

THE INFLUENCE OF NOTE-TAKING IN FLIPPED CLASSROOM CONTEXT ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

Amiruddin¹⁾, Issy Yuliasri²⁾, Sri Wahyuni³⁾, Henrikus Joko Yulianto⁴⁾

Universitas Negeri Semarang

Semarang

amiruddin07@students.unnes.ac.id

Abstract

This study aimed to examine the influence of note-taking integrated with flipped classroom context toward students' reading comprehension achievement. The sample of this study was the second semester of English education study program at Universitas PGRI Palembang consisting 38 students. In conducting this study, the quantitative method was used with pre-experimental design. The data were collected by giving the students pre-test before the treatment and post-test after the treatment. In analyzing the data, paired sample t-test analysis was used. From the finding, it was found that the significant value was $0.000 < 0.05$. It meant that H_a was accepted and H_o Was rejected. It could be interpreted that note-taking in flipped classroom contexts contributed to improve students' reading comprehension achievement.

Keywords – Note-taking, Flipped Classroom, Reading Comprehension

Introduction

Reading is significant for students since this skill plays a fundamental role in their academic achievement and personal growth. Reading is crucially important to learning across disciplines (Gogan, 2013). Reading becomes a means of acquiring knowledge that is useful in the interpretation of an a phenomenon or situation. When students read more academic texts, they can convey their ideas in written text or well-structured speaking related to the main issue (Wahyono and Puspitasari, 2016). Reading helps students become more proficient in the target language by enhancing their vocabulary, fluency, speaking, and writing abilities (Anaktototy and Lesnussa, 2022; Hung and Ngan, 2015; Azizifar, Roshani, Gowhary, and Jamalinesari, 2015; Ghanbaria and Marzban, 2014). Reading generally broadens and expands our knowledge. A person who remains updated with their knowledge will be able to adjust to this globalization era with ease and succeed in any sector.

One of the important aspect of reading skill is reading comprehension. Oakhill at al. (2014) states that reading

comprehension is a complicated process that necessitates the coordination of numerous cognitive abilities and skills. Further, according to Klinger (2007) reading comprehension is the process of generating meaning through the coordination of several complicated processes such as word reading, word and world knowledge, and fluency. It refers to the ability to interpret words, comprehend meaning, and connect ideas expressed in letter text. Reading comprehension is a difficult process that requires a lot from the reader. The comprehension process requires readers to create a mental representation of the material. It is a process that requires integration across a range of information sources, concerning lexical features to knowledge about world events (Fitri and Zainil, 2018).

Duffy (2009) defines comprehension in following terms; Proactive, because a reader must be engaged thinking and continually monitoring the meaning. Tentative, because predictions generated at one moment may change in the following moment. Personal, in that meaning resides

in the reader's interpretation, which is therefore influenced by his or her prior knowledge. Transactive, since the reader's background interacts with the author's intention. Thoughtful, since the reader must analyze the author's clues. Imagistic, because the reader uses the author's descriptive words to construct a mental image of what is happening.

Because reading comprehension demands complicated abilities, teachers or lecturers needed to apply any specific strategy to help students comprehend the text. The selection of teaching learning strategy should be examined by the teacher while achieving the teaching goals that have been determined. One of the strategy that can be employed in teaching reading comprehension is note taking. According to Piolat and Olive (2004) Taking notes grows learners interested in learning process, causing them to read more carefully and not be distracted in class, and they will be more concentrated on the sorting and coding of the context's information. Further, Özçakmak (2019) taking notes has various advantages, the most important of which is that it relieves students of the effort of reading the entire text. It increases students comprehension skills by drawing their attention to the material that is read or heard. It keeps students from missing what was taught throughout the lessons. Note-taking can assist students remember some specifics about the subjects taught and specialize in listening (Roy et al., 2014). Additionally Wong (2003) states that taking notes on textbooks encourages active learning by focusing on vital information and eliminating irrelevant information. Taking textbook notes includes encoding information both visually and kinaesthetically, resulting in stronger mental impressions. To summarize, taking notes while reading is an effective tool for improving comprehension, memory, and critical thinking skills. Writing down key ideas or summarizing passages allows learners to clarify their understanding of the reading. It teaches children to critically

examine the information, identifying significant concepts and supporting details. Studies on investigating of note-taking in teaching English particularly in teaching reading comprehension has been received a lot of attention. Based on the studies from Rusdiansyah (2019), note taking technique contributes to increase students' reading comprehension achievement. Bahrami & Osratzadeh (2017) argued that note taking is effective in reading comprehension. Further, Roy et al. (2014) reported that applications of note taking precisely enhance the ability of reader in taking note and help them to remember some details and also increase their proficiency in listening, so it is useful to employ in language learning classrooms.

Beside the use of specific strategy, lecturer or teacher can also utilize technology in teaching and learning process. By Using technology in English classrooms can increase student engagement and lead to a more interactive class (Rodinadze and Zarbazoia, 2021). The flipped classroom is one of model of instruction that utilize technology in teaching and learning process. The flipped classroom strategy prepares students for upcoming topics before face-to-face class sessions (Reidsema et al., 2017, Abeysekera & Dawson, 2015). A flipped classroom is a form of blended learning. According to Boelens et al. (2018), blended learning is a combination of online and in-person instruction that allows for more flexible and personalized learning paths. Flipped EFL instruction allows teachers to collaborate with students in a more informal setting, diversify learning, and allocate class time to various activities (Sheerah, 2022). Overall, the flipped classroom model exemplifies how blended learning can leverage technology to enhance learning outcomes by restructuring how time is spent both inside and outside the classroom.

There were some related previous studies on flipped classroom revealed the benefits of using flipped classroom. It

enjoyable teaching approach that enabled students to overcome their weaknesses and became more engaged learners, and improved English learning (Ardi et al., 2023, Sari, 2022, Fahmi et al., 2020).

Regarding to this present study, the researcher conducted an observation during reading class of second semester students at English language study program of Universitas PGRI Palembang. Improving reading comprehension skill was one of significant issue that lecturer need to be aware of in English language teaching. Based on the result, it was identified that some students still struggle in reading comprehension particularly in understanding the meaning, interpreting the words, and finding general and specific information. Further, sometimes students less interest during learning reading because most of reading texts are difficult for students because those were too long and consist a lot of complex sentences and unfamiliar words. The researcher also found that during learning process, the lecturer had a lack of specific strategy to teach reading comprehension. Most of activities that conducted during teaching and learning process were disscussion. Moreover, the provided e-learning system was rarely utilized by lecturer in facilitating learning process particularly in teaching reading comprehension.

Based on the description about, to fill the gap the writer was interested to conduct a study that focused on investigating the influence of note-taking strategy in flipped classroom context on students' reading comprehension achievement at English language study program of Universitas PGRI Palembang.

Methodology

This study was aimed to examine the influence of note-taking in flipped classroom context on students' reading comprehension achievement. The research question was formulated as follows; is there any influece of note-taking strategy in flipped classroom context on students'

reading comprehension achievement. The hypotheses of this study was poposed in two types, in term of null hypotheses (Ho) and alternative hypotheses (ha). They are formulated as follows; Ho: there is not any influence of note-taking strategy in flipped classroom context on students' reading comprehension achievement, then Ha: there is any influence of note-taking in flipped classroom context on students' reading comprehension achievement.

This study uses quantitative method with pre-experimental design. The total number of population was thirty eight second semester students of English language study program of Universitas PGRI Palembang. All the population was used as the sample of this study. The purposive sample technique was used in selecting the sample. The data were collected by using reading test in form of multiple choice consisting fourty questions. The test was conducted two times, that was at the pretest before the treatment given, and at the post test after the treatment given. After that, the data were analyzed by using SPSS with paired sample t-test to know the significant value of t test, to answer the formulated research question and hypotheses.

Finding and Discussion

This study investigate the influence of note-taking strategy in flipped classroom context on students' reading comprehension achievement. This study was conducted in eight meetings. One meeting for pre test, six meeting for the implementation of note-taking strategy in flipped classroom context, and one meeting for the post test. This study used normality testing to know if the data was normally distributed or not. The calculation of the normality test of students' pretest and post test is displayed in table 1 below:

Table 1. Normality Test Score

Tests of Normality			
Shapiro-Wilk			
	Statistic	df	Sig.
Pretest	,965	38	,273

Posttest	,956	38	,136
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on statistical analysis by using Shapiro-Wilk test, it was found that the Sig. value of students' pre-test and post-test were 0,273 and 0,136 higher than 0,05. It means that all scores were categorized into normal since the Sig. value is higher than 0,05.

Homogeneity test also applied to determine if the sample was homogenous or not. The result of calculation of homogeneity test is displayed in table 2 below:

Table 2. Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
,381	1	74	,539

Based on calculation above, it was found that the Sig. value was 0,539 higher than 0,05. It meant that the data were considered homogenous since Sig. value was higher than 0,05.

To find out is there any significance influence of note-taking strategy in flipped classroom context on students' reading comprehension achievement, this study compared the result of pre-test and post-test by using paired sample t-test. The result of the calculation of paired sample t-test is displayed in table 3 below:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-11,105	4,132	,670	-12,463	-9,747	-16,569	37	,000

Table 3. Paired sample test

Based on the statistical analysis by using paired sample test in table 3 above, it

was found that the sig. (2-tailed) value was 0,000 lower than 0,005. Therefore Ha was accepted and Ho was rejected. It can be interpreted that there was significant influence of note taking strategy in flipped classroom context on reading comprehension achievement of second semester students of English language study program at Universitas PGRI Palembang.

In implementing note-taking strategy in flipped classroom context, this study used e-learning of learning management system of Universitas PGRI Palembang namely SISFO with uniform resource locator (URL) or website address <https://sisfo.univpgri-palembang.ac.id/>. Pre-test was the first activity that conducted in this study. It was applied before the implimentation of note-taking strategy in flipped classroom context to know the students' achievement before learning reading comprehension by using note-taking strategy integrated with the flipped classroom model of instruction. Based on the result of the pre-test it was found that the mean score of the students was 67,24.

After the pre test was given to the students, the treatment was done. That was the application of note-taking in reading comprehension class in form of flipped classroom context. Students were given the text in e-learning before they come to the class to have face-to face learning. In e-learning the lecturer provided a text to read by students before offline class and answer some questions related to the text. Students also had to do note-taking strategy by using annotation. Annotating is the process of highlighting, underlining, marking marginal notes, or marking specific information in printed materials (Wong, 2003). Therefore before come to the face to face class students had highlighted the complete topic sentence, which states the main idea. Selectively highlight key words or phrases that support the topic sentence. Circle terminology and highlight key

words in the definitions. Enumerate steps or lists of information. Make marginal notes to emphasize important ideas and integrate information. Then in the classroom, the activity that was carried out was discussion. The lecturer and students discussed the answer of the questions given in the e-learning, the result of students note-taking including key words, topic sentence, terminology and some important information related to the text.

After implementing note-taking strategy in flipped classroom context, the post-test was given to students. Based on the result it was found that the mean score of the post-test was 78,34, higher than the pre-test 67,24. It meant there was an enhancement of students' reading comprehension achievement after learning by using note-taking strategy in flipped classroom context. It also could be interpreted that the use of note-taking strategy in flipped classroom context influence students' reading comprehension achievement.

This finding confirmed some previous studies on note-taking strategies and flipped classroom . Based on the studies from the application of note-taking strategy can enhance students' reading achievement (Rusdiansyah, 2019), effective to be implemented in teaching reading comprehension (Bahrami & Osratzadeh, 2017) Further, reported that applications of note taking precisely enhance the ability of reader in taking note and facilitated students to remember several details and also promote their proficiency in listening (Roy et al., 2014).

The finding of this study also confirmed several previous related studies on flipped classroom from Ardi et al., (2023), Sari, (2022), Fahmi et al., (2020) that flipped classroom is a fun method of instruction that enables learners to overcome challenges and become more involved learners, hence improving English learning.

Conclusions

Based on the finding of this study it was found that the sig. (2-tailed) value was 0,000 lower than 0,005. Hence, H_0 was rejected and H_a was accepted. It meant that there was significant influence of note taking strategy in flipped classroom context on reading comprehension achievement of second semester students of English language study program at Universitas PGRI Palembang. The mean score of the post-test was higher than the pre-test score $78,34 > 67,24$. It meant that here was an enhancement of students' reading comprehension achievement after learning by using note-taking strategy in flipped classroom context. In other words, the application of note-taking strategy integrated with flipped classroom model of instruction influenced students' reading comprehension achievement.

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