USING WINDOW NOTES STRATEGY TO IMPROVING STUDENTS' READING SKILL IN NARRATIVE TEXT AT EIGHT GRADE OF MTS TAUFIQ WALHIDAYAH PEKANBARU

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Abstract: At the eight grade of MTs Taufiq Walhidayah Pekanbaru, the researcher found some problem, such as the students at grade VIII.2 were not understand how to get main point of the text, they were not understand the meaning of word in Narrative text and they were difficult to differentiate between orientation and complication. They were not pass the passing grade (75), that was why the researcher conducted this research which aimed to improve students' reading skill in narrative text by using window notes strategy. This research was Classroom Action Research. There were 22 students involved as participants. The instruments used were test, observation, field note, and interview. This research consisted of two cycles in which each cycle consisted of four meetings and one test. After conducting this research, it was found that the students' ability in reading narrative text not improved in cycle 1. the average score was 71,36. Moreover, in cycle 2 the average score was 86,36 increase 15 points from cycle 1. The factor that influenced students' improvement of reading skill in narrative text by using Window Notes strategy at the eighth grade of MTs Taufiq Walhidayah Pekanbaru were Attention, Interesting and enjoyable. In conclusion, the use of window notes strategy is successfull to improve students' reading skill in narrative text at the eighth grade of MTs Taufiq Walhidayah Pekanbaru.

Keywords: Window Notes Strategy, Reading, Narrative Text.

1. INTRODUCTION

Reading is a crucial part of English language skills. Reading is an activity to get knowledge and information by comprehending a text. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciusly select and use a reading strategy that help them reconnect with the meaning of the text. As the students, the readers can get many adventages of reading such as: Reading increase student's knowledge, give them the excellent notions, and also make them enjoy in reading.

Based on the curriculum (KTSP) at the syllabus of Junior High School MTs Taufiq Walhidayah Pekanbaru particulary in reading skill, students should be able to reading well in all aspects of reading. One of competences focuses on reading text in Narrative text that related to environment. The students can understand social function, structure of the text, and grammatical features and the students get the meaning from Narrative text has the form of fable.

However, based on the information got from the interview with the English teacher at eight grade of MTs Taufiq walhidayah Pekanbaru on March 22nd, the teacher stated that students felt difficult in understanding narrative text, it was caused most of students can not identify the main idea of the text, beside that, the students did not understandthe meaning of word in Narrative text. From the result of reading test in narrative text score, it showed that reading in narrative text score of the students were poor. The students in class VIII.2 not achieved KKM, but 30% of students almost achieved KKM. Because the students is

limited by lack of vocabulary. The passing score at MTs Taufiq Walhidayah pekanbaru is 75.

Based on the information above, the researcher to do a classroom action research by using Window Notes Strategy. In Window Notes Strategy, the students enjoyed learning English as well as practicing to learn reading comprehension especially narrative text.

Window Notes strategy is not only about how the students understand and explain their opinion into four specific areas but also this strategy asks students to use their power of thinking to express their self so that the students can combine between the opinion and their learning style that rising big ideas. Benefit of Window Notes strategy is to challenge students to go beyond the basic facts of what they are learning and pushing further into self discovery. The Window Notes strategy shaped structure explicitly lays out what they need to share. By observing and discussing students' preferences for different kind of notes, teacher learns how to drive and learn, developed and least developed in their students.

2. METHOD

This research was Classroom Action Research (CAR). It is a kind of the research that process in class activity. It was involved a teacher in the classroom to empower and develop the quality of the classroom process. The design of classroom action research based on the consideration that the researcher attempted to solve the problem of the particular classroom. Nugent glenda(2012:4) Classroom Action Research was known by many names, including participatory research, collaborative inquiry, emancipatory

research, action learning, and contextualaction research, but put simply, Classroom Action Research was "learning by doing"—a group of people identifying a problem, and doing something to resolve it, evaluating their efforts, and if not satisfied, trying again. Classroom Action Research was examining one's own practices through collaborative inquiry, reflection, and dialogue

A. Procedure of the Research

This research was classroom action research. It had cycle process. Each cycle consist of four steps, they were plan, action, observation and reflection or evaluation. The Function of this research was to solve the problem that happened in teaching leaning process and improve the students' reading skill in narrative text. In this research the researcher conducted one cycle first, if the students reading skill not improve yet the researcher continue to cycle two.

According to Kemmis and Mac Taggart (2007: 278) describeclassroom action research as figure:

The Procedure of the Research
Figure 1
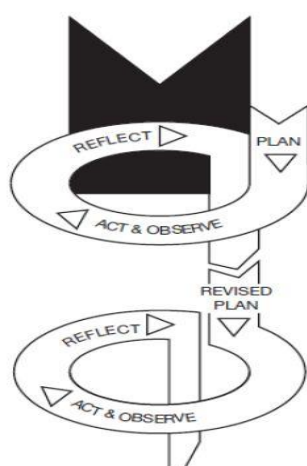
Kemmis and Mac Taggart (2007:278)

B. Technique of Collecting the Data

To collecting the data, the researcher used test, observation, interview and field notes

1. Test

Test was one of the instruments to measure students ability after teaching learning process. The teacher gave the students test cycle I, and test cycle II. The teacher prepare the test in multiple choice item. The teacher gave 20 questions for reading test. Each of test consist of three text for twenty questions. It was identified how much the influence of Window Notes Strategy to the students reading skill in narrative text.

2. Observation

This instrument was used to collected the qualitative data which was done by collaborator, the collaborator observed the teachers' activities and students 'activities in classroom and it need observation checklist. Also, the researcher and collaborator discussed our finding to conduct improvement for next meeting.

3. Interview

The researcher used interview to asked about their problem in reading narrative text and how impression after appliedwindow notes strategyin teaching speaking.

4. Field note

This one of qualitative data's instrument that used by researcher to know the improvement while used the strategy and also got some information when the research conduct.

3. FINDINGS AND DISCUSSION

Before the researchers started to give explanation in teaching learning process, the researcher had done the preliminary test to get the based score. The average of students based score before using window notes strategy in reading narrative text was 62.04. We can conclude that the students had problem on reading narrative text. Therefore, the researcher interested to improve students' reading skill in narrative text by using window notes strategy. The data analyzed based score as follow:

Table 1. The Average of Reading Narrative text Based score indicators

No.	Indicator Criteria	Total Items	Number of Points	Average per criteria
1	Purpose	5	25	15
2	Orientation	5	25	15,68
3	Complication	4	20	13,63
4	Resolution	2	10	6,81
5	Language Features	4	20	10,90

From the table above, it could be identified that the students' reading skill in narrative text for based score were poor. They got score 62,04. It could be identified that students had difficulties in term of indicator reading. Most of the students did some error of purpose, orientation, complication, resolution and language features. So, the researcher concluded that the students' reading skill in based score was poor.

1. The Result of Cycle 1
a. Plan

In this step, the researcher and collaborator planned some actions. They completed the following:
1. Designed the lesson plan, topic,aid material, learning strategy, and assessment.
2. Prepared observation checklist and field note. That was about activities of the research.
3. Prepared some topics and the schedule as follow:

b. Action
1. Cycle 1/Meeting 1 on May 20th, Saturday 2017

In the first meeting, the researcher opened the class by saying greeting. Before the researcher explained about narrative text, the researcher gave test to got the students' based score. After students has been done the test, the researcher started the explanation about narrative text by asked students to know student's knowledge about narrative text. The researcher gave the clearly explanation based on the student's answer before. The students paid attention to the teacher. The teacher asked students to write done kind of narrative text based on student's knowledge on the whiteboard. After the teacher finished the explanation, the teacher closed the class by saying greeting.

2. Cycle 1/Meeting 2 on May 23rd, Tuesday 2017

The teacher started the class by saying greeting. In this meeting, the teacher reviewed the previous material with ask to the students. Students tried to answer the teacher's qustion, but only few of students can answer it. The teacher gave

clearly explanation based on the student's answer. Then, the teacher explain about window notes strategy.

Teacher as a model, gave explanation how to collected facts, feeling, ideas and questions on window notes strategy. Students paid attention to the teacher's explanation. After the explanation, the teacher devided the students to 5 group. One group consisted to four students, but 2 group had more person, it is six students. Teacher gave text to the students, one group one text. Then, the teacher asked the students to collected facts, feelings, ideas and questions. After the students collect it, the students should to show the result on the front of the class. Students antusiasm to collect it.

Time was over and the teacher asked students to continiued the student's work at their home. Teacher close the class by saying greeting.

3. Cycle 1/Meeting 3 on May 24th , Wednesday 2017

Teacher started the class by saying greeting. Teacher asked to the students about the assessment before. Students had finished their assessment. Teacher asked the group to come in front of the class to share their opinion about the text using window notes strategy. One group by one group came to share their opinion about the text. After all of group had finished their explanation, teacher gave clearly explanation about the text. Teacher closed the class by saying greeting.

4. Cycle 1/Meeting 4 on May 24th , Wednesday 2017

In the last meeting in cycle 1, the students did the test. After did the test, students are going to interview. Before doing the test, teacher opened the class

by saying greeting. Teacher asked students to doing the test individually. After students finished their test, teacher did interview with the students. Then teacher closed the class by saying greeting.

c. Observation

In this research procedure, the researcher was observed by a collaborator. When the researcher taught the students about the material, the collaborator observed, checked, and noted the activities on the observation sheet and field note. The collaborator checked the observation sheet which contained the indicators of teaching narrative text by using Window Notes Strategy. Moreover, the activities of the researcher and students that were seen out of the observation sheet were noted on the field note.

The collaborator observe that the students were difficult to understand narrative text using window notes strategy. Collaborator suggested to the researcher to give explanation slowly to the students. The collaborator also suggested the researcher to take control of the class to make students give their attention to the teacher.

d. Reflection

The researcher gave the students a test in the end of cycle I. In the test, the result of mean score was 71,36 from the test, it was known that there were 12 students passed the passing grade and 10 students were failed.

Table 2. The Increasing Point of the Average of the Student's Reading Score from the Based Score to Cycle 1.

Name of Score	Average of score
Based Score	62,04

Cycle 1	71,36
Increasing Point	9,32

2.	Orientation	5	25	15,90
3.	Complication	4	20	14,31
4.	Resolution	2	10	8,40
5.	Language Features	4	20	12,72

Diagram 1. The Increasing Point of the Average of the Student's Reading Score from the Based Score to Cycle 1
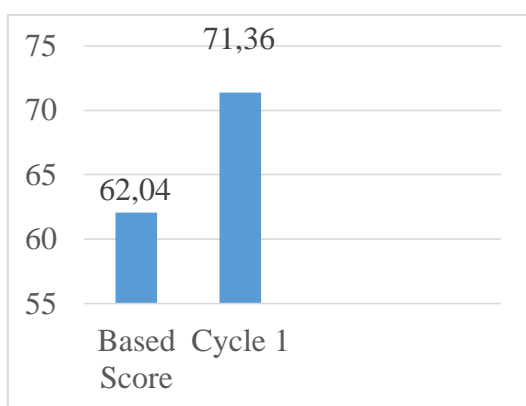
Based on the data above, it could be seen that the students were taught by window notes strategy on reading narrative text for cycle 1 was imprrove from based score but not pass the passing score. The researcher and collaborator found that the students' comprehension in cycle 1 were higher than based score was 62,04 and for cycle 1 was 71,36 with increasing point 9,32.

Pertaining to the result above, the collaborator and researcher decided to do the next cycle. Make sure this strategy really could improve students' reading skill in reading narrative text.

Table 3. The Result of test cycle 1 perindicator

N o.	Indicator	Tot al Ite ms	Numb er of Points	Avera ge
1.	Purpose	5	25	20

This reflection aimed to improve some action for the next cycle. Even the class average score in cycle 1 was higher than based score, but the students did not pass the passing grade. Theresearcher and collaborator still found some problems in cycle 1. First, the students still confused to identify orientation and complication. Second, some of students were not focus when the teacher explain about the lesson. Third, some of students were confused to use Window notes strategy. Fourth, some of the students still confused when they read the text to answer the question.

Based on the problems in cycle 1 and still below minimum achievement (KKM) , the researcher and collaborator made some evaluation to solve it.The researcher and the collaborator had some plans for the next cycle to solve the students' problem and increased their KKM.

2. The Result of Cycle 2
   a. Plan
   Based on the student's problem and weakness in the cycle 1, the researcher and the collaborator revised some important points before conducted the research in the second cycle, as below:
1. The researcher and collaborator planned the topic
2. Designed the lesson plan
3. The researcher planned to give more explanation about purpose, generic structure, and language features of narrative text.

4. Planned to take control better than before
5. The last, the collaborator and the researcher prepared and filled the observation sheet and field note form.

b. Action
1. Cycle 2/Meeting 1 on May 27th , Saturday 2017

The teching learning process was begun as usual. Teacher started the class by saying greeting. The teacher gave explanation about purpose of narrative text, generic structure of narrative text and language features of narrative text to make students understand about narrative text.teacher gave chance to students to asking. After teacher make clear about narrative and students more understand about narrative, teacher continiud the lesson about window notes strategy. Teacher give explanation about how to collect facts, feelings, ideas and question from the text. Teacher gave students the example to collect it. The teacher devide the students into 5 groups. One group to four students. After the lesson, teacher closed the class by saying greeting.

2. Cycle 2/Meeting 2 on May 31st , Wednesday 2017

Teacher opened the class by saying greeting. In this meeting teacher reviewed the material before with ask to the students. Students answer the the teacher's question confidently. The students paid atention to the teacher. The teacher gave clearly explanation about narrative text. After it, teacher ask student to arrange their chair to sit with their group.the teacher gave the group one text to they read with their friends and discuss to collect facts, feelings, ideas and questions. The students started to discuss. The teacher control the

students in collecting facts, feelings, ideas and questions. Time is not enough to finished these assessment, so the teacher ask the students to make their assessment on their home. The teacher closed the class by saying greeting.

3. Cycle 2/Meeting 3 on May 3rd , Saturday 2017

The class starts as usual. Teacher reviewed all of about the material. After that, tecaher asked the students about their assessment. Students had already done their assessment. The teacher ask students to come in front of the class to share their opinion to the class. One group by one group share their opinion annd teacher gave explanation about the text every students finished their explanaton. After that, the teacher finished the class by saying greeting.

4. Cycle 2/Meeting 4 on May 3rd, Saturday 2017

In the last meeting in cycle 2, the students did the test. After did the test, the students are going to interview. Before the test, the teacher started the class by saying greeting and gave motivate to the students. The teacher asked the students to test individually. After students finished their test and collected it, teacher did interview with students. Then teacher clossed the class by saying greeting and thank you.

c. Observation
This step was based on the action the collaborator had observed the activities for fourth meeting. In this research procedure, the researcher was observed by a collaborator. When the researcher taught the students narrative text, the collaborator observed, checked, and noted the activities on the observation sheet and field note. Moreover, the

activities of the researcher and students that were seen out of the observation sheet were noted on the field note. Finally, the collaborator observed the researcher when gave a test for the students on cycle II. The result of the test was analyzed by the researcher and helped by the collaborator. From the result, the researcher and collaborator saw the different of students' average score between test of cycle I and Test of cycle II.

d. Reflection

By the end of cycle II, The researcher gave the students a test. In the test, the result of mean score was 86,36 from the test, it was known that there were 22students passed the passing grade.

Table 4. The Average score for cycle 2 per indicator

No.	Indicator Criteria	Total Items	Number of Points	Average per criteria
1.	Purpose	5	25	25
2.	Orientation	5	25	21,36
3.	Complication	4	20	18,18
4.	Resolution	2	10	8,63
5.	Language Features	4	20	13,18

Diagram 2. Students' Reading skill in Narrative text in Cycle 2
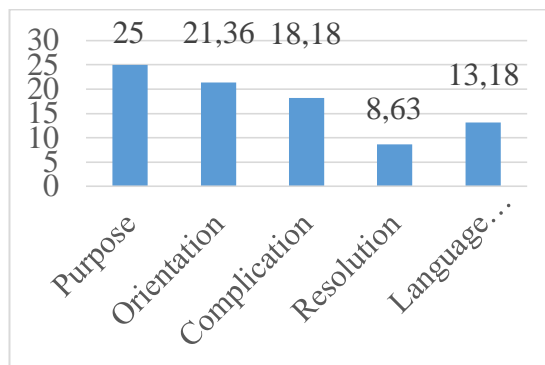
From the diagram student's score per indicator was improve from cycle 1 with score 71,36 and cycle 2 with score 86,36. So the students was passed the passing score. it was concluded window notes strategy can improve students' reading skill in narrative text.

Diagram 3. Students' reading skill in Narrative text from Based Score to Cycle 2
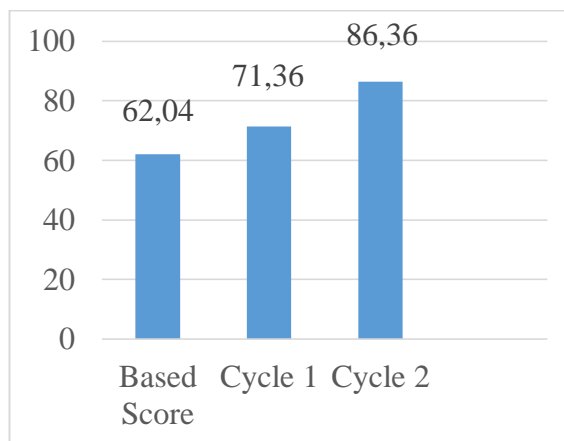
There were some factors that increased the average in each cycle. The researcher has done the reflection cycle 1. It proven the average of students' score can increased than before.

1. The factor influencing the improvement of students' reading skill in narrative text

The activities happened during teaching and learning process by using window notes strategy that the students did all activities in each meeting. We got from the based score to the post`test score, and also identified from the observation checklist, field note and interview. The average of cycle 1 was 71,36.

But in cycle 2 the average of students' score higher than cycle 1. The average of cycle 2 was 86,36. The researcher found the factors that influenced students' reading narrative by using Window Notes strategy. It could be seen from the instrumentations such as observations sheet, field notes, and interview results. All of the factors were as follows:

a. The students start to understand the window notes strategy.
b. They were interest to read the text.
c. The students did the task well than before
d. The students paid attention to the teacher

From the interview the researcher found that, this strategy has the good step for the students when identified narrative text. Some of the students started to be active in the class and they did not look shy to share their ideas than before.

B. Discussion

Based on the findings of the research, simplification improved students' reading skill in narrative text at the eighth grade of MTs Taufiq Walhidayah Pekanbaru. The primary goal of this study, however, was to find out whether or not Window Notes strategy can improve students' reading skill in narrative text at the eighth grade students of MTs Taufiq Walhidayah Pekanbaru and explain the factors that changing of students' reading skill in narrative text by using Window Notes strategy at the Eighth grade students of MTs Taufiq Walhidayah Pekanbaru.

From based score, the students' mean score was 62,04, and it increased in test of cycle I, the mean score was 71,36. In cycle II, the students' score increased the mean score was 86,36. It mean that Window Notes strategy could be better improvement the students' reading skill in narrative text.

The strength of Window Notes strategy is this strategy can help student to understand and comprehend the text easily, it can make students to be motivated and interested in reading text to improve their ability (Fitri, 2013).

The strength is supported by the theory Silver, Harvey F et al (2007:207) say this strategy provides students with a powerful notemaking framework that helps them deepen comprehension by thinking as they read and learn, develop the capacity to reflect on and improve their performance. This strategy can give easy way for students in understand text.

This strategy can give easy way for students in understanding texts, especially facts, feelings, ideas and question. The researcher found that the students were really interested. When the researcher tought reading comprehension through window notes strategy, the researcher used some text.the students were motivated to learn by responding the text into the window notes frame, the students could be active reader, the students could use the power of thinking to express their feeling of the text the order they could combine between the opinion and their learning style rise to big idea from the text., it made students

easier to understand and find main idea or information in the text and they tought tha reading is interested subject after they studied using window notes strategy.

According to Asaro and Chute (2007:26) Window Notes is a focusing and organizational strategy that students engage in during reading. As students read selected text, students asked to focus their attention organize their thoughts in four specific areas. During their reading, they react to text relating to : facts, feelings, ideas and question.

Finally, Window Notes strategy not only about how the students understand and explain their opinion into four specific areas but also this strategy asks students to use their power of thinking to express their self so that the students can combine between the opinion and their learning style that rising big ideas (Silver, Jackson and Moirao, 2011).

The factor that influenced changing of students reading skill in narrative text by using Window Notes strategy at the eighth grade of MTs Taufiq Walhidayah Pekanbaru were attention, Interesting and strategy.

Firstly, attention was very important. It could be seen in the field note that be found students and teacher's activity, "*students pay attention to the teacher*". Second, it was interesting. Based on the interview, students declared that they interesting in learning reading narratove text by using window notes strategy. The last, it was strategy. Referring to interview, the strategy could helped them to improve their reading narrative text. They said, "*step in window notes was easy and make me understand about narrative text*".

However, the researcher found some weakness in applying window notes strategy. The first, researcher had problem in managing the classroom. Because this strategy was group discussion, it made the situation was noisy. It was also made some of students not serious in learning because they have many times to speak with their friends. It showed from field note was written by collaborator. The second, some of the students still confused to used window notes strategy. It becaused the students did not paid attention to the teacher. The collaborator suggested to the researcher to manage the class to make students paid attention.

Beside that, window notes strategy was very useful to improve the students' reading skill in narrative text. By applying this strategy effectively, the teacher could increase the students' reading skill in narrative text. However there were some students' who did not pass the passing grade in cycle 1. It was caused some factors. But, the students' average score in reading narrative text in cycle 2 was improved from based score and cycle 1.

In conclusion, window notes strategy can help the students in reading narrative text. Beside that, window notes strategy also make students interested in learning narrative text.

4. CONCLUSION

After conducting the Classroom Action Research in improving the students' reading skill of narrative text at the class VIII.2 of MTs Taufiq Walhidayah Pekanbaru by applying Window Notes Strategy and also from test, observation, field notes and interview, the researcher conclude this research into some conclusions follows:
1. Teaching reading Narrative text by using Window Notes Strategy can improve the students' reading skill at the class VIII.2 of MTs Taufiq

Walhidayah Pekanbaru. It can see from the achievement of the students' score of cycle 2 is higher than cycle 1. In based srore students' got 62,04 score, that not passed the passing grade. In cycle 1 the students' score was 71,36. That improve from based score but still not passed the passing grade. In cycle 2 the students' improve their reading skill with score 86,36.

2. Teaching reading narrative text by Window Notes Strategy has some factors that can influence the chancing of students' reading Narrative text at the class VIII.2 of MTs Taufiq Walhidayah Pekanbaru as below:

   a. The window notes strategy makes students paid attention to the teacher.

   b. Window notes strategy make students to be active in reading narrative text. And students did not shy to share their idea with friends.

   c. The use of Window Notes Strategy makes students to have interesting to reading narrative text. During conducting the research by Window Notes Strategy, the students feel that it is a useful strategy that can improve their reading skill

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