

THE CORRELATION BETWEEN STUDENTS' HABIT OF TAKING NOTES AND THEIR WRITING ABILITY AT SENIOR HIGH SCHOOL

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Abstract

This study aims to determine the correlation between students' habit of taking notes and their writing ability at senior high school. This type of research is correlational quantitative research. The sample of this research is class XI, 1 class totaling 33 students. In determining the sample, the researcher used the Cluster Random Sampling technique. The research instrument was a questionnaire sheet to measure students' habit of taking notes and the writing test to measure students' writing ability. The data analysis technique was carried out by calculating the Pearson Product Moment Correlation statistic. The results of this study indicate that $r\text{-count} = 0.358$ with an interpretation of $r\ 0.20 - 0.39$ so that the level of relationship between the two variables is in the Low Correlation category. While the 5% significant test is 0.344. It is known that $r\text{-count}$ is higher than $r\text{-table}$ with a significant level of 5% ($0.358 > 0.344$) which mean H_a is accepted and H_o is rejected. So the hypothesis of this research is accepted; is there any correlation between students' habit of taking notes and their writing ability at senior high school? Thus, it can be concluded that there is a significant relationship between students' habit of taking notes and their writing ability at senior high school.

Keywords: habit, note-taking, writing and writing ability

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan siswa mencatat dan kemampuan menulis siswa pada tingkat SMA. Jenis penelitian ini adalah penelitian kuantitatif korelasional. Sampel penelitian ini kelas XI yaitu 1 kelas yang berjumlah 33 siswa. Dalam penentuan sampel, peneliti menggunakan teknik Cluster Random Sampling. Instrumen penelitian berupa lembar angket untuk mengukur kebiasaan siswa mencatat dan tes menulis teks deskripsi untuk mengukur kemampuan menulis siswa. Teknik analisis data dilakukan dengan perhitungan statistik Pearson Product Moment Correlation. Hasil penelitian ini menunjukkan bahwa $r\text{-hitung} = 0.358$ dengan interpretasi $r\ 0.20 - 0.39$ sehingga tingkat hubungan antara dua variabel di kategori Low Correlation. Sedangkan uji signifikan 5% sebesar 0.344. Diketahui $r\text{-hitung}$ lebih besar dari $r\text{-table}$ dengan taraf signifikan 5% ($0.358 > 0.344$) yang berarti H_a diterima dan H_o ditolak. Jadi hipotesis dalam penelitian ini diterima; Apakah ada hubungan antara kebiasaan siswa mencatat dengan kemampuan menulisnya di SMA?. Dengan demikian dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kebiasaan siswa mencatat dan kemampuan menulis siswa pada tingkat SMA.

Kata Kunci: kebiasaan, mencatat, menulis dan kemampuan menulis

1. Introduction

Besides listening, speaking and reading, writing is considered as one of the four skills that students should master in learning English. Writing is very important for students who learn a language. It is important for students because by writing they have created a work in the form of writing which is better known as production skills. In addition, Writing is more than just a means of communication.

By writing someone can remember, think, and can access information so that it can store memory for a long time. Writing is a process of organizing and formulating to express their ideas, feelings, thoughts, and judgments about everything they have read, seen or experienced (Wulandari, 2019).

In a school-level based curriculum, the basic competency for the eleven grade of senior high school that should be achieved in the writing English subject is the students can develop and produce written simple functional texts in the narrative text, descriptive, and news items text. However, many students become confused, distressed, or even bored with the demands of their writing assignments. Descriptive text is a type of text that is used to describe a particular person, place, or thing that is used to create a clear impression of what is being described. The process of depiction is done by sorting the characteristics clearly so that the reader can see as if what was written by the author (Kartika & Saun, 2013). Moreover, Eka Yoandita (2019) also stated that descriptive text is a clear description of a person, place, object, or event using appropriate details (Eka Yoandita, 2019).

All of the aspect of language skill should be included in writing, namely listening, reading and speaking; in order to make the writing is easy to understand by the reader. There are some activities that students can do to explore the idea, for instance listening the news on the radio, discussing some topics with friends, and reading some book as a source. The process of writing is not easy because people cannot write naturally as easily as speak. However, sometimes students are afraid and shy to express their ideas in speaking but they can say what they want to express by writing it. On the other hand, by writing the students can share their ideas, experience, emotion, opinion, and knowledge. Writing is one of the productive skills that language learners need to learn. Learning to write is an important component not only for academic practice but also in professional life who will later have the appropriate background knowledge about writing (Ratnaningsih, 2016). To reduce difficulties in writing, it is important to apply good habits in learning.

In the learning process there are many habits that are carried out by students in the classroom. Habits are divided into two, namely good habits and bad habits. Good habit in the learning process is very important, since it can be useful to become a person who is more organized and focused. Furthermore, habits that are often carried out by students ranging from study habits, reading habits, and the habit of taking notes the learning being studied. The results of the learning obtained are more strongly influenced by habits that are often done. Therefore, many students maintain habits that can benefit for them.

Note-taking is writing of important information obtained from various sources (Chang & Ku, 2015). The process of taking notes is also known as the receptive skill of what they see or hear (Fauzan et al., 2020). Note-taking is a skill that is often applied during the school years, starting from elementary school to college student level (Hüseyin, 2019). Moreover, Fanguy et al (2021) also stated that note-taking is a familiar pedagogical strategy applied in all areas of education. Seen from the class conditions that the researchers observe before, students tend to take notes of the important points that are considered as knowledge for them either from the teacher's orders or from the students' own initiative what they see and hear. On the other hand,

the researchers also found some students who were low in taking notes and did nothing but only paid attention to the teacher's explanation.

Even though it has been explained that the activity of taking notes has existed for a long time in the world of education. For this reason, the researchers want to see how often students take notes, will it be correlated with their writing ability. Therefore taking notes can provide many benefits for students. The existence of note-taking can help the students to repeat the lesson that has been studied previously (Salame & Thompson, 2020).

The habit of taking notes is very helpful for students in learning. By the habit of taking notes, it can be a provision for them in the future. In addition, note-taking is a successful data preparation process that can develop a stable memory in academics and in everyday life that can be used in the future. To measure students note-taking habits, in developing questionnaire indicators using derivatives from theories of expert. In several studies, the results of the study found a positive correlation between students' note-taking habit and their overall academic performance (Durga et al., 2018).

Another study also found that there was a significant relationship between using note-taking on improving students' writing (Nazari & Mahmoodi, 2015). The difference from previous research is that here the researchers conduct research on the correlation between students' habit of taking notes and their writing ability.

Based on the explanation above, the researchers formulate as follows; is there a relationship between students' habit of taking notes and their writing ability at senior high school? Therefore, the purpose of this study can be put forward to find out the correlation between students' habit of taking notes and their writing skills in high school.

2. Method

The research design was quantitative research and it used a correlational method to determine the relationship between two or more variables. Correlational research is a method that describes data to determine whether there is a relationship and the extent of the relationship between two or more variables (Gay et al., 2012).

The population of this research consisted of 5 classes with a total of 170 students. The researchers used Cluster Random Sampling to choose a sample class randomly by considering the normality and homogeneity of the student scores and getting 1 sample class totaling 33 students.

There were two kinds of instruments that used by the researchers. They were questionnaire and writing test. First, the questionnaire consist 18 items with a closed questionnaire based on derivatives of certain theories. Content validity is determined by expert judgment with one validator and used the Alpha Cronbach formula through SPSS to determine the reliability of the questionnaire. Second, the researchers using an assessment rubric from the school by two scorers (Teacher scorer and Researcher scorer). The researchers used Spearman Brown through SPSS to measure the reliability of the test. After collecting the data from questionnaire and writing test, the researchers analyzed the data using SPSS with Pearson Product-Moment Correlation.

3. Results and Discussion

The data is rearranged by separating the scores of the questionnaire and writing test. Note-taking habit questionnaire was called the X variable and the writing ability was called the Y variable. The content validity of questionnaire is determined by expert judgment or consulting with one validator and used the Alpha Cronbach formula through SPSS to determine the reliability of the questionnaire and got the result 0,607. The value of Alpha Cronbach greater than 0,6 is said to be reliability. On the other hand, to measure the reliability of the test, the researcher used Spearman Brown with the result obtained 0,98. The value of r^2 (0.98) more than 0.70 (0.98 > 0.70) then it is said to be reliable.

To find the result from the students' habit of taking notes questionnaire, the researchers took students response from questionnaire used Percentage formula $P = \frac{f}{N} \times 100\%$ for each answer where the symbol P is the percentage value of the students' questionnaire responses, the symbol f is the score achieved, while the symbol N is the maximum score of the entire questionnaire item.

Table 1.
Students' Note-Taking Habit Questionnaire

| No | Samples | Score(F) | Max.Score(N) | %(P) |
|----|---------|----------|--------------|------|
| 1 | APH | 70 | 90 | 78 |
| 2 | AS | 64 | 90 | 71 |
| 3 | AIP | 67 | 90 | 74 |
| 4 | AP | 68 | 90 | 76 |
| 5 | AK | 71 | 90 | 79 |
| 6 | AB | 69 | 90 | 77 |
| 7 | BAV | 72 | 90 | 80 |
| 8 | CFP | 71 | 90 | 79 |
| 9 | DDP | 70 | 90 | 78 |
| 10 | DA | 71 | 90 | 79 |
| 11 | EKP | 70 | 90 | 78 |
| 12 | FNA | 75 | 90 | 83 |
| 13 | FSF | 67 | 90 | 74 |
| 14 | HS | 63 | 90 | 70 |
| 15 | IA | 71 | 90 | 79 |
| 16 | KRT | 68 | 90 | 76 |
| 17 | LS | 67 | 90 | 74 |
| 18 | MFH | 58 | 90 | 64 |
| 19 | MR | 68 | 90 | 76 |
| 20 | MAGR | 70 | 90 | 78 |
| 21 | NA | 74 | 90 | 82 |
| 22 | OA | 65 | 90 | 72 |
| 23 | RS | 65 | 90 | 72 |
| 24 | RR | 68 | 90 | 76 |
| 25 | RU | 72 | 90 | 80 |
| 26 | RT | 71 | 90 | 79 |
| 27 | RWW | 68 | 90 | 76 |

| | | | | |
|----|-----|----|----|----|
| 28 | SAP | 62 | 90 | 69 |
| 29 | SM | 67 | 90 | 74 |
| 30 | SIR | 67 | 90 | 74 |
| 31 | SR | 71 | 90 | 79 |
| 32 | TDM | 71 | 90 | 79 |
| 33 | YK | 59 | 90 | 66 |

Maximal score = 83

Minimal score = 64

Total of students' note-taking habit (F) = 2250

The score of ideal score (N) = (high score of each items=5) x (sum of items =18) x (sum of respondents=33) =2970

Based on the result of students' note-taking habit from 33 respondents are $2250/2970 \times 100 = 75$

Then, the result was categorized in Average Classification.

On the other hand, to find the result from the students' writing test, the researchers considered the score by teacher scorer and researcher scorer. Furthermore, it is seen that there was a similarity between the results of teacher scorer and researcher scorer. The researchers combined students' writing test score and students' writing task score. Then, the researchers took the average score of the writing test and writing task. The researchers presented the data of students' writing test score and students' writing task score. It could be seen in the following table:

Table 2.
Students' Writing Test Score and Students' Writing Task Score

| No | Samples | Writing Test | Writing Task | Total Score |
|----|---------|--------------|--------------|-------------|
| 1 | APH | 50 | 80 | 65 |
| 2 | AS | 90 | 92 | 91 |
| 3 | AIP | 50 | 80 | 65 |
| 4 | AP | 88 | 92 | 90 |
| 5 | AK | 90 | 90 | 90 |
| 6 | AB | 55 | 92 | 74 |
| 7 | BAV | 75 | 90 | 83 |
| 8 | CFP | 85 | 88 | 87 |
| 9 | DDP | 50 | 75 | 63 |
| 10 | DA | 50 | 75 | 63 |
| 11 | EKP | 65 | 88 | 77 |
| 12 | FNA | 93 | 90 | 91 |
| 13 | FSF | 83 | 92 | 87 |
| 14 | HS | 50 | 88 | 69 |
| 15 | IA | 93 | 92 | 92 |
| 16 | KRT | 58 | 80 | 69 |
| 17 | LS | 50 | 90 | 70 |
| 18 | MFH | 58 | 90 | 74 |

| | | | | |
|----|------|----|----|----|
| 19 | MR | 53 | 80 | 66 |
| 20 | MAGR | 83 | 92 | 87 |
| 21 | NA | 85 | 95 | 90 |
| 22 | OA | 48 | 80 | 64 |
| 23 | RS | 65 | 90 | 78 |
| 24 | RR | 68 | 92 | 80 |
| 25 | RU | 73 | 88 | 80 |
| 26 | RT | 75 | 92 | 84 |
| 27 | RWW | 58 | 92 | 75 |
| 28 | SAP | 78 | 80 | 79 |
| 29 | SM | 65 | 88 | 77 |
| 30 | SIR | 78 | 92 | 85 |
| 31 | SR | 58 | 88 | 73 |
| 32 | TDM | 88 | 88 | 88 |
| 33 | YK | 50 | 75 | 63 |

After obtaining students' note-taking habit score and students' writing score, then the researchers can be included that the total score of students note-taking habit (X) was 2500 and the total score of students writing ability (Y) was 2563. Then, the researchers got the square of students note-taking habit (X²) was 189983 and the square of students writing ability (Y²) was 202185. Next, the researcher got the total score of cross product (XY) was 196084.

To measure the correlation between the two variables, the researchers analyzed the data using SPSS with Pearson Product-Moment Correlation. Pearson is a statistical test method used to determine whether there is a relationship between two or more variables (Gay et al., 2012).

Table 3.
The Correlation between Students' Habit of Taking Notes and Their Writing Ability

| | | Note-Taking Habit | Writing Ability |
|------------------------------|---------------------|----------------------|-----------------|
| Note-Taking Habit | Pearson Correlation | 1 | .358* |
| | Sig. (2-tailed) | | .041 |
| | N | 33 | 33 |
| Writing Ability | Pearson Correlation | .358* | 1 |
| | Sig. (2-tailed) | .041 | |
| | N | 33 | 33 |

*. Correlation is significant at the 0.05 level (2-tailed).

Arikunto (2010) stated that the direction of the correlation is indicated by the plus (+) and (–) minus signs. The sign (+) plus indicates a unidirectional correlation, while the minus (–) sign indicates a parallel correlation in the opposite direction. How small the correlation index is as long as it is not 0.00 then it can be interpreted that the two variables are correlated. Based on the table above, the researcher can conclude that the significant value of the two variables was 0.358 with the sign plus indicates a unidirectional correlation and the researcher displayed in graphic form below.

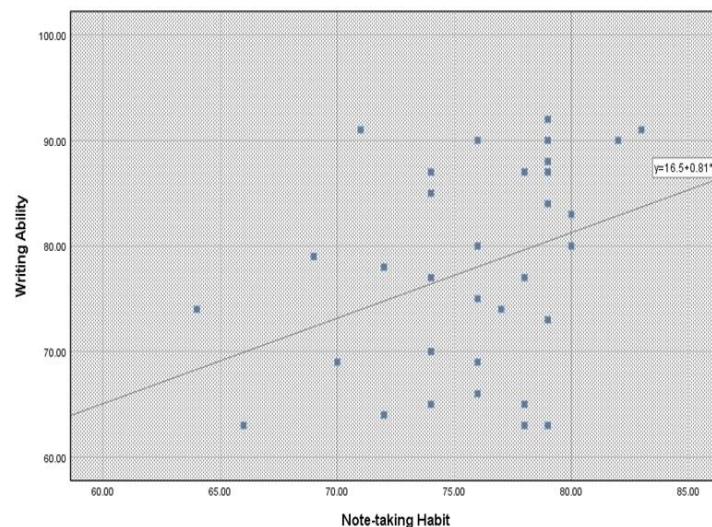


Figure 1. Scatterplot of Correlation

The correlation between students' habit of taking notes and students' writing ability were (0.358). Positively correlated if $r\text{-count} > r\text{-table}$. The value of $r\text{-table}$ in this research is seen from the number of samples, in which the number of samples was 33 students. Based on 33 students, the value of $r\text{-table}$ in Product Moment with a significance level of 5% that was (0.344). The researcher calculated the data by using Pearson Product Moment that $r\text{-counted}$ (0.358) was higher than $r\text{-table}$ (0.344). So, H_1 is accepted. The results of this study indicate that $r\text{-count}$ was (0.358) with an interpretation of r (0.20 - 0.39). Based on Coefficient Correlation table before, it can be concluded that the level of relationship between the two variables is in the Low Correlation. Therefore, the researcher can concluded that there was significance correlation between students' habit of taking notes and their writing ability at senior high school.

4. Conclusion

The researchers did a research to find out the correlation between students' habit of taking notes and their writing ability at senior high school. This research was quantitative with a correlational method to determine the relationship between two or more variables. In getting the data, the researcher gave two kinds of instruments; there were questionnaire and writing test.

The data is rearranged by separating the scores of the questionnaire and writing test. Note-taking habit questionnaire was called the X variable and the writing ability was called the Y variable. Furthermore, based on finding as already discussed in previous, the researchers pointed out the conclusion that there was significance correlation between students' habit of taking notes and their writing ability at senior high school. It was proved by the result of $r\text{-counted}$ (0.358) was higher than $r\text{-table}$ (0.344). Thus, the hypothesis of this research was accepted and the null hypothesis was rejected. The results of this study indicate that $r\text{-count}$ was (0.358) with an interpretation of r (0.20 - 0.39) was in the Low Correlation. So, the level of the correlation between students' habit of taking notes and their writing ability in this research is categorized as Low Correlation, it mean that if students' habit of taking notes increase, their writing ability will also increase and vice versa.

Therefore, the researchers have several suggestions: For teachers, in the learning process it is important to apply note-taking habits, starting from always checking student notebooks, so it will raise students' awareness to always take notes. For students, the presence of notes can help students to repeat the lesson. By the habit of taking notes can provide many benefits for students as preparation before exams and can be useful in the future.

For future researcher, it is hope not only invest in the same area but also involve more population and samples so that further research is more optimal.

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