

**THE IMPLEMENTATION OF NOTE TAKING PAIRS TECHNIQUE BY
USING VIDEO AS THE MEDIA ON THE STUDENT'
ACHIEVEMENT IN SPEAKING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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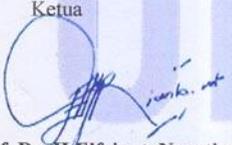
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ABSTRACT

Adelia Ramadhani (1502050247). The Implementation of Note-Taking Pairs Strategy by Using Video as The Media on Student' Achievement in Speaking, Skripsi, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

This research dealt with *The Implementation of the students' speaking achievement through Note-Taking Pairs strategy* at eight grade students of SMP Asuhan Jaya. This study was conducted by using classroom action research (CAR), which carried out through four steps, they are planning, action, observation and reflection. The subject of this study was the eight grade students of SMP Asuhan Jaya Jalan Kayu Putih, Medan at academic year 2019/2020. It consisted of 30 students. The techniques for analyzing the data of this research were quantitative and qualitative data. The quantitative data was taken from, oral test. The qualitative data was taken from observation sheet and diary note. This result of data analysis showed from mean of pre-test, 51.9, the mean of Cycle I in the test I was 66.6, in the test II was 67.5, in the test III was 69.3, and the mean of Cycle II in the test I was 70.6, in the test II was 72.9, in the test III was 75.3, From the data, the research can be concluded that the improvement of the students' speaking skills has improved. Based on the qualitative data that taken from observation sheet and diary note, the students was more courageous and confident in speaking English, this can be seen from students participations in the classroom. It was found that the teaching speaking by using Note-Taking Pairs strategy could increase the students' achievement in speaking. It is suggested that English teacher should apply this strategy as one of the alternative, in teaching speaking.

Keyword: Speaking, Note-Taking Pairs strategy.

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This *skripsi* entitled **“The Implementation of Note-Taking Pairs Strategy by Using Video as The Media on Student’ Achievement in Speaking”**. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Communication is an essential need for human being. Language is means of communication has an important role to reveal an intention among people. Since language is important to communicate, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have to possess to communicate, since the main function of language is a means of communications. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for life's requirements, both social and academic. As the necessity of the International language, English has become an important language in the world. Looking at this importance in this global era, speaking skill becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In our country, English plays an important role in international communication and in the development of Education, Economic, Science, and Technology. Many people say that learning English is easy but to speak English, is difficult maybe that is true, but if we realize that learning English without practice is like a starless night. Sometimes we only learn English

in our way we never want to recognize the components and the elements involved in it, we just pay attention to that speech. At schools students have to learn four skills of English: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Harmer (2001: 269) states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information.

In the teaching and learning process, the teachers give less attention to speaking. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use a language. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions or feelings that they want other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood.

Based on the researcher's observation at Smp Asuhan Jaya Medan Junior High School especially on Grade VIII, there are many students who cannot speak English well. There are several problems related to learning activities in this school. The problems can be identified as follows 1) the students have low speaking ability; 2) the students have low motivation in learning English; 3) the students have lack opportunity of speaking exercise; and 4) the students are unconfident to speak in public.

Considering these problems, the research proposes the use of the Note Taking Pairs, Students work in pair to improve their speaking skills. Often times there are gaps in students' notes with video as media and this collaborative learning technique, students are given time to check, compare and correct with a partner. Hopefully, this is useful based on the existing problems, the researchers conducted this study to determine the effect of using Note-taking pairs techniques on student speaking achievement.

B. The Identification of the Problems

Based on the background of the study above, the problems are identified as follows

1. students cannot speak English well.
2. students have low speaking ability.
3. students have lack opportunity of speaking exercise.

C. The Scope and Limitation

The Scope of this research was focused on Speaking Achievement. And of the study was limited on “Greeting” on the eighth grade year students of 2019/2020 academic year of SMP Asuhan Jaya Medan.

D. The Formulation of the Problems

From the identification and limitation of the problems above, the problems is formulated as, “How is the students achievement in speaking after being taught by using Note-Taking Pairs Strategy?”

E. The Objectives of the Study

The Objective of the study is to find out the students’ achievement in speaking by using Note-Taking Pairs Strategy.

F. The Significance of the Study

The findings of the study are expected to have both theoretical and practical importance as a process and product especially the framework of speaking.

1. Theoretically, the finding of study is expected to enrich the theories of speaking.
2. Practically, the finding of study is expected to be useful for
 - a. English teachers, it is one of alternative strategy in their ability to teaching speaking by using Note-Taking Pairs Strategy
 - b. Researchers, who want to do further research that related the problem.

- c. Students, to encourage them to speak English well.

CHAPTER II

REVIVEW OF LITERATURE

A. Theoretical Framework

The theoretical framework is aimed at giving concepts applies in this research. These concepts was lead to a better analysis of the given theories because they help the researcher limits the scope of the problem.

1. Speaking

Johnson and Morrow (1981: 70) say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Speaking is a communication skill that enables a person to verbalize thoughts and ideas. People speak because of some reasons such as, asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in terms of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information. Speak means talk

about, use your voice to say, be able to use a language, make a speech to an audience, make use of language ordinary, not singing voice (Oxford Dictionary,2003:414)

2. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

b. Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that a fluent speaker should be able to speak quickly and automatically.

c. Vocabulary

Based on Longman Dictionary (2002:580), vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking about something. To be able to speak fluently and accurately, a speaker

of foreign language should master enough vocabulary and has capability to use it accurately.

d. Accuracy

Accuracy is an ability to produce sentences or utterances with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

e. Comprehension

This refers to how good the students understand the meaning of something. The word Comprehension refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through understanding. When the speaker says something, they must understand about information or message that they say.

3. Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through there dundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking asyou speak allows you to manifest a certain number of performance hesitation,pauses, backtracking, and corrections. Learners can actually be taught how topause and hesitate. For example, in English our 'thinking time' is not silent; weinsert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* one of themost salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

d. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

e. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along

with other attributes of fluency.

f. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

g. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. Students Achievement

According to Miffilin (1996:14), achievements is something accomplished successful, especially by means of exertion, skill, practice or perseverance. In addition, Procter (1978) explain the word ‘Achievement’ drives from a verb ‘Achieve’ which means: (1) to finish successfully especially for something, anything, (2) to get as the result of an action, and (3) gain the something. Students’ achievements means the successful of students in finishing organizing of something; something successfully finished or gained through skill and hard work.

According Taxonomy Bloom (1996:16), there are three aspects of learning achievement such as cognitive, affective knowledge, understanding and psycomotor. Cognition consits of knowledge, understanding, application analysis, synthetic and evaluation. Affective is the changing of behavior that

effects someone lies to do something. Psycomotor, the skill to do something, ready to do it based on physic and emotion, self-control and become habit. Therefore, speaking concern with psycomotor aspects.

5. Teaching Speaking

Brown (2001:7) states that teaching means showing or helping someonehow to do something, giving instruction, guiding in the study of thesomething, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn andsetting the condition of learning.According to Nunan (2003) what is meant by teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. words and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

6. Note Taking Pairs Strategy

Note-Taking Pairs is one the technique for Reciprocal teaching that include in collaborative learning technique. Barkley, Cross & Major (2005;135)

Purpose: Students work in pair to improve their note-taking, writing and organization skills. Often times there are gaps in students' notes and with this collaborative learning technique, students are given time to check, compare and correct their notes with a partner.

Procedure: After notes from a lecture have been taken.

1. Choose to do during breaks in the lecture or at the end of the lecture.
Students are given time to pair with their neighbour to compare and review notes.
2. Have partner A summarize one section with their partner highlighting the main points and identify ambiguous concepts and questions that they have.
3. Partner B clarifies/shares their thoughts based on their notes, filling in the gaps. Remaining questions should be brought and discussed through a posed to the class.
4. Partner A and B switch jobs for the next section.
5. Repeat until all of the notes have been revised. Be sure to take time to respond to remaining questions.

B. Related of Previous Study

There are some previous studies that related with the title of this research :

1. The research was carried out by Aisyah, S.Pd, M.Pd with the title "The

Implementation of Note Taking Pairs Technique in Teaching Reading Comprehension” The aims of this research are to find out whether the implementation of Note-Taking Pairs technique effective in teaching reading comprehension at junior high school. The method use there search is quantitative method and the designisquasi- experimental design. The sampling technique used in this research will random sampling. Two classes were taken as the subject namely experimental and control class. The data of test got from both experimental and control class was analyzed by T-test formula. The result of calculation showed that was 6.58, and with 75 in the significant degree of 5% is 1.992. It means that is higher than ($6.58 > 1.992$). The average of post-test in the experimental class was 81, while the KKM of English subjectis 75. It can be concluded that Note-Taking Pairs Technique is effective in teaching reading comprehension at junio rhighs chool.

2. The research was carried out by Ika Rima Sholika Ningrum with the title “Improving Students’ Writing skill by using Note Taking Pairs Strategy on Hortatory Text (a Classroom Action Research in SMA N 1 Gemolong in 2009/2010 Academic Year)” This research paper aims at describing the implementation of teaching writing using note-taking pairs on hortatory exposition text at the 11th year of SMA N 1 Gemolong in 2009/2010 academic year, and the effectiveness of teaching writing by using note-taking pairs on hortatory text viewed from the students’ perspective. The writer conducts classroom action research (CAR). The data are taken from event, informant, and document. The technique of collecting data are observation, test, and

interview with the teacher and the students. The results of the study show that first, the note-taking pairs is effective to improve the students' writing skill. It is proved that the students get self-confidence, and the students get better grammar, mechanical consideration (spelling and punctuation), and vocabulary. Second, the note-taking pairs makes the students' writing skill improve in hortatory exposition text at the 11th year of SMA N 1 Gemolong in 2009/2010 academic year.

3. The research was carried out by JamilRahmat with the title "The Effect of Learning Model Note Taking Pairs of Learning Outcomes and Interest in Learning Class XI Science MAN Dempeng Bantaeng" The research method is research Quasi-Experiments with Static posttest study design The Design. The population in this study were all students of class XI IPA MAN Dampang Kab. Bantaeng the academic year 2015/2016 the first half amounted to 51 students. By using the technique of Probability Sampling obtained a sample of two classes with the number of students as many as 30 people. The research instrument used in the study of achievement test, questionnaires interest in learning, and observation. Data analysis techniques used are data analysis descriptive and inferential statistics. The results showed that the learning outcomes of students who are taught by learning model Note-Taking Pairs reached an average value 87.00 while the results of data analysis learning interest reached an average value 81.20. The results of the data analysis of student learning outcomes are taught using conventional learning models achieve average value 77.66, while the results of data analysis applied

classroom learning interest in learning models Note-Taking Pairs reached an average value 81.20, while the results of data analysis interests learning class taught conventionally reached an average value 80.66. Based on the results of hypothesis testing the learning outcomes is there different learning outcomes of students who were taught by learning model Note-Taking Pairs with students taught by conventional learning models.

C. Conceptual Framework

Communication is an essential need for human being. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life. However, as mentioned in the previous chapter, Grade VIII SMP Asuhan Jaya Medan faced several problems related to their speaking ability. The problems were the students' pronunciation and fluency in speaking English, the opportunity to speak English, and teaching activity in the class. The students lacked speaking activities. Consequently, they were shy and afraid of making mistakes. They also had low vocabulary mastery so they had difficulties in expressing meanings in English. In addition, they were not familiar with English pronunciation so they often mispronounced the words.

D. Hypothesis

Based on the conceptual framework, the research can be formulated as follow,

H_a : There is a significant effect of applying note-taking pairs technique on students speaking achievement.

CHAPTER III
THE METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP Asuhan Jaya Medan. It is located on Jln. Kayu Putih, Tanjung Mulia, Medan. This School was chosen based on the researcher's observation . In this school many students have low speaking ability. So it was needed to improve the students' speaking achievement by applying Note-Taking Pairs Technique.

B. Population and Sample

The population of this research was the eighth grade students of SMP Asuhan Jaya Medan, of academic year of 2019/2020. There are 3 parallel classes, the total number of population are 90 students. In this research, the researcher used purposive sampling and VIII-C was taken as the sample because many students can not speak English well.

Table 3.1
Population of the research

No	Class	Population
1	VIII-A	30
2	VIII-B	30
3	VIII-C	30
TOTAL		90

Table 3.2
Sample of the research

No	Class	Sample
1	VIII-C	30
	Total	30

C. Research Design

This research was conducted by using action research. Classroom action research is aimed towards improvement. According to Kemmis in Chandra and Syahrurum (2010, 7-9): action research as a found of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of (1) There on social or educational practices, (2) Their understanding of these practice, and (3) The situation in which practices are carry out (Chandra Wijaya, Syahrurum).

Classroom action research was applied in this study in order to see the improvment of students achievement in speaking throught Note-Taking pairs Strategy. This research was applied in two cycle by implementing the four phases for each of action research cycles, namely planning, action, observation, and reflection.

D. The Research Procedure

The prosedure of research was conducted by administrating two cycles. Each cycle included four steps, they are planning, action, observation, and reflection.

Table 3.3

a. Cycle I

Steps Of Action Research	Teachers' Activity	Students' Activity
<p>a. Planning In this Phase, the research prepared everything that was needed related to teaching-learning process</p>	<ol style="list-style-type: none"> 1. Prepared the lesson plan 2. Prepared the teaching material for speaking 3. Prepared the instrument for collecting data : diari notes, observation sheet questioners 	
<p>b. Action In this phase, the research as the teacher did everything that had been planned in planning phase. The reserach made a teaching program and explained about speaking in note taking pairs strategy. The research collaboratively with observer/collaborator in order to make the observation be more objective than subjective.</p>	<ol style="list-style-type: none"> 1. Greet the students 2. Asked the students about their days 3. Explained about speaking in note taking pairs strategy. 4. For the first meeting, the teacher administered the orientation test to the students 5. The students were divided into several group and showing a video as media and the students listen and prepare to write down any errors based in video, Asked the students to explain their discuss 6. Give feedback to the students 	<ol style="list-style-type: none"> 1. Listened an answered the teacher 2. Told about they days 3. Listened to the teacher 4. Worked in group and made their own note taking pairs strategy in group 5. Told the teacher about the difficulties that were prounotation 6. Mad their preasant by own words or creative present/ media 7. Explain their discuss based on their creative present 8. Listened the teacher
<p>c. Observation</p>	<ol style="list-style-type: none"> 1. Focusedon their 	

	situation in teaching- learning process 2. Students activities 3. Students' speaking achievement Speaking The interaction between teacher and students	
d. Reflection Reflections was the last phase of the cycle	In reflection phase, the researchersaw the feedback from the teaching laerning process that had been done. The researcher reflected on everything that the reserach did and made evaluation or even coclution. Then, the conclution was arranged. The researcher revised the plan for cycle II.	

b. Cycle II

Based on the result of Cycle I, the researcher needed to do cycle II, it can be seen from the students score that is still low is cycle I. The cycle II continued the aim of reserach. The phases of cycle was constructed based on reflection of the previous cycle. Revised plan was needed in order to achieve the aim of reserach.

E. The Instrument of Research

According to Prof. Dr. Suharsimi Arikunto (2014: 92) "Instrument is something that has avery important position, because instrument was determine the quality of the data collected. The higher the quality of the instrument, the

higher the evaluation results.”Instrument of research which use in this research are :

a. Test

To get data, the researcher did some test. In speaking testing the researcher makes test which is suitable to measure students speaking achievement. The researcher test the student by asking them to give a report orally either in individual test or group test based on the topic given. The time given is five minutes.

b. Observation Sheet

Observation Sheet used to identify all the condition that happened during the teaching learning.

c. Diary notes

Diary note was essentially private documents and there was essentially no rules how keep a diary. Diary notes contain the writers' personal evaluation about the class and progress of the project.

F. The Techniques for Collecting Data

In this research, the data was collected by quantitative and qualitative data. The quantitative data was collected through students' scores from speaking skill which was administered by the researcher.

In qualitative data, the research used observation sheet and diary notes that was used to collect the data as qualitative data.

a. Observation sheet

Observation sheet was used measure the level of students' activities during learning teaching process and measure students participants level in lerning teaching process. Therefore, this observation was focus on the situation of learning teaching process students' activities, behaviour and students progress in speaking by using Classroom Action Research. The researcher was used observation table according to Mattews as follow :

Table 3.4
Student's progress in speaking action

Skills	Progress
Participation in class	
Participation in conversation	
Participation in discussion	
Giving oral Presentation (perform)	
Pronunciation	
Fluency	
Feeling Confidents about speaking	

Then, the researcher used the following key to complete the table above : (+) : satisfactory progress, but need a little more practices

(√) : some progress, but need much more practice

(-) : little or no progress, need to pay special attention to improve this skill.

Criteria :

Less	: 0- 50%
Good	: 50-65%
Very Good	:70-100%

b. Diary note

Diary notes was essentially private documents and there was essentially no rule how to keep a diary. Since diary is private, diary-write can confide it whatever thought or feeling occur. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day, when there may be more free time the main attraction of the diary notes, as opposed to other ways of articulating reflection was that the written can be totally honest and forthright in the writers comments. In this study, diary notes which were written by the writer as the result of the observation during the action held. Diary notes contain the writers' personal evaluation about the class and progress of the project.

G. The Techniques for Analyzing Data

This research applied qualitative and quantitative data. The qualitative data was found by describing the situation during the teaching and learning processes. The qualitative data was analyzed from the observation sheet and diary note and than the quantitative data was found by analyzing the score tests of the students in each cycle.

To know the development of students' score for each cycle, the mean of students was computed and categorized the master students, the percentage of students who got up to was conculated by using the following formula :

$$MX = \frac{\sum x}{N}$$

Where :

MX : The means of students score

$\sum X$: The number of score

N : The number of students

The English passing grade of students at the school was 75. So, to categorized the number master of students, this following formula will be applied

$$P = \frac{R}{T} \times 100\%$$

Where :

P : The percentage of students who got point 70

R : The percentage of students who got point more than 70

N : The number of students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

All of the data in this research were analyzed by using two kinds of data, they were quantitative data and qualitative data. The quantitative data as taken from the test and the qualitative data as taken from the observation sheet and diary notes. The data as taken from one class only namely VIII-C that consisted of 30 students. This research was done in two cycle that consisted of two meetings. In every cycle consisted of four steps, they were: planning, action, observation and reflection.

Before doing the cycle, the researcher did the pre test early to see and know the students' speaking skill in English. This research was accomplished in two cycles. First meeting includes pre-test, the second meeting was cycle I and the third meeting was cycle II.

The data of students' score in pre-test, Cycle I, and Cycle II can be seen below:

Table 4.1
The data of student's score in pre-test, Cycle I, and Cycle II

Names of Test	Pre-Test	Cycle I test I	Cycle I test II	Cycle I test III	Cycle II test I	Cycle II test II	Cycle II test III
Lowest Score	32	50	50	50	50		70
High Score	70	90	90	90	90	90	90
Mean	51,9	66,6	67,5	69,3	70,6	72,9	75,3
N	30	30	30	30	30	30	30

1. The Quantitative Data

1.1 The Students' Score Before Treatment (Pre- Test)

The research was give a test. The test was give for the students before treatment of using Note-Taking Pairs strategy. The researcher note the score which passed of 70 was pass depending on KKM in the school. It was found that themean of students' score was kept improving from pre-test until cycle I and the cycle II. Here the students' score pre-test as fellow :

Table 4.2
Pre-Test Result

No	Names Initial	Total Score
1	DN	42
2	FP	70
3	MHI	65
4	MS	46
5	MR	50
6	NH	42
7	OW	60
8	RW	45
9	RK	50
10	RAS	35
11	RN	50
12	RH	58
13	RR	46
14	RD	70
15	RZY	60
16	SI	70
17	SB	70
18	SF	32
19	TR	45
20	TB	65
21	WDY	55

22	WA	63
23	WS	50
24	ED	48
25	WG	68
26	YA	65
27	RA	55
28	PD	58
29	MRP	35
30	MSY	60
Total Score		1558
Mean		51.9

From the table of pre- test, the students that got able the test was 2, and the students did not able was 28. In addition, the total score of the students was 1558 and the number of students who took the test was 30, so the mean of the students was :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1558}{30}$$

$$\bar{X} = 51.9$$

From the analysis above, the students' ability in speaking achievement was low. The mean of the students' score was 51.9. The percentage of students who able in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{28}{30} \times 100\%$$

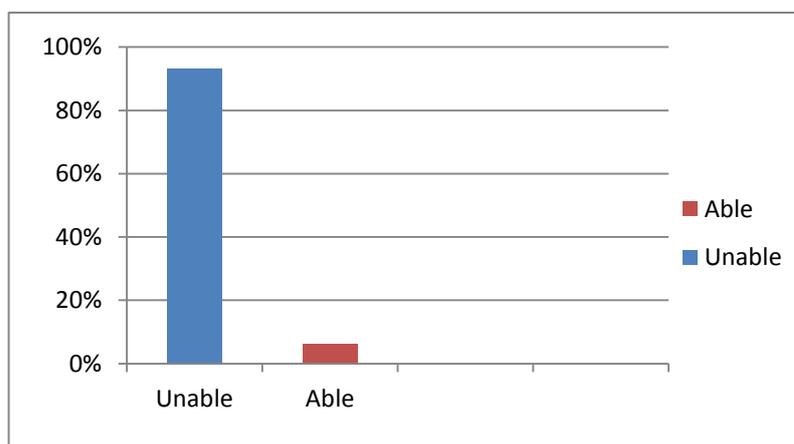
$$= 93.3 \%$$

And,

$$P2 = \frac{2}{30} \times 100\%$$

$$= 6.6\%$$

Chart 4.1
Student's Score in Pre-Test



From the data analysis above, the students of speaking achievement was low. It could be seen from the mean of the students' score was 51.9. the

percentage of the students' score was 2 students able score or it was 6.6%. In the other hand, 28 students Unable score or it was 93.3%. It can be concluded that the students' speaking ability in pre- test was low. Therefore, the researcher would do in the cycle I in the test I.

1.2 The Treatment Done in Cycle I in the test I

The researcher also have done some steps in the cycle I in the test I, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

b. Action

In this step, there was some activities that had been done by the researcher.

Firtsly , the researcher explained about Greeting, and give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy that divided students into pairs and give the students a video about Greeting. The teacher ask the students to practices has finished.

c. Observing and evaluating

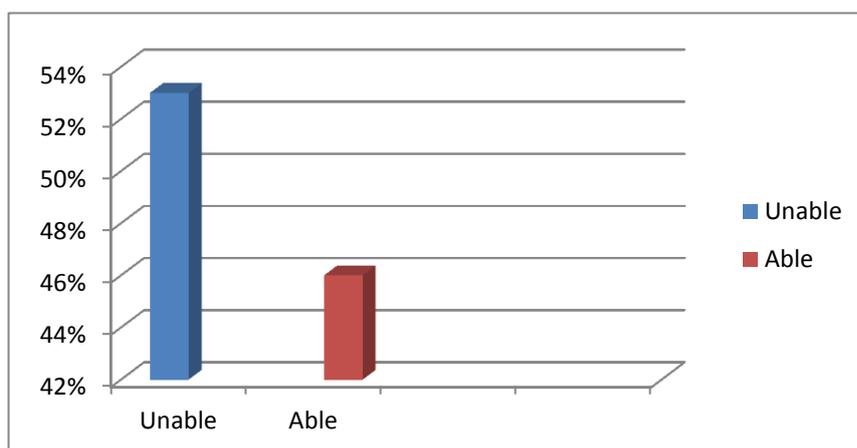
The observation was done to on serve the students' behaviour and the students' problem during done the learning process. Most of the students had participated effectively in the discussion. They were enthusiastic and enjoyable to discuss about the topic or situation by using Note-Taking Pairs strategy. However some of them were still had problem to speak. Observation was done carefully because the data which was taken from this activity were used as a basic reflection. The research gave test more in cycle I in the test I, the test gave after using Note-Taking Pairs Strategy. The researcher found improvement of the students' score in cycle I in the test I. Here the students' score of cycle I in the test I. From the chart of the cycle I in the test I, the students that able the test was 16, and the students did not able was 14. Total score of the students was 2000 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2000}{30}$$

$$\bar{X} = 66.6$$

Chart 4.2
Student's Score in Cycle I
Test I



From the data analysis above, the students' ability of speaking in cycle I in the test I was still low. It could be seen of the mean score of the students was 66.6. It's mean that the score did not able categorize. The percentage of students who able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{16}{30} \times 100\%$$

$$= 53\%$$

And,

$$P2 = \frac{14}{30} \times 100\%$$

$$= 46\%$$

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning

speaking by implementing of Note-Taking Pairs strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the reseacher knew the problems and the result of the students when did test. Look at the result of students' test. From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping it could be better than before.

1.3 The Treatment Done in Cycle I in the test II

The researcher also have done some steps in the cycle I in the test II, they were planning, action, observing and reflection. Here the activities that have done in every steps:

d. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

e. Action

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Greeting, and give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy that divided students into pairs and give the students a test about Greeting. The teacher ask the students to practices has finished.

f. Observing and evaluating

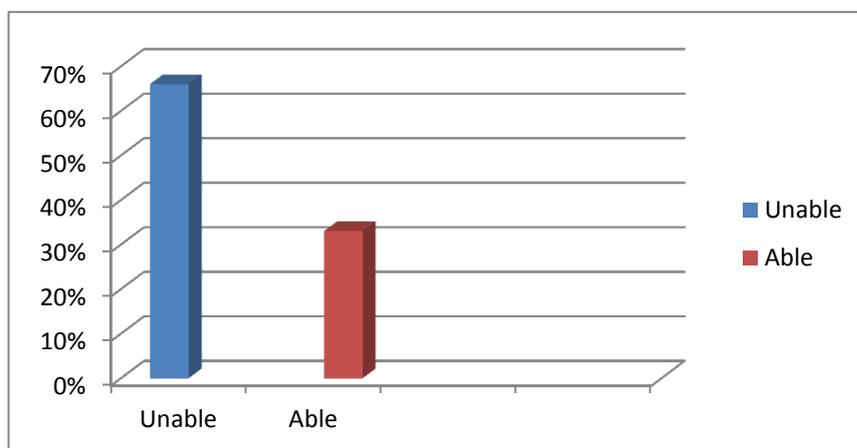
The observation was done to on serve the students' behaviour and the students' problem during done the learning process. Most of the students had participated effectively in the discussion. They were enthusiastic and enjoyable to discuss about the topic or situation by using Note-Taking Pairs strategy. However some of them were still had problem to speak. Observation was done carefully because the data which was taken from this activity were used as a basic reflection. The research gave test more in cycle I in the test II, the test gave after using Note-Taking Pairs Strategy. The researcher found improvement of the students' score in cycle I in the test II. Here the students' score of cycle I in the test II. From the chart of the cycle I in the test II, the students that able the test was 20, and the students did not able was 10. Total score of the students was 2025 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2025}{30}$$

$$\bar{X} = 67.5$$

Chart 4.3
Student's Score in Cycle I
Test II



From the data analysis above, the students' ability of speaking in cycle I in the test II was still low. It could be seen of the mean score of the students was 67.5. It's mean that the score did not able categorize. The percentage of students who able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{20}{30} \times 100\%$$

$$= 66\%$$

And,

$$P2 = \frac{10}{30} \times 100\%$$

= 33%

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning speaking by implementing of Note-Taking Pairs strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the reseacher knew the problems and the result of the students when did test. Look at the result of students' test. From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping it could be better than before.

1.4 The Treatment Done in Cycle I in the test III

The researcher also have done some steps in the cycle I in the test III, they were planning, action, observing and reflection. Here the activities that have done in every steps:

f. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher,

they are: making lesson plan consisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

g. Action

In this step, there was some activities that had been done by the researcher. Firstly, give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy that divided students into pairs and give the students a question about Greeting. The teacher ask the students to practices has finished.

f. Observing and evaluating

The observation was done to on serve the students' behaviour and the students' problem during done the learning process. Most of the students had participated effectively in the discussion. They were enthusiastic and enjoyable to discuss about the topic or situation by using Note-Taking Pairs strategy. However some of them were still had problem to speak. Observation was done carefully because the data which was taken from this activity were used as a basic reflection. The research gave test more in cycle I in the test III, the test gave after using Note-Taking Pairs Strategy. The researcher found improvement of the students' score in cycle I in the test III. Here the students' score of cycle I in the test III. From the chart of the cycle I in the test III, the students that able the test

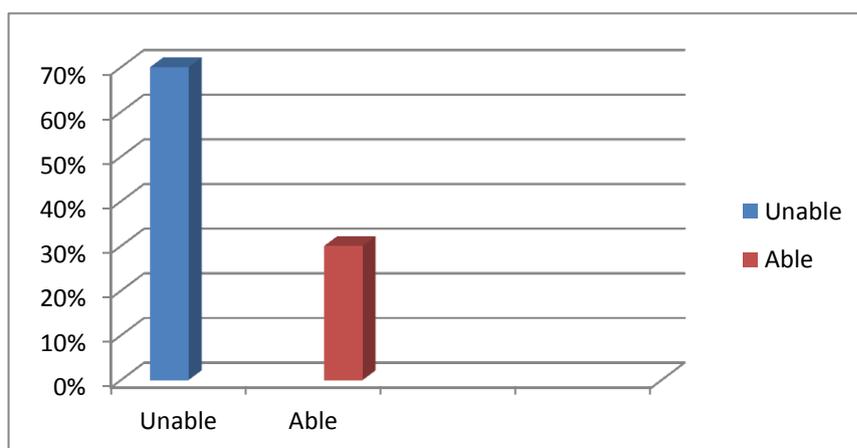
was 21, and the students did not able was 9. Total score of the students was 2079 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2079}{30}$$

$$\bar{X} = 69.3$$

Chart 4.4
Student's Score in Cycle I
Test III



From the data analysis above, the students' ability of speaking in cycle I in the test III was still low. It could be seen of the mean score of the students was 69.3. It's mean that the score did not able categorize. The percentage of students who able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{21}{30} \times 100\%$$

$$= 70\%$$

And,

$$P2 = \frac{9}{30} \times 100\%$$

$$= 30\%$$

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning speaking by implementing of Note-Taking Pairs strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the researcher knew the problems and the result of the students when did test. Look at the result of students' test. From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping it could be better than before. Cycle II was held to achieve the improvement score of the students speaking achievement.

1.5 The Treatment Done in Cycle II

The researcher continue the research in cycle II in the test I. The aim was to improve the students' score in speaking after doing in the cycle II in the test I. The researcher also have done some steps in the cycle II in the test I , they were

planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan consisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

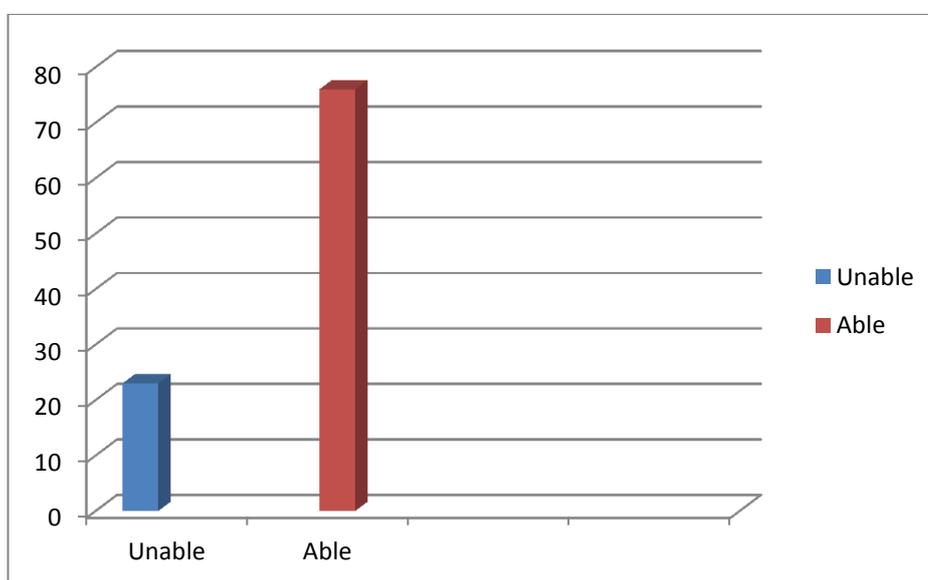
b. Action

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Greeting, and give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy that divided students into groups. The teacher gave the time to the students discuss about the topic. And then every group presented their discuss about the topic gives by the teacher.

c. Observing and Evaluating

The students' activity was observed and it showed the most of the students did not have problem to speak by using Note-Taking Pairs strategy. They were active in the discussion and spoke about the topic enthusiastically. Based on the result from the test in cycle II in the test I, the total score of students was 2119 and the number of students was 30, so the mean score was $Mx = \frac{2119}{30} = 70.6$. The students who got score more than 70 was 76% or 23 students and the students who got score less than 70 was 23% or 7 students, and it can be shown from the chart below.

Chart 4.3
Student's Score in Cycle II
Test I



d. Reflection

Having evaluated the students' oral test, the research found that the

students' score showed to improvement. Based on the observation and the result of their oral test, the research concluded that the students had mastered speaking skill through Note-Taking Pairs strategy. The students' score in the cycle II had increased from the cycle I. This improvement made the research felt that the cycle can be stopped because the students' achievement in speaking was increased.

From the table in the cycle II, the students that got able the test were 23, and the students did not get able were 7. Total score of the students was 2119 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2119}{30}$$

$$\bar{X} = 70.3$$

The percentage of students who got able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{23}{30} \times 100\%$$

$$= 76\%$$

And,

$$P2 = \frac{7}{30} \times 100\%$$

$$= 23\%$$

1.6 The Treatment Done in Cycle II

The researcher continue the research in cycle II in the test II. The aim was to improve the students' score in speaking after doing in the cycle II in the test II. The researcher also have done some steps in the cycle II in the test II , they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

b. Action

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Greeting, and give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy that divided students into groups. The teacher gave the time to the students discuss

about the topic. And then every group presented their discuss about the topic gives by the teacher.

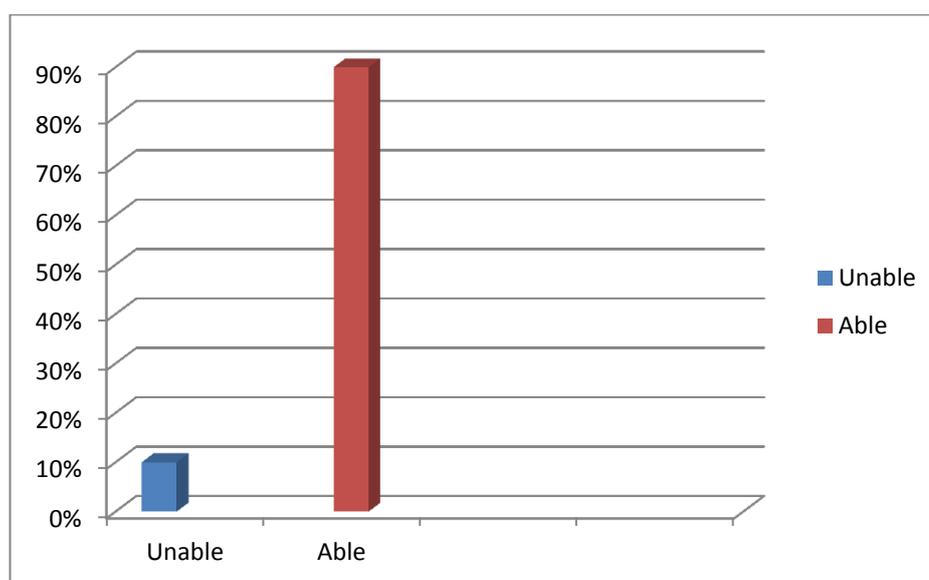
c. Observing and Evaluating

The students' activity was observed and it showed the most of the students did not have problem to speak by using Note-Taking Pairs strategy. They were active in the discussion and spoke about the topic enthusiastically. Based on the result from the test in cycle II in the test II, the total score of students was 2189 and the number of students was 30, so the mean score was $Mx = \frac{2189}{30} = 72.9$ The students who got score more than 70 was 90% or 27 students and the students who got score less than 70 was 10% or 3 students, and it can be shown from the chart below.

Chart 4.4

Student's Score in Cycle II

Test II



d. Reflection

Having evaluated the students' oral test, the research found that the students' score showed to improvement. Based on the observation and the result of their oral test, the research concluded that the students had mastered speaking skill through Note-Taking Pairs strategy. The students' score in the cycle II had increased from the cycle I. This improvement made the research felt that the cycle can be stopped because the students' achievement in speaking was increased.

From the table in the cycle II in the test II, the students that got able the test were 27, and the students did not get able were 3. Total score of the students was 2189 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2189}{30}$$

$$\bar{X} = 72.9$$

The percentage of students who got able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{27}{30} \times 100\%$$

$$= 90\%$$

And,

$$P2 = \frac{3}{30} \times 100\%$$

$$= 10\%$$

1.7 The Treatment Done in Cycle II

The researcher continue the research in cycle II in the test III. The aim was to improve the students' score in speaking after doing in the cycle II in the test III. The researcher also have done some steps in the cycle II in the test III, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of Note-Taking Pairs strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material which related to implementation of Note-Taking Pairs strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, and diary notes.

b. Action

In this step, there was some activities that had been done by the researcher. Firtsly , the researcher explained about Greeting, and give some example to make the students more understood. The teacher was applied Note-Taking Pairs strategy

that divided students into groups. The teacher gave the time to the students discuss about the topic. And then every group presented their discuss about the topic gives by the teacher.

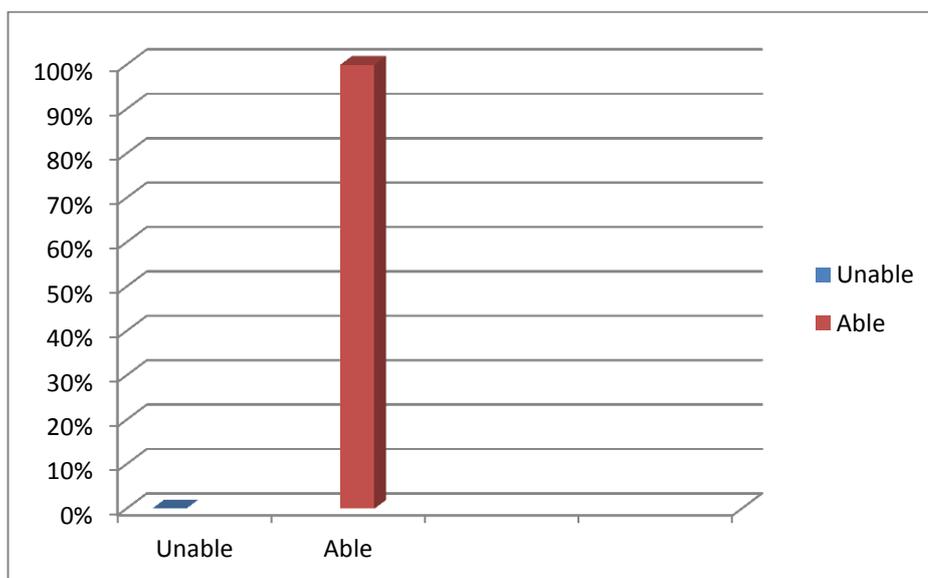
c. Observing and Evaluating

The students' activity was observed and it showed the most of the students did not have problem to speak by using Note-Taking Pairs strategy. They were active in the discussion and spoke about the topic enthusiastically. Based on the result from the test in cycle II in the test III, the total score of students was 2259 and the number of students was 30, so the mean score was $Mx = \frac{2259}{30} = 75.3$ The students who got score more than 70 was 100% or 30 students and the students who got score less than 70 was 0% or 0 students, and it can be shown from the chart below.

Chart 4.5

Student's Score in Cycle II

Test III



d. Reflection

Having evaluated the students' oral test, the research found that the students' score showed to improvement. Based on the observation and the result of their oral test, the research concluded that the students had mastered speaking skill through Note-Taking Pairs strategy. The students' score in the cycle II had increased from the cycle I. This improvement made the research felt that the cycle can be stopped because the students' achievement in speaking was increased.

From the table in the cycle II in the test III, the students that got able the test ware 30, and the students did not get able ware 0. Total score of the students was 2259 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2259}{30}$$

$$\bar{X} = 75.3$$

The percentage of students who got able in speaking was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{30}{30} \times 100\%$$

$$= 100\%$$

And,

$$P2 = \frac{0}{30} \times 100\%$$

$$= 0\%$$

Based on the chart above, the result of analysis data showed that there was an improvement on the students' ability at speaking. It was showed from the mean of pre- test was 51.9 , the mean of cycle I in the test I was 66.6, in the test II was 67.5, in the test III was 69.3, and the mean of cycle II in the test I was 70.6, in the test II was 72.9, in the test III was 75.3. The percentage of the students' score in pre-test who get point up to 70 was 2 students. The percentage of the students' score in of the cycle I in the test I who got point up to 70 here were only 16 of 30 students (53%), in the test II who got point up tp 70 here were only 20 of 30 student's (66%), in the test II who got point up tp 70 here were only 21 of 30 student's (70%). Then , the percentage of the students' score in of the cycle II in the test I who got point up to 70 here were 23 of 30 students (76%), in the test II who got point up to 70 here were 27 of 30 students (90%), in the test III who got point up to 70 here were 30 of 30 students (100%).

Althought the teacher had applied Note-Taking Pairs strategy in teaching speaking. It was caused by some of students still did not know how to well pronouncitoin in speaking, when the teacher explained the Note-Taking Pairs strategy they did not give attention well. Their score got improving from pre- test until cycle II. It was caused in this cycle the teacher still aplied Note-Taking Pairs strategy and explained more detail, and also the teacher additional activities that were based on the reflection done by the teacher collaboration to prevent the same mistakes in cycle I and to get better implementation of students' score. Teacher motivated students to generate their interest in, learning English, give punishment

to the students were noisy to stand up in front of class gave more chance and attention to students were not confident to present their work or to ask what they had not understood.

From the data, it indicated that using Note-Taking Pairs strategy in learning speaking was effective, and the data above can be concluded that the students' ability have been increased by using Note-Taking Pairs strategy.

1. The Qualitative Data

The research was conducted observation sheet and diary note :

1.1 Observation Sheet

Based on the result of the students' participation in speaking class through observation sheet, it was indicated that participation gradually increase from the pre observation into the cycle II.

1.2 Diary Notes

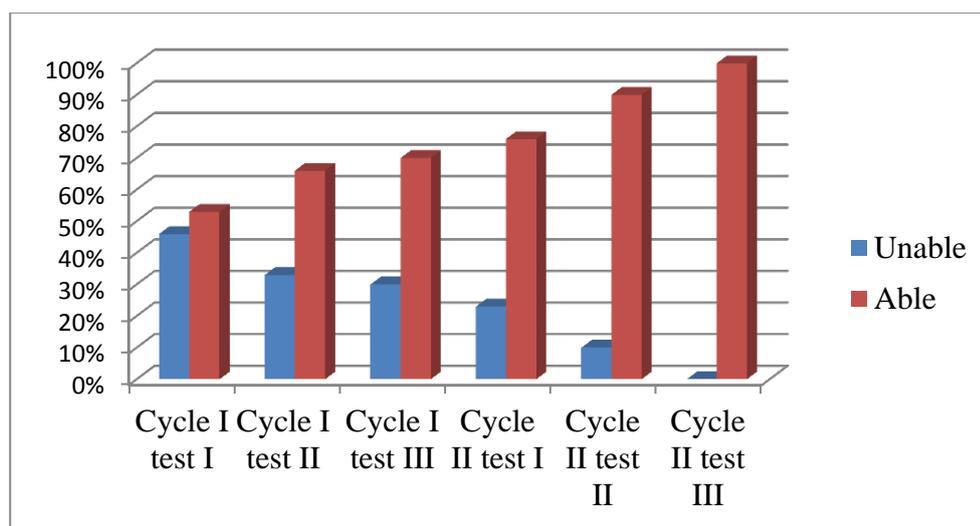
Diary notes was essentially private documents and there was essentially no rule how to keep a diary. Since diary is private, diary-write can confide it whatever thought or feeling occur. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day, when there may be more free time the main attraction of the diary notes, as opposed to other ways of articulating reflection was that the written can be totally

honest and forthright in the writers comments. In this study, diary notes which were written by the writer as the result of the observation during the action held.

1. Based on the result of the students' participation in speaking class through Note-Taking Pairs strategy, it was indicates' participation gradually increase from the pre observation into the cycle II. The students' participation implementation in speaking class can seen in the result percentage of the students' score in the cycle I who got point up to 75 here were only 15 of 30 students (50%). It means that there was improvement about 50%. Then , the percentage of the students' score in the cycle II who got point up to 75 here were 22 of 30 students (73.3%) and than, based on the observation from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using Note-Taking Pairs strategy could increase the students' achievement to gave their attitude, active and good response (feedback) during teaching learning process. It is suggested that English teacher apply this strategy as one of alternative in teaching of speaking. The Improvement of Student's Score in Cycle 1 and Cycle 2 shown on chart below.

Chart 4.4

The Improvement of Students' Score in Cycle 1 test I, II, II and Cycle 2 test I, II, II



B. Research Findings

The result was indicated that there was improvement of the students speaking achievement through Note-Taking Pairs strategy. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis of the students' score every meeting:

Based on the table above, the percentage of the students score in the cycle I the test I who got point up 70 there were still was 16 Of 30 students, it was 53%, in the cycle I the test II who got point up 70 there were still was 20 Of 30 students, it was 66%, in the cycle I the test III who got point up 70 there were still was 21 Of 30 students, it was 70%. Then, the percentage in the cycle II in the test I who got point up 70 there were 23 of 30 students, it was 76%, in the cycle II in

the test II who got point up 70 there were 27 of 30 students, it was 76%, in the cycle II in the test III who got point up 70 there were 30 of 30 students, it was 100%.

From the data, it was indicated that using Note-Taking Pairs strategy in teaching speaking was effective, and the researcher concluded that the students' speaking achievement have been improved by using Note-Taking Pairs strategy. The researcher also analyzed the qualitative data to support the research finding. The qualitative data were diary notes and observation sheet. All of these data was indicated that the students was more courageous and confident in speaking English, this can be seen from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using Note-Taking Pairs strategy could increase the students' achievement to gave their attitude, active and good response (feedback) during teaching learning process.

1. Discussion

After conducting this research, the student' achievement in speaking was improve. The cycle showed that mean of student's score were higher that mean of student's score in the cycle I.

The percentage of student's score in the cycle I the test I who got point up 70 there were still was 16 of 30 students, it was 53%, in the cycle I the test II who got point up 70 there were still was 20 of 30 students, it was 66%, in the cycle I the test III who got point up 70 there were still was 21 of 30 students, it was 70%.

then, the percentage in the cycle II the test I who got point up 70 there were 23 of 30 students, it was 76%, in the cycle II the test II who got point up 70 there were 27 of 30 students, it was 90%, in the cycle II the test III who got point up 70 there were 30 of 30 students, it was 100%, its means that was improvement from in the cycle I and cycle II was about 23.3% .

The use of Note-Taking Pairs strategy helped the students to be easier in learning speaking especially Greeting. In this study, we could find that not all students got improvement for their score because they did not actively participate in learning process. There were also some students who did not get any improvement in cycle I and in cycle II. It means that the students got the same score with the previous cycle.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

Having analyzed the data, it can be concluded that, the students' speaking achievement was good after teaching by using Note-Taking Pairs Strategy. It was showed by the mean of pre-test was 51.9, cycle I in the test I was 66.6, in the test II was 67.5, in the test III was 69.3, and cycle II in the test I was 70.6, in the test II was 72.9, in the test III was 75.3. There was improvement in every cycle. The students' response was very good after using of Note-Taking Pairs strategy. It could be seen from the students' respons was more courageous and confident in speaking English, from students participations in classroom, students' involvement in conversation and students performance and students were not difficult and felt confident to speak based on the key word, they also felt enjoy during practice in front of class. It was found that the teaching speaking by using Note-Taking Pairs strategy could increase the students' achievement while learning process.

B. Suggestion

In relation to the conclusion, it is suggested that the principle of SMP Asuhan Jaya to motivate the teachers, especially English teacher to teach the students by using Note-Taking Pairs strategy, because the strategy is effectively can increase the students' achievement in speaking ability,

the English teacher can use Note-Taking Pairs strategy or one of the alternative strategy to increase the student's speaking achievement in english teaching and to other researchers, it can be the alternative technique to conduct the reseach related to the improvement of student's speaking achievement.

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The Implementation of Note Taking Pairs Technique by Using Video as the Media on the Students' Achievement in Speaking

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Yessi Irianti, S.Pd, M.Hum *Ace Pp*

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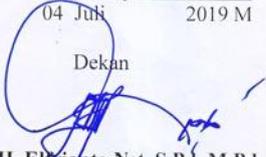
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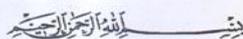
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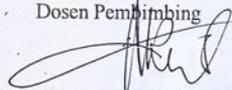
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	- The scope and limitation of Problem	
	- Theoretical Framework	
	- The Method of Research	
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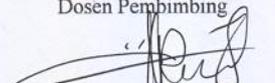
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No	Masukan dan Saran
Judul	✓
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Bab II	<i>Revise</i>
Bab III	<i>clarify</i>
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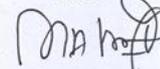

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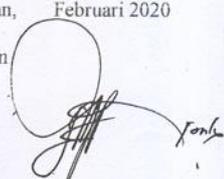
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