

**THE EFFECT OF TECHNICAL NOTE-TAKING PROCEDURE ON
THE STUDENTS' ACHIEVEMENT IN WRITING SKILL**

SKRIPSI

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

By

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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	Acknowledgement : Revise	
	Chapter I : Revise (check the spelling)	
02/09/2019	Chapter II : Check your reference	b
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	Chapter IV : - Data : display your data and elaborate the	
	- Data Analysis : focus on your research objectives	
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ABSTRACT

Sri, Nurhidayati. 1502050144. “*The Effect of Technical Note-Taking Procedure on The Students’ Achievement in Writing Skill*”. Skripsi. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara, Medan. 2019.

This is an experimental research which applied descriptive quantitative method. This study was conducted as an attempt to discover the effect of technical note-taking procedure on the students’ achievement in writing skill. This research was conducted at SMP Muhammadiyah 02 Medan, with the population were seventh grade students. Two classes were taken as the experimental class, consisted of 22 students, and control class consisted of 22 students. By total sampling which then divided into two groups, namely Experimental group and control group. The instrument used in this research is writing test. The result showed that the students’ score of the experimental group were significantly higher than the students’ score of the control group at the level of significance $\alpha = 0,05$ with the degree of freedom (df) is 42 , t test 7.1079 is higher than t table 2.018. In other word technical note-taking procedure on the students’ achievement in writing skill has a significant effect on the students’ achievement in writing, so hypothesis showed that H_0 was rejected and H_a was accepted.

Keywords : Writing, Note-Taking Procedure, students’ Achievement

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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of The Study

In learning English, there are four major skills which should be achieved by learning, namely listening, speaking, writing and reading. One of these four skills, which is very important skill to be taught to the student is writing, because through writing, students can get information and can be easier to understand from the text, so the students can increase their knowledge. Writing (as one of the four skills of listening, speaking, reading, writing) has always been formed as part of the syllabus in the teaching English. (Harmer 2004:30). Teacher who believes this view encourage students to develop power over their own writing without being directive, assuming that writing is a creative act and that the process is important as a discovery of the true self (Berlin in Yi, 2009). Writing is extremely important in today's students. Communication is transmitted more through writing than any other type of media. Writing gives voice to our inner thoughts and allows us to share them. As a form of communication, writing can transcend time and can be a way to pass stories from one generation to other generation. We often select writing tasks from language textbooks to help students improve their writing ability. Writing approaches in language textbooks could be influenced by behaviourist, communicative, cognitive, and discourse theories. Each

theoretical framework has provided us with a better understanding of the multiple dimensions and purposes of teaching writing.

A review of the developments in writing pedagogy leads us to conclude that we could teach writing as a means to improve linguistic, rhetorical and communicative competence or as a discovery and cognitive process. The writing tasks that we select from language textbooks and assign to students could reflect one or some of these pedagogical purposes. As teachers, The researcher need to question and understand the pedagogical assumptions of textbook writing tasks so that we can select tasks that will help our students become confident writers and independent thinkers.

Writing can be taught primarily for practising language forms to develop accuracy and correctness. With the influence of behaviourist theory in the audio-lingual approach to teaching language, writing is mainly for reinforcement, training, and imitation of language forms. The behaviourists believed that humans could learn through stimulus and response. This is applied to language learning in which accurate use of the language is learned through reinforcement, constant practice and imitation. In such language-based writing tasks, students would be given writing exercises that would reinforce language structures that they have learned through the manipulation of grammatical patterns. The examples of such writing tasks found in a lower secondary English textbook are shown below. These are controlled compositions in which students would be given a paragraph and asked to perform substitutions, transformations, expansions, or completion exercises.

Based on the researcher's experience in teaching practice field in Junior High School in academic year 2019/2020 at SMP Muhammadiyah 02 Medan, most of students were difficult to comprehend English text after they had read it. It was happened because they didn't have many vocabularies, so they felt difficult to understand the text, to read and to recognize the new words. They only read the text word by word without comprehend it. However, based on the research investigation, it was found out the students get various difficulties in comprehend text. They couldn't grasp the main idea and couldn't answer the question correctly, because the teacher only asks them to read it, without take notes the important points in the text and without use the appropriate method, technique or strategy in teaching writing. That condition made them uninteresting and get bored. It is important to made them easier to comprehend the contents in the text, grasp the main idea and able to answer question correctly. Therefore, to overcome problems above, the teacher should consider the more effective and the more creative teaching strategy to improve the students. It was realized that it needs a strategy which can motivate the students grasp English text.

Note-taking is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything. Note-taking implies comprehending either a writing document or a lecture and recording information by writing it down (Piolat et all.,2005). That cause which is difficult to comprehend writing text for students because the teacher never

employing the student's background knowledge correctly. So that Note-taking strategy used improve students' achievement in writing. They can answer questions which were given by the teacher about the text and can be related what were they had in their mind based on the background of their knowledge and based on the content of the text. From the explanation above, the researcher would like to conduct a study on the tittle, The effect of technical note-taking procedure on the students' achievement in writing skill.

B. The Identification of The Problem

Based on the background of study which was mentioned above, some problems were identified as follows:

1. The teacher still use conventional strategy in teaching writing.
2. The students' vocabulary is still lack.
3. The students have difficulty in understanding the note-taking in writing skills.

C. The Scope and Limitation of The Problem

The scope of this research was focused on writing skill, and limited on technical note-taking procedure on students' achievement in writing descriptive text.

D. The Formulation of The Problem

The formulation of problem of this research was focused on “is there any significant effect of applying Note-Taking procedure on the students’ achievement in writing descriptive text ?

E. The Objectives of The Study

Based on the formulation above, the objective of this research was focused on finding out the effect of Note-Taking procedure on students’ achievement in writing skill.

F. The Significance of the Study

The results of this study were expected to be giving out the theoretical and practical significance. The significance can be described theoretically and practically. Theoretically it would be expected that the research can increase the knowledge of readers about the strategy Note-Taking procedure in writing process and practically. For Student, the students can grasp English texts especially in Descriptive text using Note-Taking strategy, The use of the technique can increase students’ achievement in writing and vocabulary, to motivate the students more easy to grasp English text.

For teacher, to give information for the English teacher using Technical Note-Taking procedure on students’ in writing skills. to increase their own professionalism in teaching writing by using the technique. the result of the

study would be very useful for teachers of English and others who were concerning with assessment of teaching English.

For other researcher, to develop insights and experience of the researcher to help the next researcher who want to conduct a depth research related to this study.

And to give some contribute who are interesting to studying strategy in teaching writing process.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

In conducting the research, theories were needed to explain some concepts in the research concern. The concepts and literatures were needed. It must be clarified in order to have the same perspective of implementation between the researcher and the readers in the field. The following ideas used in this study were as follows :

1. Writing

Writing is one of people ability to make a form of words to express their ideas and thought in the form of descriptive paragraph. Writing is an important form of communication in day-to-day, but it is especially important in school and college. Jeremy Harmer (2003:257) stated that in teaching of writing we can focus the product of that writing or on the writing process it self. Students must comprehend and understand the writing procedure which is good and true. Writing is a process of thinking it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form.

Pardiyono (2006: 42) stated that in writing the students are encourage to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genre the study will focus on writing.

Based on the theories above, the researcher conclude that writing is a process of thinking and process of express our ideas on the paper.

1.1.The Purpose of Writing

Writing is a tool to tell others what you think. It is a part of media to give information that is happened to the reader. A clear purpose is needed between writer and reader in a text. Cere (2005) says writing is communication. He further outline that (1) writing is a form of self express ideas, ideas, fellings into written language; (2) writing is something that is commonly present to the reader. This means that someone who did writing activity is an activity that has been perform continuously; (3) write the rules and behavior. It can be said a good writer will know and be able to apply the rules in writing; and (4) writing is a way of learning.

1.2.Strategies in Writing

There are four skills that used to explore the idea and other communication activities. Writing can be good by done with appropriate rules and principles by teacher in the writing class to enhance learning. there are some elements in writing process.

They are: planning, drafting, editing, and final version. All of these stages are straight chronological order:

1. Planning Before start to write down something on the paper. The writer needs to decide what she is going to say. What information she wants to tell and what the message she wants to share to the readers. She writes a plan

on a piece of paper. It is also as a way to warm up her brain before write something. At this stage, the writer thinks about three main issues, those are the purpose, the reader (audience), and content structure.

2. Drafting The second step is drafting, the students try to capture the ideas on the paper. This step can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.
3. Editing (Reflecting and Revising) After drafting writer needs to reread her work to evaluate what has been written and making deletion or additions as necessary. 11 Reflecting and revising is a helper who works while the errors and mistakes happen.
4. Final Version After the steps above, the fourth step is final version while the writing is ready to be delivered to the audience.

1.3. Writing Assesment

Assessment Rubric

- Rubric of Score
- The result of true answer :

Part A: 16-20 words	=	15
11-15 words	=	30
5-10 words	=	45
< 5 words	=	60

Part B: Identification : Perfect (p)	=	20
Near (N)	=	10
Write (W)	=	5

Description :	Perfect (P)	=	20
	Near (N)	=	10

Write (W) = 5

No	Explanation	Score
1.	16-20 words	15
	11-15 words	30
	5-10 words	45
	< 5 words	60
2.	Identification	
	Perfect (P)	20
	Near (N)	10
	Write (W)	5
	Description	
	Perfect (P)	20
Near (N)	10	
Write (W)	5	

2. Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005).

2.1. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures for our writing to be true. The arrangement Descriptive Text mainly consists of two parts :

1. *Identification* : identifying the phenomenon to be described

2. *Description* : describing the phenomenon in parts, qualities, and characteristics.

2.2. Language Features of the Descriptive Text :

1. Focus on specific participants.
2. The use of adjectives and compound adjectives.
3. Using the simple present tense.

2.3. The Example of Descriptive Text

My Shaun the Sheep Bolster

I got a surprise this morning. My uncle visited my house and brought me a bolster with the head of Shaun the sheep. The head has long ears and wide stupid eyes. I bet you know about this funny character.

The new bolster is made of soft fabric. It is soft and fluffy like touching woolly fabric. The length of the bolster is about a metre. The lower part's colour is black, while the upper part's colour is white. The bolster has two front legs, but strangely it doesn't have any hind legs.

2.4. Discussion of Generic Structure of The Descriptive Text is :

(Identification)

I got a surprise this morning. My uncle visited my house and brought me a bolster with the head of shaun the sheep. The head has long ears and wide stupid eyes. I bet you know about this funny character.

(Description)

The new bolster is made of soft fabric. It is soft and fluffy like touching wolly fabric. The length of the bolster is about a metre. The lower part's colours is black, while the upper part's colour is white. The bolster has two front legs, but strangely it desn't have any hind legs.

3. Procedure

A procedure is a term used in a variety of industries to define a series of steps, taken together, to achieve a desired result. Procedures explain how to accomplish a task. A procedure is sometimes called a work instruction. whereas a work instruction is used to describe something more basic like a specific step in a process. For example, how to fill out a form. Procedures are known in other ways too. A procedure also mean series of steps, taken together, to achieve a desired result. It is a particular way of accomplishing something as in a repetitive approach, process or cycle to accomplish an end result. You can view free sample procedures at our samples section. To make

an effective process procedure we need to ensure that each repetition of the process has the ability to achieve the desired or planned results.

4. Note-Taking

Notetaking is a skill not traditionally taught in school. However, this skill is accorded more and more importance owing to the use of computers in class, particularly when teachers are confronted with excessive use of the copy and paste functions and the difficulties encountered by their pupils in integrating selected information. Note taking entails recording information collected from one or more sources). According to Allen and Reeson (2008) note-taking is one of the strategies students can cultivate to increase academic achievement. As students encounter unfamiliar text, they are equipped with the means to extract the most important information while staying engaged with the text.

4.1. The purpose of Note-Taking

In this case of writing the purpose of note-taking is:

1. To consolidate knowledge of the material covered because as you are writing you are also revising what you just read,
2. To collect the most important points from what you are reading,
3. If you are reading a book, note-taking allows you to avoid reading the whole book again in the future,

4. Note-taking increases your chances of retaining the information you are reading over a longer period of time.

I personally believe note-taking is the best way to learn. In the good old days when I had to write exams, I used to go a step further and try to reproduce all the important point I had read without looking at the book or my notes. I found this to be a great way to check if I really ready for tests.

4.2. Benefit of Note-Taking

Two potential benefits of Note-taking are encoding and artifact. The encoding hypothesis is the idea that the act of Note-taking facilitates learning. Note-taking requires students to identify important material, which they then transcribe into their own notes. This increases processing of the material, augmenting learning. The external artifact hypothesis states that having notes for review facilitates learning: notes aid students most when they can be reviewed (Baur & Koedinger, 2004).

4.3. The Function of Note-taking

According to Ward and Tatsukawa (2003), note-taking has two functions. First, the notes produced are useful when reviewing. Second, the process of note-taking itself helps students learn the material. This is usually explained in terms of encoding: the student's mind receives some inputs from the instructor, both verbal and written on the blackboard, and the task is to assimilate them. In the process of taking notes, the student has to re-express those inputs, and while doing so, it is claimed, the ideas get mentally rehearsed

and integrated at a deeper level, or even re-encoded mentally in a form that is easier for him to think about, apply, and remember.

4.4. The Advantages of Using Note-taking Strategy

1. Improves focus and attention to detail. Developing note-taking skills engages a student, requiring them to focus and increase their attention to detail, and as we all know, the devil is in the detail.
2. Promotes active learning. By taking effective notes, students are actively involved in the learning process thus giving it a purpose and increasing productivity.
3. Boosts comprehension and retention. A proven method of increasing memory retention, note-taking can also increase comprehension by breaking down the content for a student to consume easily.
4. Teaches prioritizing skills. Often overlooked in its importance, it is essential for a student to be able to select important material and discard unnecessary content. This further adds to their organizational and creativity skills.
5. Extends attention span. Proven to extend a student's attention span, a necessary tool in any learning situation.
6. Improves organization skills. By prioritizing content and organizing effectively, a student develops key organization strengths. As teachers are well aware, organization is key.

7. Increases creativity. Equipped with the ability to organize their ideas effectively, focus on a particular subject and expand on ideas through knowledge retention, students can use their own initiative increasing creativity and innovation.

4.5. The Disadvantages of Using Note-taking Strategy

1. It's difficult to focus on the content and record the takeaways. When you are listening to a live talk or a lecture, it takes focus to really digest and process the meaning of the content. Trying to capture what's happening means you're multi-tasking, so you run the risk of the value of the content being lost because you're too busy trying to write it down rather than thinking about what the speaker is trying to convey. As a note-taking best practice, I always suggest trying to write down a major idea to jog your memory, and then going back and fleshing out the notes after word.
2. Note taking can do a poor job of capturing what really happened. The note-taking has a lot of power to define what happened after the fact. Notes can be faulty or lossy because they are biased by the particular interpretation that the person chooses to record down. When notes are a substitute for being there, this can result in poor outcomes for teams unless there's a way for multiple people to contribute or add on to notes.

B. Relevant Study

The Previous researchers are based on the similarities in variables of the relevant studies with the researcher as following :

1. Castello and Monereo (2005) note-taking hegemonic study activity at School, university and, in many cases, the main ground for education interaction between teacher and students. This observation had given rise to an increasing interest in studying students' note-taking and its impact on learning. In broad terms, three lines of research have been developed in the last 40 years: the effects of note-taking and note-rewriting on some cognitive variable (attention, memory, comprehension, and so on); the relationship between quality of notes and significance of learning ; and the changes in the teaching methodology which may enhance note-taking.

C. Conceptual Framework

By using technical note taking in teaching descriptive text students were easier to understand the contents of the text by using technical note-taking and they were more motivated and eager to learn English, especially in writing skills.

Note-taking was the practice of writing down or otherwise recording key points of information. Note-taking was an important part of the research process. Notes taken on class or discussions may serve as study aids, while notes taken during an interview may provide material for an essay, article, or book. note-taking doesn't simply mean scribbling down or marking up the

things that strike your fancy. It means using a proven system and then effectively recording information before tying everything together.

D. Hypothesis

The hypothesis of this study were formulate as follows :

Ha: “There was Significant effect of using Note-Taking Procedure on students’
Achievment in Writing Skill.”

H0: “There was no Significant effect of using Note-Taking Procedure on
students’ Achievment in Writing Skill.”

CHAPTER III

METHOD OF RESEARCH

A. Location

This study was conducted at SMP Swasta Muhammadiyah 02 on Jl. Pahlawan, No 67 Medan, Sumatra Utara. The research was conducted in A.Y 2019/2020. The reason for choosing this school because the researcher found the students' ability in this school on understanding content the text is still low so it should be needed to find out the effect of Note-Taking Procedure on students' Achievement in Writing Skill.

B. Population and Sample

1. Population

The population of this study were all students of VII Junior High School in A.Y 2019/2020 in SMP Swasta Muhammadiyah 02 Medan. which divided into 3 classes, namely VII-A, VII-B and VII-C. The total number of students from these three classes were 64, by other word there were 22 students in each class. The distribution of population showed in the table below :

Table 3.1 The Population

No	Class	Population
1	VII-1	22
2	VII-2	22
3	VII-3	20
TOTAL		64

2. Sample

The sample was a number of individuals drawn from the population represent it. In this study, the sample was taken from the population which were students of seventh grade of SMP Muhammadiyah 02 Medan. simple random technique, VII-1 and VII-2 were selected as by using the distribution of sample was represented in the following table.

Table 3.2 The sample

No	Class	Sample
1	VII-1	22
2	VII-2	22
TOTAL		44

C. Research Design

This research was conducted by using experimental design. Experimental research required researcher to manipulate the dependent variable, to saw differences according to the manipulation of independent variables or researcher who saw a causal relationship to two or more variables by giving more treatment to the experimental group, to saw the effect, the

experimental group given treatment was compared to the treatment group, this group was commonly called the control group.

The experimental design used in this research was conducted pre-test and post-test in order to know the effect of technical note-taking procedure on students' achievement in writing skill. In conducting the experimental research, the sample was divided into two groups. In treated the groups of this research control group was treated using lecturer method and experimental group by using technical note-taking procedure in writing skill. The complete illustration of the research design for the research was showed in the following table.

Tabel 3.3 Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	ü	Technical Note-Taking.	ü
Control Group	ü	Lecturer Method	ü

Steps in conducting the experimental and control group research design was as follows :

1. Pre-test

Pre-test was conducted to find out the mean scores of each group, as the experimental and the control group. The experimental and control group test were given a simple descriptive text before they were taught about what the descriptive text was. Then the researcher asked them to write the sample of descriptive text.

2. Treatment

Treatment was given to the experimental group for some period of time. The experimental group, students were taught how to write a short text by using Technical Note-Taking Procedure on students' Achievement in Writing Skill. While the control group, students is taught by using lecture method.

Table 3.4 Treatments for Experimental and Control Group

Meeting	Experimental Group	Control Group
First (Pre-Test)	<ol style="list-style-type: none"> 1. The teacher invites students to prayer before starting the lesson. 2. Before starting the lesson the teacher introduces herself to students. 3. The teacher gives pre-test to the students. 4. Teacher collects the answer sheet of the students. 5. The teacher calculates the value of students work. 	<ol style="list-style-type: none"> 1. The teacher invites students to prayer before starting the lesson. 2. Before starting the lesson the teacher introduces herself to students. 3. The teacher gives pre-test to the students. 4. Teacher collects the answer sheet of the students. 5. The teacher calculates the value of students work
Second (Treatment)	<ol style="list-style-type: none"> 1. Give a paper containing descriptive text to students as the instrument by using Technical Note-Taking strategy. 2. Before start to reading teacher asks students to predict what descriptive text is about. 3. After that, teacher asks 	<ol style="list-style-type: none"> 1. Give a paper of a descriptive text to the students as the instrument in teaching by using the conventional method. 2. Before start to reading teacher asks students to predict what descriptive text is about.

- | | |
|---|--|
| <p>the purpose of the text.</p> <ol style="list-style-type: none"> 4. Teacher asks all students to read the text. 5. Before asking students to read descriptive texts the teacher asks them to write note-taking of unfamiliar words in the text. 6. After write note-taking of unfamiliar words in the text. The teacher asks students to open their dictionaries and look for what the unfamiliar words in the text mean. 7. Teachers asks the students to understand what they have note-taking after reading and notes then relate them in the descriptive text. so that they can be easy understand what the descriptive text about . 8. asks students to write note-taking the keywords from the text and their question read the descriptive text. that question are meant to a problem that the students find when they understand descriptive text . its purpose to make students not confused about text descriptive. 9. After that teacher asks all students making summary from the text and check what they have understood from | <ol style="list-style-type: none"> 3. After that, teacher asks the purpose of the text. 4. Teacher asks all students read the text. 5. Before asking students to read descriptive texts the teacher asks them to write note-taking of unfamiliar words in the text. 6. After note-taking of unfamiliar words in the text. The teacher asks students to open their dictionaries and look for what the unfamiliar words in the text mean. 7. asks students to translate the descriptive text into indonesian from the meaning they have found. So, the students more easy to understand and more know descriptive text tells about. 8. After that teacher providing opportunity for students to asks about the descriptive text which they can't understood yet. 9. After that teacher asks all students making summary from the text and check what they |
|---|--|

	<p>the text.</p> <p>10. Teacher give the students some questions or commands (means that the students understand of not from they have write the note-taking) such as what main ideas is, what the descriptive about, what the purpose from the text , please retell from your own words etc.</p> <p>11. In Final the teacher gives rewards and good scores to some students can do well.</p>	<p>have understood from the text.</p> <p>10. Teacher give the students some questions or commands (means that the students understand of not from they have write the note-taking) such as what main ideas is, what the descriptive about, what the purpose from the text , please retell from your own words etc.</p> <p>11. In Final the teacher gives rewards and good scores to some students can do well</p>
<p>Third (Post-Test)</p>	<ol style="list-style-type: none"> 1. After that teacher gives the other descriptive text to the students that relates which the question is same with the pre-test. 2. Gives exercise to the student about descriptive text. 3. After students finishing to do their exercise teacher collects the answer sheet of the students. 4. After that corrects the work of students, and then teacher calculates the scores of the students. 5. After that teacher collects all the scores of the students. 	<ol style="list-style-type: none"> 1. After that teacher gives the other descriptive text to the students that relates which the question is same with the pre-test. 2. Gives exercise to the student about descriptive text. 3. After students finishing to do their exercise teacher collects the answer sheet of the students. 4. After that corrects the work of students, and then teacher calculates the scores of the students. 5. After that teacher collects all the scores the students.

3. Post-test

The post-test was administered after the treatments have been complete. The administration of this test was meant to find out the difference in mean scores of both the experimental and the control group. The post-test was used to know the effect of using technical Note-Taking Procedure on students' Achievement in Writing Skill.

D. Instrument of The Research

Instrument means of collecting data that must be made. There are many kinds of instrument that can be taken to collect data, such as test, observation, and documentation. This research used writing test as the instrument. The students were asked to write a descriptive text by the topic given. In writing the essay test, the students also were asked to write a note before writing the it

1. Validity

To measure the validity of the test item, validity process was conducted by using the following formula.

The validity of each test was calculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \quad (\text{Sugiyono 2010 : 276}).$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX^2 = the sum of the square score in each text, and

ΣY^2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N (\Sigma XY) - (\Sigma X) (\Sigma Y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}} \quad (\text{Sugiyono 2010 : 276}).$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

a. Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer will be the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

E. Technique of Collecting Data

This research use writing descriptive test as an instrument to collect the data first, for the experimental and the control group, the students are given pre-test to find out the sample and to know the mean at scores of both groups. And after the writer gave treatment with the same contents, post-test was give again experimental and control group to use technical note-taking procedure on students' achievement in writing skill.

F. Technique of Analysis Data

After collecting the data, the next step is analyzing the data. The data were the result of tests from pre-test and post-test. In analyzing the test scores, a statistical technique was used to find out the mean score of the students.

In this research, descriptive qualitative technique was applied to analyze the data, and the steps were :

1. Correct the students' answer.
2. Score the students' answer.
3. List the students' score into tables, first for the experimental group's score and the second for the control group's score.
4. Calculate the total of the score.
 - a. Coefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

- b. Test of Significant :

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2015:259})$$

- c. Test of Linear

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2015:262})$$

d. Test of The Effect

$$D = (r_{xy})^2 \times 100 \%$$

e. Test of Sample Related

$$t = t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2015:273})$$

Note :

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation square (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

l = Number Consonant

r = Correlation of product moment between X_1 and X_2

E. Statistical Hypothesis

Based on the literature and framework above, in this study the researcher formulated to alternatives of hypothesis as tentative answer to the problem in the research as following :

Ha : $P \neq 0$ there was any significant effect of using technical Note-Taking Procedure on students' Achievement in Writing Skill.

Ho : $P = 0$ there was no any significant effect of using technical Note-Taking Procedure on students' Achievement in Writing Skill.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The following was the result of the pre-test and post-test of the group. The experimental class (class VII A) was given a pre-test on August 27, 2019 and control class (class VII B) was given a pre-test on August 28, 2019. They were asked to write difficult words and to identify the generic structure of the descriptive text. After pre-test was done, the experimental was conducted.

It was conducted in four meetings including the post-test. The sample was divided into two group. In the experimental group and the control group that was the same test the students' initial and the students' score in the pre-test and post test of two groups could be seen in the table of appendix 6 and appendix 7.

There was no new treatment in control group class. Teacher taught as usual used in teaching by without using focused Technical Note-taking. The research was conducted on August 27, 2019 until August 30, 2019 in the pre-test, students' ability in writing still low. From the result of pre-test, it was known that students faced many difficulties, they were students' lack of vocabularies, so the students didn't comprehend about the descriptive text.

Table 4.1**The Result of Pre-Test and Post-Test in Experimental Group**

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AAA	55	75
2	AR	50	80
3	AHA	45	70
4	ASB	60	75
5	DS	45	75
6	FAL	45	80
7	FAS	40	70
8	FA	50	75
9	MRZ	55	75
10	MRA	45	70
11	MZRS	55	75
12	MSM	50	70
13	MRH	55	75
14	NNRH	55	70
15	QLA	60	85
16	RA	55	80
17	RA	65	85
18	RAA	60	75
19	RM	50	75
20	SFA	45	70
21	SKL	50	75
22	SM	60	80
Total		T₁ =1150	T₂= 1660

By looking the result of the total score in experimental group of pre-test was 1150. The total score of post-test was 1660. The lowest score of pre-test in

experimental group was 40 and post-test was 70. The highest score of pre- test in experimental group was 65 and post-test was 85.

Table 4.2

The Result of Pre-Test and Post-Test in Control Class

No	Students' Name	Score of Pre-Test	
		Pre-Test	Post-Test
1	AR	50	65
2	AVF	55	65
3	AK	55	60
4	AMN	40	55
5	CFL	40	50
6	IKL	50	65
7	MF	60	70
8	MRS	50	65
9	MIB	45	60
10	MZ	40	55
11	NHL	40	60
12	NAH	40	60
13	RSD	70	80
14	R	45	60
15	RA	55	65
16	SRA	40	55
17	SSB	40	60
18	TDS	50	60
19	TP	55	60

20	TAH	50	70
21	VL	40	50
22	ZAL	50	70
Total		T₁ =550	T₂= 1360

By looking the result of the total score in control group of pre-test was 550. The total score of post-test was 1360. The lowest score of pre-test in control group was 40 and post test was 50. The highest score of pre test in control group was 60 and post test was 80.

B. Data Analysis

From all the data of the pre-test and post-test of experimental group and control group obtained, then the data were analyze the effect of technical note-taking procedure on the students' achievement in writing skill. to find out the differences of the sample's score between pre-test and post-test in the experimental group.

Below the data analyze was designed from the table 4.3 and 4.4 showed the difference scores between pre-test and post-test of both experimental group and control group.

Table 4.3

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AAA	55	3025	75	5625	20
2	AR	50	2500	80	6400	30
3	AHA	45	2025	70	4900	25
4	ASB	60	3600	75	5625	15
5	DS	45	2025	75	5625	30
6	FAL	45	2025	80	6400	35
7	FAS	40	1600	70	4900	30
8	FA	50	2500	75	5625	25
9	MRZ	55	3025	75	5625	20
10	MRA	45	2025	70	4900	25
11	MZRS	55	3025	75	5625	20
12	MSM	50	2500	70	4900	20
13	MRH	55	3025	75	5625	20
14	NNRH	55	3025	70	4900	15
15	QLA	60	3600	85	7225	25
16	RA	55	3025	80	6400	25
17	RA	65	4225	85	7225	20
18	RAA	60	3600	75	5625	15
19	RM	50	2500	75	5625	15
20	SFA	45	2025	70	4900	25
21	SKL	50	2500	75	5625	25
22	SM	60	3600	80	6400	20
Total		∑T₁=1150	∑T₁²=61000	∑T₂=1660	∑T₂²=125700	∑(X₁) = 500

From data in the table 4.3 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the

data was calculated to find out whether applying extensive reading strategy had significant effect on the students' critical thinking in reading. The collected data were analysis t-test formula. In experimental group, pre-test was 1150 and post-test was 1660. The differences of the pre-test and post-test were $T2 - T1 = 500$.

A. The Calculation in Experimental Group

The calculation for total in pre-test and post-test in experimental group

a. Mean

$$\begin{aligned} M1(X1) &= \frac{\sum(T2 - T1)}{N1} \\ &= \frac{500}{22} \\ &= 22,72 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned} SD_t &= \sqrt{\frac{\sum(T2 - T1)^2}{N}} \\ &= \sqrt{\frac{(500)^2}{22}} \\ &= \sqrt{\frac{250000}{22}} \\ &= \sqrt{11363} \\ &= 106.59 \end{aligned}$$

B. The calculation for pre-test in experimental group

a. Mean

$$\begin{aligned} MT_1 &= \frac{\sum T_1}{N} \\ &= \frac{1150}{22} \\ &= 52.27 \end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\ &= 61000 - \frac{(1150)^2}{22} \\ &= 61000 - \frac{1322500}{22} \\ &= 61000 - 60,11 \\ &= 60.939 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{61000}{22}} \end{aligned}$$

$$= \sqrt{2772,72}$$

$$= 52.65$$

C. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{1660}{22}$$

$$= 75.45$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$= 125700 - \frac{(1660)^2}{22}$$

$$= 125700 - \frac{2755,600}{22}$$

$$= 125700 - 125,25$$

$$= 125.5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_2^2}{N}}$$

$$= \sqrt{\frac{125700}{22}}$$

$$= \sqrt{5713,63}$$

$$= 75.58$$

Table 4.4**The Difference of Score of The Pre-Test and Post-Test in Control Group**

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AR	50	2500	65	4225	15
2	AVF	55	3025	65	4225	10
3	AK	55	3025	60	3600	5
4	AMN	40	1600	55	3025	15
5	CFL	40	1600	50	2500	10
6	IKL	50	2500	65	4225	15
7	MF	60	3600	70	4900	10
8	MRS	50	2500	65	4225	15
9	MIB	45	2025	60	3600	15
10	MZ	40	1600	55	3025	15
11	NHL	40	1600	60	3600	20
12	NAH	40	1600	60	3600	20
13	RSD	70	4900	80	6400	10
14	R	45	2025	60	3600	15
15	RA	55	3025	65	4225	10
16	SRA	40	1600	55	3025	15
17	SSB	40	1600	60	3600	20
18	TDS	50	2500	60	3600	10
19	TP	55	3025	60	3600	5

20	TAH	50	2500	70	4900	20
21	VL	40	1600	50	2500	10
22	ZAL	50	2500	70	4900	20
Total		$\Sigma T_1 = 550$	$\Sigma T_1^2 = 52450$	$\Sigma T_2 = 1360$	$\Sigma T_2^2 = 85100$	$\Sigma (X_1) = 300$

A. The Calculation in Control Group

The calculation for total test in pre-test and post-test in control group

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{300}{22}$$

$$= 13.63$$

c. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(300)^2}{22}}$$

$$= \sqrt{\frac{90000}{22}}$$

$$= \sqrt{40909}$$

$$= 202.25$$

B. The calculation for pre-test in control group

a. Mean

$$\begin{aligned} MT_1 &= \frac{\sum T_1}{N} \\ &= \frac{550}{22} \\ &= 25 \end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_i^2 - \frac{(\sum T_1)^2}{N} \\ &= 52450 - \frac{(550)^2}{22} \\ &= 52450 - \frac{302500}{22} \\ &= 52450 - 13750 \\ &= 38700 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{52450}{22}} \\ &= \sqrt{2384} \end{aligned}$$

$$= 48.82$$

C. The calculation for post-test in control group

a. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N} \\ &= \frac{1360}{22} \\ &= 61.81 \end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\ &= 85100 - \frac{(1360)^2}{22} \\ &= 85100 - \frac{1849600}{22} \\ &= 85100 - 84072 \\ &= 1028 \end{aligned}$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T_2^2}{N}}$$

$$= \sqrt{\frac{85100}{22}}$$

$$= \sqrt{3868}$$

$$= 62.19$$

Table 4.5
The Calculation Table

No	X	Y	X ²	Y ²	XY
1	75	65	5625	4225	4875
2	80	65	6400	4225	5200
3	70	60	4900	3600	4200
4	75	55	5625	3025	4125
5	75	50	5625	2500	3750
6	80	65	6400	4225	5200
7	70	70	4900	4900	4900
8	75	65	5625	4225	4875
9	75	60	5625	3600	4500
10	70	55	4900	3025	3850
11	75	60	5625	3600	4500
12	70	60	4900	3600	4200
13	75	80	5625	6400	6000
14	70	60	4900	3600	4200
15	85	65	7225	4225	5525
16	80	55	6400	3025	4400

17	85	60	7225	3600	5100
18	75	60	5625	3600	4500
19	75	60	5625	3600	4500
20	70	70	4900	4900	4900
21	75	50	5625	2500	3750
22	80	70	6400	4900	5600
Total	1660	1360	125700	85100	102650

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find to critical value both group as the basis to the hypothesis the research.

D. Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

$Y = a + b$ was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(1360)(125700) - (1660)(102650)}{22(125700) - (1660)^2}$$

$$a = \frac{170952000 - 170399000}{2765400 - 2755600}$$

$$a = \frac{553000}{9800}$$

$$a = 56.42$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{22(102650) - (1660)(1360)}{22(125700) - 2755600}$$

$$b = \frac{2258300 - 2257600}{2765400 - 2755600}$$

$$b = \frac{700}{9800}$$

$$b = 0,07$$

$$Y = a + bx$$

$$= 56.42 + 0.07x$$

b. Coefficient r^2

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{22(102650) - (1660)(1360)}{\sqrt{\{22 \sum 2258300 - (1660)^2\} \{22(85100) - (1360)^2\}}}$$

$$r_{xy} = \frac{2258300 - 2257600}{\sqrt{\{49682600 - 2755600\} \{1872200 - 1849600\}}}$$

$$r_{xy} = \frac{700}{\sqrt{\{46927000\} \{22600\}}}$$

$$r_{xy} = \frac{700}{106055}$$

$$r_{xy} = 6600$$

c. Examining The Statistical Hypothesis

Ha : P#0 there was any significant effect of technical note-taking procedure on students' achievement in writing skill

H0 : P=0 there was not any significant effect of technical note-taking procedure on students' achievement in writing skill

With the criteria examination, Ha was accepted if $t \{1 - 1\alpha\} < t < t \frac{\{1-1\alpha\}}{2}$

where $t \frac{\{1-1\alpha\}}{2}$ was getting by t distribution with $dk = n - 2$. $dk = 22 - 2 = 20$.

$\alpha = 5 \% = 0,05$. In the other way, H0 was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{6600\sqrt{22-2}}{\sqrt{1-(6600)^2}}$$

$$t = \frac{30955}{\sqrt{43,55}}$$

$$t = 7.1079$$

$$t_{tabel} = \left(1 - \frac{1}{2} \cdot \alpha\right) \quad (42)$$

$$= \left(1 - \frac{1}{2} \cdot 0,05\right) \quad (42)$$

$$= t_{0,9975}(20)$$

$$= 2.018$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{tabel}$ or $7.1079 > 2.018$. So, H0 was rejected. It meant that H α was acceptable or

“there are significant of using note-taking procedure on students’ achievement in writing skill.

- d. Determining the percentage of the effect of X variable toward Y variable

$$D = (r_{xy})^2 \times 100 \%$$

$$= 6600^2 \times 100\%$$

$$= 435600 \times 100\%$$

$$= 43.56\%$$

It meant the effect of X variable toward Y variable or the effect of technical note-taking procedure on the students’ achievement in writing skill was 43.56% .

- e. The Validity

Table 4.6

The Analysis Item for The Test of Validity

No	X	Y	X ²	Y ²	XY
1	75	65	5625	4225	4875
2	80	65	6400	4225	5200
3	70	60	4900	3600	4200
4	75	55	5625	3025	4125
5	75	50	5625	2500	3750
6	80	65	6400	4225	5200
7	70	70	4900	4900	4900
8	75	65	5625	4225	4875
9	75	60	5625	3600	4500

10	70	55	4900	3025	3850
11	75	60	5625	3600	4500
12	70	60	4900	3600	4200
13	75	80	5625	6400	6000
14	70	60	4900	3600	4200
15	85	65	7225	4225	5525
16	80	55	6400	3025	4400
17	85	60	7225	3600	5100
18	75	60	5625	3600	4500
19	75	60	5625	3600	4500
20	70	70	4900	4900	4900
21	75	50	5625	2500	3750
22	80	70	6400	4900	5600
Total	1660	1360	125700	85100	102650

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$R_{xy} = \frac{22(102650) - (1660)(1360)}{\sqrt{\{22(125700) - (1660)^2\} \{22(85100) - (2700)^2\}}}$$

$$R_{xy} = \frac{2258300 - 2257}{\sqrt{\{2765400 - 2755600\} \{1872200 - 7290000\}}}$$

$$R_{xy} = \frac{2235}{\sqrt{\{9800\} \{-5417800\}}}$$

$$R_{xy} = \frac{2235}{\sqrt{5309444}}$$

$$R_{xy} = \frac{2235}{2304}$$

$$R_{xy} = 0.97$$

It meant that 0.97 that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement :

1. 0,00 - 0,20 = validity is low
2. 0,21 - 0,40 = validity is sufficient
3. 0,41 - 0,70 = validity is high
4. 0,71 - 1,00 = validity is very high

f. The Reliability

In this research, the test reliability was calculated by using Kuder and Richardson (KR_{21}) formula, the data were got from Appendix, and it was shown below :

Table 4.7

The Analysis Item for The Test of Reliability

No	X	X ²
1	20	400
2	30	900
3	25	625
4	15	225
5	30	900
6	35	1225
7	30	900
8	25	625
9	20	400
10	25	625
11	20	400
12	20	400

13	20	400
14	15	225
15	25	625
16	25	625
17	20	400
18	15	225
19	15	225
20	25	625
21	25	625
22	20	400
Total	500	12000

From the data above, the next step was to find out the mean data, total variance, and to count the reliability of the test by using KR_{21} formula, as follow :

1. Total Mean

From the data above, it was known $\sum X_1 = 500$ and $N = 22$. So :

$$Mt = \frac{\sum X_1}{n}$$

$$Mt = \frac{500}{22}$$

$$Mt = 22.72$$

2. Total Variance

Before calculating the total variance, $\sum X_i^2$ was calculated as below. It was known $\sum X_1^2 = 12000$, $\sum X_1 = 500$, and $N = 22$.

$$\begin{aligned} \sum X_i^2 &= \sum X_1^2 - \frac{(500)^2}{22} \\ &= 12000 - (22,72)^2 \\ &= 12000 - 516,19 \end{aligned}$$

$$= 11483.01$$

Based on the calculation above, $\sum X_t^2 = 11483,01$ and $N = 22$, to find the total variance (St^2) it was used :

$$\begin{aligned} St^2 &= \frac{\sum X_t^2}{n} \\ &= \frac{11483,01}{22} \\ &= 521.95 \end{aligned}$$

3. The calculation of the reliability of the test used this formula where :

$N = 22$, $Mt = 22,72$, and $St_2 = 521,95$

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \left(1 - \frac{Mt(n-Mt)}{(n)(St_2)} \right) \\ &= \left(\frac{22}{22-1} \right) \left(1 - \frac{22,72(22-22,72)}{(22)(521,95)} \right) \\ &= \left(\frac{22}{21} \right) \left(1 - \frac{22,72(0,72)}{11482,9} \right) \\ &= (1,047)(1 - 1,385) \\ &= (1,047)(0,385) \\ &= 0.40 \end{aligned}$$

Based on the calculation above, the result of reliability of the test was

0.40. It meant that the reliability of the test is very good.

g. Difficulty Level

To know the difficulty level of the test, the writer used the formula :

$$TK = \frac{B}{JS}$$

B = The number of the students who answer an item correctly.

S = the total number of the students

$$TK = \frac{18}{22}$$

$$= 0.81$$

TK = 0,00 = Very difficult

= 0,00 – 0,30 = Difficult

= 0,30 – 0,70 = Medium

0,70 – 0,99 = Easy

1,00 = Very easy

E. Research Finding

From the result was found that there was different between experimental group and control group especially in teaching writing on descriptive text. Experimental group was taught by using technical note-taking meanwhile, control group was taught by using lecturing method. From the result which showed that $t\text{-test} > t\text{-table}$, namely ($7.1079 > 2.018$) It means that technical note-taking strategy significant affect students' achievement in writing on descriptive text than lecturing method and technical note-taking procedure on the students' achievement in writing skill can be improve in teaching writing.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This Chapter provides information about the conclusion of the research and suggestion. The discussion of each point was presented as follows.

A. Conclusion

There was effect of technical note-taking procedure on the students' achievement in writing skill when applied in the SMP Muhammadiyah 02 Medan. Based on the result of research, there was a significance difference in the achievement between students in class VIIA who were taught descriptive text through focused of technical note-taking in writing skill and students in class VIIB who were taught descriptive text without using technical note-taking. The mean score of the experimental group was higher than control group (500 > 300). It was also proved by result of t-test. The result of the t-test calculation also showed that t-observed value (7.1079) was higher than t-table value (2.018) with $\alpha = 0,05$. It means that the students' achievement through using technical note-taking procedure on the students' achievement in writing skill is higher than lecturer method, then H_a was accepted and H_o was rejected.

B. Suggestion

In the relation to the conclusion above, the writer points out some suggestion as following :

- 1) Technical note-taking in writing skill should be applied in the teaching learning process because it could be as guidance to facilitate the students by using a note for writing skill the descriptive text
- 2) The researcher who are intrested in doing a research related to this study should try to apply technical note-taking on different level of learners through different genre to prove the effectiveness of technical note-taking on the students' in writing skill.

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