428>
- Luo L., Kiewra K. A., Samuelson L. (2016). Revising lecture notes: how revision, pauses, and partners affect note taking and achievement. Published online: 25 January 2016. Springer Science+Business Media Dordrecht 2016
- Meer, V. Der. (2012). *Students' Note-Taking Challenges in the Twenty-First Century: Considerations for Teachers and Academic Staff Developers*. 17(1), 13–23.
- Muslaini. (2017). STRATEGIES FOR TEACHING READING COMPREHENSION By Muslaini \* Syiah Kuala University, Banda Aceh. *English Educational Jurnal*, 8(1), 66–77.
- Nakayama, M., Mutsuura, K., & Yamamoto, H. (2013). Effectiveness of instructional suggestions for note-taking skills in a blended learning environment. *Proceedings of the European Conference on E-Learning, ECEL*, 333–339.
- Oktarina, R., Oktariansyah, M., & Priuno, K. (2008). TEACHING READING BY USING VERBAL FOOTBALL GAME ( An Experimental Study at SMP Setia Negara Palembang ). *An Experimental Study*, 11(9), 1–10.
- Paramita, A., & Suryanto, S. (2021). Growing Tolerance Through Active Learning Methods In Generation Z Students at Elementary School X Surabaya. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 17(2), 145–160.
- Salame, I. I., & Thompson, A. (2020). Students' Views on Strategic Note-taking and its Impact on Performance, Achievement, and Learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>
- Serafini, F. (2003). Informing our practice: Modernist, transactional, and critical perspectives on children's literature and reading instruction.
- Thomas I. A. and Green R. L. (2015). Using Instructional Strategies to Enhance Student Achievement. *National Forum of Teacher Education Journal* Volume 25, Number 3
- Wahyudiana, E., Sagita, J., Iasha, V., Setiantini, A., & Setiarini, A. (2021). PROBLEM-BASED LEARNING-BASED IPA PRACTICUM MODULE TO IMPROVE PROBLEM-SOLVING ABILITY. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 17(2), 161–167.

Yasmin, A. A. H., & Wirastania, A. (2021). The Survey on the Implementation of Online Tutoring Information Services at SMP PGRI 1 Buduran Sidoarjo. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 17(2), 138–144.

# Dimas Priagung Banar Syahputra, Arin Inayah

## ORIGINALITY REPORT

18%

SIMILARITY INDEX

14%

INTERNET SOURCES

9%

PUBLICATIONS

4%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="https://journals.sagepub.com">journals.sagepub.com</a> Internet Source	2%
2	<a href="https://link.springer.com">link.springer.com</a> Internet Source	2%
3	<a href="https://archives.univ-biskra.dz">archives.univ-biskra.dz</a> Internet Source	1%
4	<a href="https://journals.indexcopernicus.com">journals.indexcopernicus.com</a> Internet Source	1%
5	<a href="https://academicjournals.org">academicjournals.org</a> Internet Source	1%
6	Hooshang Khoshsima. "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners", International Journal of Language and Linguistics, 2014 Publication	1%
7	Yuan ke, L., and M. Hoey. "Strategies of writing summaries for hard news texts: A text analysis approach", Discourse Studies Publication	1%

8	Submitted to Edge Hill University Student Paper	1 %
9	repository.radenintan.ac.id Internet Source	1 %
10	docplayer.net Internet Source	1 %
11	Submitted to London College of International Business Studies Student Paper	1 %
12	unmas-library.ac.id Internet Source	1 %
13	"Reading Skills", International Encyclopedia of the Social & Behavioral Sciences, 2004 Publication	1 %
14	Submitted to Mansoura University Student Paper	1 %
15	www.researchgate.net Internet Source	1 %
16	ejournal.unib.ac.id Internet Source	1 %
17	journal.binadarma.ac.id Internet Source	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

# Dimas Priagung Banar Syahputra, Arin Inayah

---

## GRADEMARK REPORT

---

FINAL GRADE

**/0**

GENERAL COMMENTS

**Instructor**

---

PAGE 1

---

PAGE 2

---

PAGE 3

---

PAGE 4

---

PAGE 5

---

PAGE 6

---

PAGE 7

---

PAGE 8

---

PAGE 9

---

PAGE 10

---

PAGE 11

---

PAGE 12

---