

## **The Effect of Note-Taking Method Toward Listening Ability at Second Semester at English Language Education Faculty of Teacher Training and Education University of Batanghari Jambi**

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### **ABSTRACT**

This research was aimed to find out whether there is any effect in using note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi. The researcher methodology of this research was an experimental research. Which conducted the experiment class and control class. The population of the research was the second semester at English language education faculty of teacher training and education of students was 30 students consist of two classes. The experiment class (X) was 15 students and control class (Y) was 15 students as samples. The researcher gave listening test to collected data. There were two test, pretest and posttest. The formula that was used analyze the data was used T-test. The researcher found that the pretest mean of experiment class was 58.67 and posttest mean was 79.33. the pretest mean of control class 52 and posttest mean was 68. It was found tobservation =2.323, where is ttable was 2.048 for 5%. The tobservation higher than the ttable (2.323 >2.048), so Ha was accepted while H0 was rejected. It means that there was significant effect of Note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi.

**Keyword:** *Listening Ability, Note-taking Method.*

### **INTRODUCTION**

Listening is the most important part of communication that prevents the information provider from confusion and makes it easy to respond, remember and analyze. And listening is also a mechanism in which an auditory signal is produced and then converted into more coherent speech. Three forms of knowledge, situational awareness, linguistic knowledge and background knowledge, are carried out during this process. Situation awareness depends on the conversation context. A listener sees and pays attention to the body movements of the speaker, thereby giving the listener guidance to interpret a debate. Linguistic knowledge is knowledge focused on the listeners' understanding of the speakers' structure and vocabulary. And the last thing is knowledge of the background, which is that the listener can influence what they hear. The listener will connect all of the

speakers' information that they just heard. This process has the purpose of creating meaning and understanding of spoken language. And to figure out if the listener can understand each language spoken, there are several measure planned then implemented in listening lesson as exams. The respondent must have the following skills in this test: (1) can understand all the details that exist, (2) can understand all sorts of grammar, (3) in a position to understand each of the main ideas that arise and certain proponents of ideas, (4) in a position to find the implications of existing ideas.

Although listening is a good way to develop English ability, but based on the interview with students, most of the students say that it is difficult in listening ability, and based on the observation there are seven students got B score from thirty-four students in the first semester learning process. This happened because of some problems as

follows: first, the students lack understanding of the vocabulary and pronunciation of native speakers. This problem can also make students unable to understand the audio content being heard. Second, the students cannot hear clearly, because of the speed of the conversation in conveying the message, which makes students feel the message has been lost before students can understand the content of the message. And when students understand one message, another message disappears. Third, students have difficulty concentrating due to various things, for examples physical fatigue, noisy environment and so on.

To overcome the above problems, researcher found method that is expected to help students in their listening lesson. The method is note-taking method. Dunkel (1988), stated that "Note-taking is a strategy that can help students remember when listening to the learning process". This opinion was supported by Heaton (1990), "Make a note-taking to help them remember every key points in the story being played". Lin (2006) added that, making notes given an opportunity to both interpret and register the data presented in an oral presentation that illustrates the effect of taking notes on the comprehension and memory of listening. Summarizing the learning and use of notes as an encouragement provides students with an ability to more thoroughly interpret the lecture details. Based on problems above, the researcher wants conduct the research about The Effect of Note-taking Method Toward Listening Ability at Second Semester at English Language Education Faculty of Teacher Training and Education University of Batanghari Jambi.

### **LISTENING ABILITY**

Listening is purposeful and active process of making sense of what we hear. More often we hear, there is something more we can understand. Although listening is sensitive to that quote, it is very active as listener can perceive and understand things at higher

levels than listeners heard. As listeners listen, listeners not only process what listeners hear. listeners also connect it with other information that they already know. Because, listeners combine what they have learned with their own knowledge and experiences, in a very real sense they imagine or create some short of meaning in their own minds, according to Helgesen (2003).

While, Rost (2002:17) argue that, listening is the process of receiving what the speakers actually say (receive orientation) in broadest sense, constructing and reflecting meaning (collaborative orientation), and generating meaning through interaction, creativity and empathy (transformative orientation). Listening is a dynamic, active perception processes, in which listeners match what listeners hear with what that already know.

### **COMPONENTS OF LISTENING**

In the listening there are some components according to Rost.M. (1991), as follows:

1. Discriminating between sounds.
  2. Recognizing words.
  3. Identification of grammatical grouping of verbs.
  4. Identification of "pragmatic units" phrases and collection of expressions that act units to establish sense.
  5. Connecting linguistic indication signs to paralinguistic indicators (intonation and stress) and non-linguistic indicators (gesture and related items in the situation) to create meaning.
  6. Use background knowledge (what the listeners already know about material and shapes) and context (what has already been said) to interpret and then validate meaning.
  7. Remembering key words and ideas.
- Successful listening allows these aspect skills to be combined. Hearing is a combination of the component skills in this way, not the individual skill themselves. This combination of this vision abilities, observational

abilities, and processing abilities is what the listeners term the listening capacity of person.

#### **NOTE-TAKING METHOD**

Note-taking method according to White (1996) state that, Note-taking method is the one of the method in learning process that is believed to improve students' ability in oral and written subject. This note-taking can also be useful in remembering, learning and developing students' listening skills and other subjects. O'Malley and Chamot (1995) also argue that, the note-taking method is a one way that can be used in a way write each key word and concept in verbal, numerical and graphics from which can be abbreviated to assist students in remembering every important parts of the tasks of listening ability or other subjects. Fajardo (1996) added that, note-taking method as a complex activity that can combine reading and listening techniques by selecting each important words or important parts, summarizing and writing. Nwokoreze (1990) say that, with the note-taking method students can improve listening ability.

In this research the researcher is going to use note-taking as a method in students' listening ability. There are some advantages in using note-taking method according to Kiewra (1989, quoted in Carrell, 2007, p.2), Note taking method is very profitable for two reasons. First, as a tool to remembered deeply listening lessons and to be able to pay attention and also received information in a form that is personally meaningful. Second, note-taking function as an external repository of that information low later as a review to stimulated a reminder again information that has been heard. And also in this note-taking method there are several main characteristics. According to Carrell (2002) state that, the main characteristics of the note-taking method is as follows: first, when recording notes must be neatly arranged so that it is easy to understand and reuse when needed. Second, the writing in the

notes must be legible, complete and clear. And the last is notes must be paraphrases with individual words so listeners can be easily understood and written briefly.

#### **RESEARCH METHODOLOGY**

This research is classified as being experimental research. The researcher used experimental research in this research. Sugiono (2015) stated that, the researcher used on pretest and posttest design that include assignment in this experimental research. A single group is measured or observed in the one group pretest and posttest, not only after being exposed to treatment but also before. The assessment is done twice in the pretest and posttest group, before treatment is called pretest and after treatment is given called posttest.

The researcher interested to know the effect of note-taking method in teaching listening ability to students' listening by experimental research. The impact is assessed by providing specific treatment. The effect will be known the significant differences between students who are taught without by using note-taking method and those are taught by using note-taking method.

The population of this research is second semester class A1 and A2 English department University of Batanghari Jambi. The total of students is 30 students from two classes. Total samples of this research were 30 people, who came class A1 and A2.

Research Instrument techniques used in this research were as follows:

##### **1. Pretest**

Pretest is used to know the condition before it is given at action to be done, while the posttest is used to find out the condition after using the action. The pretest gave to control class and experiment class. The all students must answer some test by researcher. Pretest aim to learn the effect of note-taking method toward listening ability at second semester on the achievement on the students in experiment class and there is no implementation of the note-

taking method in control class.

## 2. Treatments

The treatment in this research is given to control class and experiment class. Each class there are four meetings. The first meeting for the experiment class and control class is pretest. After that the second and third meetings for experiment class is introduce what is note-taking method and do practice used note-taking method, while for control class second and third meeting just practice used general method. And the last meeting for experiment class and control class is posttest.

## 3. Posttest

After the all procedure is completed and students are given posttest in the last meeting. This research is intended to find out the variations between experiment class and control class in means scores. It is used to know the effect of note-taking method toward listening ability on the experiment class.

In this research the data was obtained from experiment class and control class. To significant whether there was the effect of note-taking method toward listening ability at second semester at English language education faculty of teacher training and Education University of Batanghari Jambi. The researcher used T-test formula. In calculated the t-test formula the researcher using manually.

## FINDINGS

The last calculation was hypothesis testing, this testing was done to prove whether there was any effect in using note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi. The statistical hypothesis was started as follows:

1. Alternative Hypothesis ( $H_a$ ) : it means there is a significant effect of using note-taking method toward listening ability at second semester at English language education faculty of teacher training and education

University of Batanghari Jambi.

2. Null Hypothesis ( $H_0$ )

The criteria to prove the hypothesis are as follows:

1. If  $t_0 (t_{value}) > t_t (t_{table})$   $H_0$  is rejected and  $H_a$  is accepted in significant degree 5%.

2. If  $t_0 (t_{value}) < t_t (t_{table})$ ,  $H_0$  is accepted in significant degree 5%.

Moreover, based on manual calculation in showed that the value of  $t_{table}$  with degree of freedom 28 and significant level 5% was 2.048 and the calculation of  $t_0$  was 2.323.

From the result above, it shows that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that Note-taking method affect student"s in listening ability.

## DISCUSSION

Regarding to the research was done in University of Batanghari Jambi. It was considered that to find out whether there is any effect in using note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi.

Based on the result of the calculating, it was found that the students" achievement at listening ability when the researcher taught by using Note-taking Method in the experiment class got mean 58.67 in pretest with the highest score 80 and the lowest score 50. While, in the posttest the students got mean 79.33 with the highest score 100 and the lowest score 70.

Different result in the control class, students" achievement at listening ability when the researcher taught without Note-taking method got mean 52 in the pretest with the highest score 60 and the lowest score 40. While, in the posttest the students got mean 68 with the highest score 80 and the lowest score 60. It can be interpreted that the mean score of the experiment class taught using note-taking method was higher than that of the control class taught

: it means the

without note-taking method.

Based on the statistical compilation t-test was found that the coefficient of

$t_{\text{observation}} = 2.323$  where the coefficient of  $t_{\text{table}} = 2.048$ . It means that there was significant effect of using note-taking method on the students toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi.

It had been explained on the chapter 3 in previous study that note-taking method would be an affective to improve students' toward listening ability. It proves in experiment class was taught by using note-taking method that the strategy was helpful especially for students toward listening ability. Although, there are some difficulties during the treatment such as; there some students who are busy in the class by played games on their android, less attention to explanations of the research. It makes some students feel confused when they answer the questions.

In conclusion, the use note-taking method as a method in teaching and learning process of listening ability make significant improvement in the students' score. Therefore, it could be state that note-taking method in teaching-learning process of listening ability have solved the students' listening problem and increase the students' listening ability for the second semester at English language education faculty of teacher training and education University of Batanghari Jambi. So, the hypothesis proposed in this research which says, "There is a significant effect of note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi" is accepted.

## **CONCLUSIONS AND SUGGESTIONS**

This research was conducted in order to find out whether there is any effect in note-taking method toward listening ability at second semester at English

language education faculty of teacher training and education University of Batanghari Jambi. The result showed that the teaching listening ability through note-taking method was effective.

The researcher can conclude that, as follows:

1. The students' achievement in listening ability was taught by note-taking method got mean 58.67 in pretest with highest score 80 and the lowest score 50. While in the posttest the students got mean 79.33 with the highest score 100 and the lowest score 70.

2. The students' achievement in listening ability was taught without using note-taking method got mean 52 in the pretest with the highest score 60 and the lowest score 40. While in posttest the students got mean 68 with the highest score 80 and the lowest score 60.

3. Based on the statistical on t-test was founded that the coefficient of  $t_{\text{observation}} = 2.323$  where coefficient of  $t_{\text{table}} = 2.048$ . it means that there was significant effect of using note-taking method toward listening ability. It indicated that  $H_a$  was accepted and  $H_0$  was rejected. It also indicates that there was significant effect in using note-taking method toward listening ability at second semester at English language education faculty of teacher training and education University of Batanghari Jambi.

Based on the result of this research that have been done. The researcher gives some suggestion for the following parties: the teachers, the students and another researcher, as follows:

1. For students  
The students should learn more to increase their achievement in listening ability and should keep responsible in their studying.

2. For Teachers  
Who wants to teach listening ability effectively, can use this method because this method helps the students increase

their listening ability.

3. For other Researchers

The researcher suggested and supported to the future researchers to used method not only in learning listening ability but also in other English learning such as speaking, writing, reading and grammar. And researcher also hopes this research could be alternative method to conduct the research related to the student's in listening ability.

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