TEACHING READING COMPREHENSION THROUGH GUIDED NOTE TAKING STRATEGY

Nurul Afiyattena[*]

* STKIP La Tansa Mashiro, Rangkasbitung

Article Info	Abstract
Keywords: *Guided Note Taking Strategy, Students' reading comprehension*	The aim of this study was to examine the effect of Guide note taking strategy on students' reading comprehension and to identify students' perception of Guide Note taking strategy. The first grade of one of the Islamic senior high schools in Pandeglang was the participant, there were 31 students tested and surveyed. Pre-experimental (one-group pretest-posttest design) was used to gain students data. The research findings indicated that students' reading comprehension improve greatly. It showed from the finding results that the value of t(count) was (= 3,77) from significant standard of (α) 5% and 1% of t table was 2,04 and 2,75 then the data analysis showed that t(table) = (2,04) was lower than t(count)= (3,77.) It was marginally estimated that the alternative hypothesis was accepted and Guide Note Taking strategy had positive effect on students' reading comprehension. Moreover, the survey result showed that students' perceptions of Guide Note taking was received as well, and the students overwhelmingly supported the use of Guide Note taking strategy, it can be shown from many positive statements gained high percentage. This paper also confirmed that most of the students reading comprehension level included to the literal reading comprehension.

Corresponding Author's email:
nurulfiya1991@gmail.com

INTRODUCTION

Everybody seemingly knows that reading is an important skill in life. Reading deservedly liked by many people because of its incredible effects, but in point of facts. People assume that reading is a complex process which comprises many abilities. Some premises that are mentioned quite alike with what the writer preliminary research results from one of the first grade of Islamic students Senior High School in Pandeglang view about reading. The writer found that English reading texts were complicated enough for them. They didn't have any interest to learn reading especially in English, they didn't want to face the texts which unfamiliar and likely they didn't understand at all. Those matters are similar with what Namara (2007, p. XI) said that reading and comprehension can be challenging, particularly when the material is unfamiliar, technical, or complex. Apart from the problems that students face in reading which may cause the writer concerned are:

The first, students' vocabulary, some of the first grade of senior high students in that school were lack of vocabularies, many English reading texts unfamiliar both from vocabularies and the story itself. *The Second,* student's concentration, this is a very common problem. The students were reading quite nicely or when the teacher explained the reading text, all of a sudden they were on the other imagination or somewhere else. This is related to what Breznitz (2006, p. XI) said about reading she mentioned that reading is a highly composite cognitive task, which relies on brain systems that were originally devoted to other functions. Moreover, reading requires activation of the information-processing system at different stages, including perception, memory, processing, and output. Hence the concentration is really needed because reading is actually an active process which need focus and attention. It becomes teacher's duty to have such attractive teaching reading strategy to gain students' attention and keep their concentration. *The third,* teacher's teaching method, actually the teacher had given variation of teaching reading methods and strategies, but the students were not focus enough to the teacher's instruction and explanation. Finally, the teacher return to the traditional lecturing method. From the disclosure of the student's shortfalls above, this study attempted to address guide note taking strategy as one of the alternative solutions on students reading comprehension.

Guided Note Taking is the instructor-prepared handouts that provide students with background information and standard cues with specific spaces to write key facts, concepts, and/or relationships during the lecture. Heward (cited in Karimi, 2010) Some of the considerations underlying the writer to decide the application of Guided Note Taking are as follow: taking notes will help student to extend attention span; keep focused on the subject area and the task at hand; remember what is heard or read; be an active learner and organize the ideas being learnt about. Guided Note Taking is the strategy that is not only helps students record the teacher's oral presentations but also helps student to examine performance and students' comprehension in the future. In Guide Notes Taking, students could save the important information, remember the examples and critical points in their mind very properly. (Marsh and Sink, 2010).

There are some things that we should keep attention regardless of guide note taking. First, notes must be so comprehensive and concise that not only the reader save time, but also capture the whole concept of the text when reviewing it. Notes must also be so simple and understandable that remain in the memory, so we can use it wherever it is needed. Just taking note of the details cannot be used as much as our own personal notes. At the end, students can show a lack of self-awareness if they think that they take proper notes. According to Bonner and Holliday (2006) having academic skill of taking notes during the course improve comprehension and enhance their knowledge of their lessons by better recording the information in their mind. The following review of literatures will highlight the effectiveness of Guided Note Taking strategy.

Marlina and Hadisantosa (2013). The purposes of their study are to examine the effect of Guided Note Taking on students' listening comprehension, and to investigate does the length of the lecture make any difference in students' listening comprehension. The findings of their research revealed that Guide Note Taking gave more positive effect on students' listening comprehension, especially in understanding long text and answering questions that need longer answer. Another study that support Guide note taking improve students' academic performance is study from Moira et all (2009) they revealed that guided notes are an effecticve and socially valid method for increasing note-taking accuracy and improving academic performance, particularly for school-age students, and they also recommended that Guide Note Taking is suitable for everyday classroom practice. Not only students' performance another study which focus on students' concentration during lecturing is conducted by Pattawan et all (2009) it was found that students viewed guided note taking approach as a supportive tool that helped them concentrate on the lecture. In addition to Kiewra cited in (Pattawan, 2009) note taking is an effective tool for writing about text because it serves as an encoding function that increase attention to text and allows for surface organization of information. Not to mention Hebert et all (2014) concern his study on the effectiveness of guide note taking on extended writing. They found that guide note taking has a positive effect on extended writing. Thus, most of the formerly researches have done relate to English skills, but its effect on reading comprehension seems less attention and needs further investigation. Hence this research interested in investigating the effect of guide note taking on students' reading comprehension.

METHOD

The researcher used the pre-experimental method and the research design was one-group experiment design or single group pretes-posttest design. It does not have a control group. The single individual or one-group experiment design is the most elementary design. It consists of comparing the growth of a single group under two different sets of conditions that is before and after treatment.

This research had been conducted at the first grade of one of the Islamic Senior High School in Pandeglang for about 6 months. The subject of this study was 31 students. The sampling that used was purposive sampling. The research instruments were tests comprised of 25 multiple choices and 5 essay questions which asking about (1) vocabular*y*; (2) specific information that were explicitly mentioned in the text; (3) the main idea; (4) drawing the inference; and (5) specific information that were implicitly stated in the text. In addition to the quantitative data collection, a student survey (questionnaire) was administered at the end of the experimental period. This survey was essential a measure of student perceptions of guided notes taking strategy. There were ten statements dealing to the students' perception about the use of Guide Note Taking strategy.

The steps of one-group Pretest-Posttest design that the writer took in this study were as follows: Firstly, Teaching reading using ordinary teaching method (lecturing) without supported by Guide Note sheet then conducting a pretest to measure the students' ability to understand the reading text. Secondly, Teaching reading by lecturing and supported it by providing treatment in the form of the application of the guide note taking strategy, in this phase the writer adopted the Guide Note Taking steps by Silberman (2009, pp. 108-110) those were: 1) Giving students a guide note sheet (hand out) that contains a summary of the main points of the learning material presented by the lecture. Consisted of: a) leaving some blank spaces in the guide note as a place for students to write some important points from teacher's explanation. b) Giving a term with its meaning, leaved the term or definition blank. c) Leaved some questions blank if the main points consist of several questions. d) Remove some keywords from a paragraph. e) Leaved enough blank space so students could make notes in it. After Distributing

the Guide note sheet/hand out that the writer made to students; 2) letting the students filled and took the notes using guide note sheet/hand out while teacher was explaining a reading text; 3) Asking students to read the results of their notes, self-monitoring; 4) Giving clarification, evaluation and revision. Thirdly, giving a post-test to measure students' ability to understand the reading text at the end of the treatment.

THE TECHNIQUE OF DATA ANALYZING

In analyzing the data there were some steps used in this research. Firstly, scoring both pretest and posttest; Secondly, tabulating the results of the test and calculating the score of pretest and posttest; thirdly, administering the normalizing test analysis using Liliefors test; fourthly, analyzing the data using t-test form; fifthly tabulating the result of students' survey in this step, the writer input the data to excel program, after all the data were input, then the writer inspected the data from data mistyped and miscoded. Then rematch the data with the data in the questionnaire, then correct the data entry, after the date were corrected all, then input the data to SPSS 22 version program. In this step, the writer chose the frequency distribution and descriptive statistic to know the answer frequencies and percentages of students' perception toward guide note taking. Thus, several steps in analyzing the result of the test while the following are the formula of t analysis by Supardi, (2009, pp. 139-140):

FINDINGS

To know whether the data are normally distributed or not, a whole students' data were counted by testing normality. A paired two data pre- and post-test was conducted using a Lielifors test, it can be seen from table 1. below there is a statistically significant increase from pre-test to post-test scores, where the post-test scores is higher than pre-test score.

Table 1: The summary of Normalizing Test Analysis

No	Variables	(N)	Scores	(M)	(SD)	L_o	L_t
1	Pre-test (X)	31	2252	72.64	5.264	0.143	0.159
2	Post-test (Y)	31	2325	75	7,020	0.116	0.159

The significant standard (α) that is used in normalizing test analysis by Liliefors test is 0.05. Based on the calculation, it was found that the result of L_{table} was 0.159, and the result of pre-test using Lielifors tests was $L_o = 0,143 < L_{table} = 0.159$, it shows that the pre-test data are normally distributed and the result of post-test was also lower than L_{table} ($L_o = 0,116 < L_{table} = 0.159$). It means that both results are normally distributed.

To analyze the data which have been gained from both pre-test and post-test performances, a simple t-test was used to compare the mean (M) scores from teaching reading using Guided Notes strategy (post-instruction) and teaching reading without guide note taking strategy (pre-instruction). The following table is the summary of t- test data analysis.

Table 2: The Summary of t- test Data Analysis

Variable	X	Y	D= (X-Y)	D²= (X-Y)²	MD	SD_D	SE_MD	T_O	DF
Values	2252	2325	-83	691	-2,67	3,88	0,709	-3,77	2,04

Table 2 presents the estimated result of *t*- test analysis. It can be seen from the table that the amount of variable *X* is ($\sum$=2.252) which is lower than the amount of variable *Y* which has ($\sum$= 2.325). The difference between variable *X* and *Y* is (*D* = -83), then *Difference* between score of variable *X* and score variable *Y* that have quad rated is (*D2*= 691). The data analysis indicated that the *Mean of Difference* is (*MD* = -2,67). Then the value of standard deviation is (SD_D = 3,88), after getting the standard deviation the writer found that the standard error is (SE_{MD} = 0,709). After those kinds of counting, it can be estimated that (t_o) is (-3,77). The performance of (-3,77) indicates there is a difference of degree as (3,77) by regardless the minus. In order to complete the research performance, the writer tried to find out the *Degree of Freedom* which has score (*DF* = 30). Because the result of the *Degree of Freedom* is (*DF* = 30) so the significant standard of (α) 5% and 1% from *t* table is (2,04 and 2,75). However, data analysis suggests that t($_{table}$) = 2,04 is lower than $t_{o(count)}$ = -3,77. It can be estimated that the alternative hypothesis is accepted, it means that Guide Note Taking strategy has positive effect on students' reading comprehension.

To highlight the students' reading comprehension level, the following pre and post test charts were drawn to clarify which criterion has a high positive effect from the use of guide note taking.
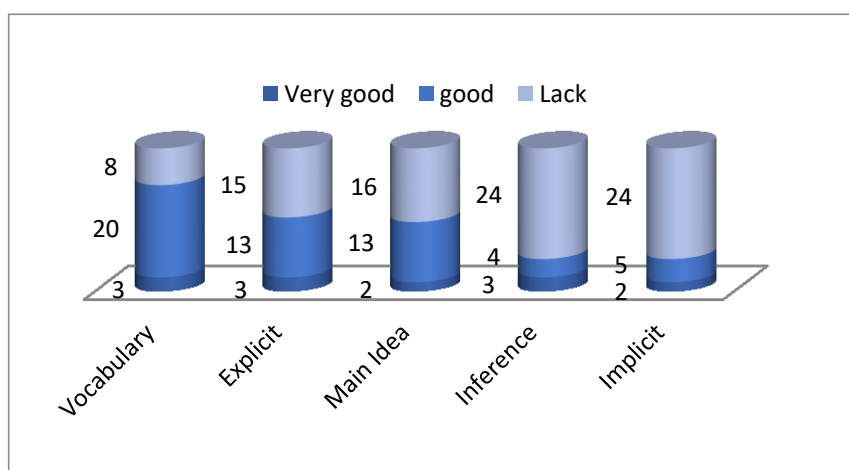

Figure 1. Pre-test Performance of each reading Criterion

From figure 1. above we know that most of the reading comprehension criteria before treatment are really low. If we see to the students' comprehension relate to vocabulary there were only 3 students who got the highest score and 20 students got the average score, and for explicit information there were 3 students who got the highest score. In addition to the score of identifying the main idea, dragging the inference and implicit information there were 2,3 and 2 students of each who can't answer those question, it can be estimated that most of the students

are lack of answering the reading comprehension. Let's take a look at the result of post-test chart below.
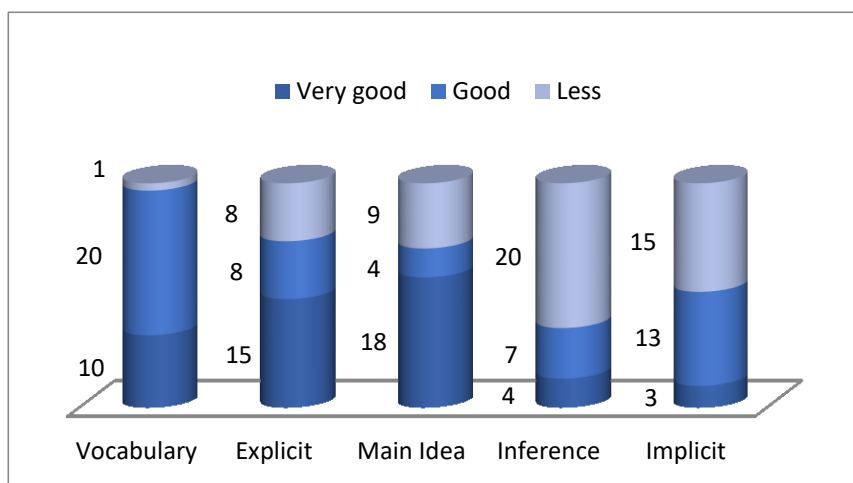

Figure 2. Post-test Performance of Each reading Criterion

The two figures above show that two data were counted to evaluate students' reading comprehension based on its criteria. From the figure.2 it is known that the highest score from each criterion such students' vocabularies comprehension (10), explicit information (15) and identifying the main idea (18) got the significant increase in the post-test performance. While drawing the inference (4) and identifying the implicit information (3) are still low. It can be said that learning reading through guide note taking can be helpful strategy to increase students' reading comprehension even not a whole criteria got the highest score. However, if we see to the result above, the students' reading comprehension of the first grade can be estimated belong to the literal comprehension where literal comprehension means reading to understand, remember or recall information that is contained in the text explicitly. It is revealed because it showed that students had lower result in answering the implicit information which are not stated in the text or is only vaguely suggested go beyond what is written on the page.

In addition to the quantitative data collected, a student survey was administered through questionnaire. The questions were answered with a five point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The finding estimated that the students had positive reactions to the use of guide note taking strategy. The following table was the result of students' survey.

Table 3: The result of students' survey

No	Statements	Percentage
1	I was better able to pay attention to the lecture when guide notes were used.	83 %
2	Guide notes help me comprehend reading text explanation entirely	38 %
3	I could guess the implicit information easily	34 %
4	I could reread and review my notes after the lecture to be sure I understood the material.	89 %
5	I could use some ways to highlight particularly important information (e.g., circles, underlining, numbering, list etc).	78 %

6	I could easily summarize the reading text.	41 %
7	I retained more of the explicit information during lecture	81 %
8	Guide note made me easy separate the main point from the peripheral one	86 %
9	I couldn't have better understanding about things that are stated on the text.	79 %
10	I would recommend that guided note be used in future.	82 %

The table 3. shows that students' perceptions of Guide Note taking were received as well, and the students overwhelmingly supported the use of Guide Note taking strategy. Most of the statements gained high percentage. If it is compared to the findings from reading comprehension test, it estimated that Guide Note Taking strategy support reading comprehension moreover the similar positive reaction was also gotten from the survey results above. It was shown from the survey results number 5 "*I could use some ways to highlight particularly important information (e.g., circles, underlining, numbering, list etc) (78%),* number 7 "*I retained more of explicit information during lecture (81%)*", number 8 "*Guide note made me easy separate the main point from the peripheral one (86%)*" and number 9 *"I could have better understanding about things that are stated on the text (79%)*". In this sense, we can say that Guide Note Taking strategy helps students increase their reading comprehension which relate to the explicit information, these positive responses are similar with one of Ilter (2019) findings which mention that "students can remember what they learnt, absolutely the important information". This could be happened because Guide Note Taking sheet provide a blank spaces to be noted the important things from teacher's explanation or from the text that they read so students indirectly can practice and facilitate all the reading comprehension components such write down unfamiliar vocabularies, focus to the text explicitly, identify the main idea etc.

Other statements which gained high score were the statements number 1 "*I was better able to pay attention to the lecture when guide notes were used (83%)*"; number 4" *I could reread and review my notes after the lecture to make sure that I understood the material (89 %)*". and number 10 "*I would recommend that guided note be used in future (82%)*". It can be seen that 83% students had a good response in regard with paying attention. This finding is in line with Nosratzadeh & Bahrami (2017) which mentioned that taking notes increases attention of students to read or heard materials, note-taking from lectures is widely granted as an efficient strategy that helps students to pay more attention and record academic discourse in their mind. Guide note taking not only can enhance students' attention but also can build students' metacognitive skill as it is shown from table 3. above, there were 89% students who pointed out that they could easily review and rewind their memory by only reread their notes. As it is known that taking note has some aspects of improving the efficiency of the working memory. Note-taking enhances the ability of the reader to encode information in the working memory, organize it clearly, store it in the long-term memory, support recall from memory, create internal links between information, and network connections with stored information. (Borich, 2014; Boyle, Forchelli, & Cariss, 2015; Czarnecki, Rosko, & Fine, 1998 in Ilter,2019).

Besides several statements that received positive responses and high percentage, there are three statements that gained low percentage, those three statements are the statement number 2 "*Guide notes help me comprehend reading text explanation entirely (38 %)* " number 3 "*I could guess the implicit information easily (34 %)*" and number 6 *"I could easily draw the inference the reading text (41 %)*". If we see the statement number 2 some students claimed that guide note taking strategy couldn't help them comprehend a whole question about reading and it is proven because there were two low percentages in the statements number 3 and 6. The statement number 3 relate to implicit information and the statement number 6 relate to dragging

the inference of a text. It can be estimated that most of the students have difficulty in answering the reading information which is implicitly stated in the text. As it is known, dragging the inference and answering the implicit information of a text require high analysis and identification of key points of the text, it's quite hard for some students who haven't had high reading skills yet.

To comprehend a text not only comprehend the surface information written clearly on the text but you can relate it to the information that you have already known before. This is in line with the definition of reading according Altman cited in Beatrice (2017) "comprehending what you read is more than just recognizing and understanding words, and true comprehension means making sense of what you read and connecting the ideas in the text to what you already know". Reading requires a lot of skills, not only relying on the understanding of the real information in the text but also on how to understand information behind the text. This finding is in line with one of the Ilter (2019) Participants, his student's mean reading comprehension score was 46%. The teacher reported that he did not have any problems reading aloud but was not always able to understand what he read, for example when mainstreaming and dragging the inference.

However, if it is seen from a whole result of students' survey it is almost of the questionnaire statements got the high score. When students were asked whether they could recommend the guide note taking there were 82% strongly recommend the use of guide note taking in reading class. This finding was also supported by the finding of Ilter (2019) which mentioned that most of the students have a good response and recommend the use of guide note taking.

DISCUSSION

The findings clearly indicate there were significant relation between this research results with the theory of reading comprehension and some of previous researches. This may be explained in some theoritical perspective which show there is a strong bound between note-taking strategy and students' reading comprehension. The following is the discussion to support it.

It is estimated that Guide note taking strategy has positive effect on students' reading comprehension this result is also supported by the students' survey result which revealed that guide Note taking strategy makes students keep their attention, increase reading text understanding, separate the main point from the peripheral one etc. Those can be happened because in Guide Note strategy students highlighted, noted, and wrote the important things in guide note sheet given by the teacher. Hence, it tied students' concentration. This related to what Breznitz (2006, p. XI) said that reading is a highly composite cognitive task, moreover, reading requires activation of the information-processing system at different stages, including perception, memory, processing, and output. Hence guide note taking can make students' concentration in a controlled way. This finding also supported by (Bahremi, 2017; Ilter,2019; Sadeghi, 2019; Tsai-Fu, Tsai, 2010) Guide note taking not only can tie students' attention but also can tie students' memory especially when they review or reread their notes. This activity can also be activated students' metacognitive skill. As what Ghait (2018) pointed out that Taking notes is, therefore, considered to be a combination of cognitive and metacognitive reading skills.

If we highlight the post-test result of students' reading comprehension of each criterion, and we relate it to the level of reading comprehension theory by Raygor (2010). It can be estimated that most of the students' reading comprehension include to the literal comprehension level. In this level students only understand, remember or recall information that is contained in the text explicitly. It can be proven by both results of survey and reading test where questions & statements which relate to vocabulary comprehension, explicit information and identifying

the main idea got the high score, While dragging the inference and implicit information are still low. Even some reading skills and questions haven't be mastered yet by several students, but most of the students felt many advantages while reading using Guide Note Taking strategy, not to mention they also supported the implementation of Guide Note taking strategy to be applied in reading class.

To draw the implication of this study, hopefully this study informs the teachers/students/schools about the advantages of implementing Guide Note Taking strategy in any classes, especially in reading class students could save time for reading all textbooks for their exams or for their representations. The present study is important because note-taking could help them to remember, review, reread, evaluate what they learnt especially the important information as what Kiewra (1987 in Sadeghi, 2011) stated that two beneficial effect of note-taking is discussed in terms of two major functions. The first belief is based on the idea that the process of recording notes facilitates learning (which is known as the encoding hypothesis). It might include increasing students' attention, raising awareness of text organization, storing the information into memory, and encouraging the learner to compare the material with previously learned information. This hypothesis emphasizes the process functions of note-taking. The second hypothesis, external storage hypothesis, is related to the review function of note-taking. It is equally important because the notes (i.e., the products) serve as an external storage of information that can be used in retrieving the content in delayed recalls or answering exam questions. For teacher who still use the traditional lecturing method while teaching reading, this Guided Note Taking strategy is the adjustable strategy which helping teacher to tie students' focus and attention during teaching reading. Guide Note Taking facilitate the teacher in solving problem gaining students' response while teaching reading texts, not to mention it is hopefully can equip/enrich teachers' strategy while explaining such a long and complicated reading text. However, from all that have been discussed, the writer realizes that not all things can be examined in one study, moreover there were some new things that were found in the middle of this research which was not become the writer focus, hence hopefully it can be a gap for other researchers. When the writer evaluated students' note, the writer found that there were some students who took notes in an effective manner during lectures were able to comprehend the information presented in class by coding and organizing their notes and producing concise notes. However, it was found some students who were still powerless in taking notes, and it effects to the quality of their reading comprehension. Hence, teaching students how to take notes in an effective manner and ineffective one is a challenging task for many EFL teachers or other researchers. the writer expects that other researchers can also be more aware and do such a further research and can be developed regarding to the self-monitoring or metacognitive skills after taking notes or maybe can developed the study from some weaknesses of this study.

CONCLUSION

The findings implied that Guided Note Taking strategy really support reading comprehension because students are given the guide note sheet with some space blank which can make students indirectly keep their focus and attention to the teacher explanation about the text or other things from the text that they read. This paper also confirm that most of the students reading comprehension are belong to the literal comprehension. Where most of them got the high score from the questions/statements that relate to the ability of remember or recall information that are contained in the text explicitly. While drawing the inference and guessing the implicit information are low.

Guided Note Taking is the appropriate strategy for every subject especially for those who still use lecturing teaching method, if it is combined between guide note taking and the lecturing teaching method, it will support teacher's explanation and gain students' attention. Unfortunatelly, things that should be take into account is the teacher seems forget to correct student's note and scarcely do the students give and ask teacher to review their notes. Because Guide Note taking strategy can make students metacognitive active, so the investigation of students' performance of note takers who review their note, and that of those who do not is needed for future research. Guided Note Taking can be used for every subject matter, but it requires teacher's creativity to provide Guide Notes sheet. Therefore, it suggests teacher to make the Guided Note sheet, instruct students the use of Guided Notes, make the appropriate Guided Note sheet base on its subject and modify the manner of presenting lessons and learning goals as creative as possible.

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