

**THE EFFECT OF USING NOTE TAKING STRATEGY TOWARD  
LISTENING COMPREHENSION OF THE SECOND YEAR  
STUDENTS AT STATE SENIOR HIGH SCHOOL  
3 TALUK KUANTAN KUANTAN  
SINGINGI REGENCY**



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1433 H/2012 M**

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Thesis

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## ABSTRAK

RENY WISNA. 2012. “Pengaruh dari Penggunaan Strategi Pengambilan Catatan terhadap Pemahaman Mendengar Siswa Tahun Kedua di SMAN 3 Taluk Kuantan Kabupaten Kuantan Singingi”

Penelitian ini fokus pada strategi pengambilan catatan terhadap pemahaman mendengar siswa tahun kedua di SMAN 3 Taluk Kuantan Kabupaten Kuantan Singingi dengan target populasi pada penelitian ini adalah siswa tahun kedua di SMAN 3 Taluk Kuantan pada tahun akademik 2011/2012. Penulis mengambil 64 siswa sebagai sampel. Berdasarkan observasi penulis di SMAN 3 Taluk Kuantan, siswa mempunyai masalah dalam pemahaman mendengar, beberapa dari siswa tidak memperhatikan dan ada beberapa dari siswa tidak bisa untuk mendapatkan makna dari sesuatu yang mereka dengar. Mereka masih bingung untuk memahami makna dari sebuah teks. Kemudian beberapa dari siswa sibuk berbicara dengan teman-temannya. Karena mereka masih mempunyai motivasi yang lemah dalam proses pengajaran dan pembelajaran khususnya dalam mendengar. Sementara itu, kurangnya strategi guru-guru dalam pengajaran mendengar. Oleh karena itu, pemahaman siswa dalam mendengarkan kurang efektif. Tujuan utama penelitian ini untuk menemukan apakah ada pengaruh yang signifikan dari strategi Pengambilan Catatan terhadap pemahaman mendengar siswa sebelum dan setelah mengajar dengan menggunakan strategi Pengambilan Catatan tahun kedua di SMAN 3 Taluk Kuantan.

Penelitian ini adalah sebuah penelitian eksperimen. Ada dua variabel pada penelitian ini: independen dan dependen variabel, ada dua sampel pada penelitian ini, XI IPA sebagai kelompok eksperimen dan XI IPS sebagai kelompok kontrol. Instrumen penelitian untuk kelompok eksperimen adalah Strategi Pengambilan Catatan. Dalam penelitian ini ada dua tes: pre-test dan post-test.

Penemuan penelitian menunjukkan bahwa alternative hypothesis diterima. Itu dapat dilihat bahwa  $t_{\text{observed}}$  yang diperoleh (2.650) akan dibandingkan untuk “t” tabel,  $df = 62$  untuk perbandingan pada level 5% atau 1%. Pada level 5%,  $t_{\text{table}}$  adalah 2.00, ketika pada level 1%,  $t_{\text{table}}$  adalah 2.65. oleh karena itu,  $t_{\text{observed}}$  yang diperoleh adalah lebih tinggi dari  $t_{\text{table}}$ , juga pada level 5% atau 1%. Dalam kata lain, kita dapat membaca  $2.00 < 2.650 > 2.65$ . maksudnya bahwa ada pengaruh yang signifikan pada penggunaan strategi Pengambilan Catatan terhadap pemahaman mendengar siswa tahun kedua di SMAN 3 Taluk Kuantan. Dari data analisis, penulis menyimpulkan bahwa penggunaan strategi Pengambilan Catatan memberikan pengaruh positif pada pemahaman mendengar siswa.

## ABSTARCT

RENY WISNA. 2012. "The Effect Of Using Note Taking Strategy Toward Listening Comprehension Of The Second Year Students At State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency"

This research focused on the note taking strategy toward listening comprehension of the second year students at state senior high school 3 Taluk Kuantan Kuantan Singingi Regency, with the target populatian of this research was the second year students at SMAN 3 Taluk Kuantan in academic 2011/2012. The writer took 64 students as the sample. Based on the writer's observation at SMAN 3 Taluk Kuantan, the students had problems in listening comprehension: some of the students did not pay attention and there were some of the students not be able to get the meaning from what they hear. They were still confused to comprehend the meaning of the text. Then, some of students were busy to talk with his or her friends, because, the students still had low motivation in teaching and learning process especially in listening. Meanwhile, the teacher was lack of strategies in teaching listening. Therefore, students' comprehension in listening was not affective. The main purpose this research was to find out whether there was significant effect of the use of note taking strategy of the second year students' listening comprehension before and after taught by using note taking strategy at SMAN 3 Taluk Kuantan.

This research was an Experimental research. There were two variables of this research: independent and dependent variables, and there were two samples of this research, XI IPA as an experimental group and XI IPS as a control group. The research instrument for experimental group was note taking strategy, and there were two tests in this research: pre-test and post-test.

The research finding showed that the alternative hypotesis was accepted. it could be seen that  $t_{\text{observed}}$  obtained was 2.650, compared to "t" table,  $df = 62$  either at the level of 5% or 1%. At the level of 5%,  $t_{\text{table}}$  was 2.00, while at the level of 1%,  $t_{\text{table}}$  was 2.65. Therefore, the  $t_{\text{observed}}$  obtained was higher than  $t_{\text{table}}$ , either at the level 5% or 1%. In other words, we can read  $2.00 < 2.650 > 2.65$ . it means that there is significant effect of the use of note taking strategy of the second year students' listening comprehension at SMAN 3 Taluk Kuantan. From the data analysis, the writer concludes that the using note taking strategy gives a positive effect to students' listening comprehension.

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## CHAPTER I

### INTRODUCTION

#### A. The Background

Listening is the activity of paying attention to and trying to get meaning from something we hear.<sup>1</sup> As a foreign language listener, it is crucial to study how to be a good listener. So, the students must be pay attention to and trying to get meaning from something they hear. In additional, listening is an active, purposeful process of making sense of what we hear.<sup>2</sup> Listening is one of the skills that students should master in learning English besides reading, speaking, and writing. The mastery of listening can be seen from the learner's ability to understand the message from the target language.

Listening skill is not easy to master, because the listeners should have ability to comprehend the media. Many students fail in listening because they can not understand the media's message. The students must endeavor to develop it. So, they have good capability as listeners. The students need to pay attention to such factors because they highly influence and often block comprehension if they are not attended to. On the other hand, they can make the listening process difficult.<sup>3</sup>

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<sup>1</sup> Longman. *Teaching Listening*. (New york, America: 1989), p. 1

<sup>2</sup> David'Nunan. *Practical English Language Teaching*. (New york, America: 2003), p. 24

<sup>3</sup>H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco State University, America:1994), p. 238

Basically, All teaching strategies are similar in their universal commitment to structure, engagement, purpose, and response,<sup>4</sup> including teaching learning process in SMAN 3 Taluk Kuantan. In improving students' comprehension of listening in SMAN 3 Taluk Kuantan, that is the teacher just focuses of listening dialogue. Based on the writer preliminary observation and information from some of English teachers on May 21<sup>st</sup> 2011, some of the students did not pay attention and there were some of the students not able to get the meaning from something they hear. They were still confused to comprehend the meaning of the text. Then, some of students were busy to talk with his or her friends, because they still had low motivation in teaching and learning process especially in listening. Meanwhile, the teacher was also lack of strategy in teaching listening. Therefore, students' comprehension in listening was not affective.

Considering the problems above, relating to listening activities in class and helping students to improve their listening skill is a part of the teacher's jobs. He or she is expected to have right teaching strategies to provide students with appropriate teaching materials and to create a possitive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching – learning process should not only happen between teacher and students but also between students and students.

In the classroom, there are many ways of teaching listening for the second year students of senior high school. For instance: listening dictation, listening by using tape recorder or cassette, listening dialogue, and etc. Actually, in Senior

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<sup>4</sup>Harvey F. *et.al.* *The Strategic Teacher* (Association for Supervision and Curriculum Development Alexandria, Virginia USA: 2007), pp. 4-5

high school 3 Taluk Kuantan, there are not enough facilities, such there is no laboratory for listening. So, the students are difficult to comprehend listening material.

Many of the strategies for reading note taking also apply to listening note taking. Therefore preparation prior to listening can greatly improve comprehension.<sup>5</sup> When students take notes, as compared with those who do not, they generally comprehend better because note taking requires that students selectively attend to the information, and that activity assists in encoding.

Taking notes is writing down information while you are listening or reading.<sup>6</sup> This strategy takes structured note-taking a few steps farther. It requires students to identify the organizational structure of an informational text and then take notes on essential ideas and information in the text using a structure that parallels the organization of the text. Candidates take note during the talk, and only after the talk finished do they see the items to which they have to respond. It is essential when including note taking as part of a listening test that careful moderation and, if possible, trialling should take place.<sup>7</sup>

Basically, the students in SMAN 3 Taluk Kuantan has done the process of teaching English that follow the indicators and aspects of the curriculum. The purpose of teaching English in curriculum are developing communicative competence in oral and written form to achieve informational literacy level, having awarness about sense and significance of English in order to increase

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<sup>5</sup>Pam Mort. *The Learning Centre, Note-Taking Skill* (<http://www.lc.unsw.edu.au>, Phoenix :1994 ), p. 3

<sup>6</sup>Barron's. *TOEFL iBT Internet-Based Test* (Indonesia, Binarupa Aksara: 2007), p. 67

<sup>7</sup>Hughes Arthur. *Testing for Language Teachers*. (New York, Cambridge University Press: 1989), p. 68

national competence in global society, and developing understanding of students about relationship between language and culture<sup>8</sup>, but the writer found that there were some of the students who faced the problems and difficulties in listening comprehension. Their listening comprehension was still very far from the expectation of the curriculum. Based on the fact above the writer concludes some symptoms:

- 1) Some of the students still get confused to comprehend the meaning of the narrative text in listening.
- 2) Some of the students do not understand about a general understanding of a topic or concept narrative text in listening.
- 3) Some of the students still have low motivation in teaching and learning process especially in listening.
- 4) Some of the students do not pay attention when they listen to the narrative text of listening.

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<sup>8</sup>Curriculum. *KTSP* (2006)

Based on the Phenomena above, note taking strategy can be used in this subject. Because, taking notes will help students remember what they have heard or read, when note taking are using listening and writing skills and the students are using their brain and muscles. Rather than being a passive listener or reader, note taking make students can active learner.<sup>9</sup> So, note taking strategy adjust with curriculum. Because, note taking strategy does not only improve students' comprehension in listening, but it also improves students' comprehension in the other skills. According to Mart Pam, note taking strategy is preparation prior to listening can greatly improve comprehension.<sup>10</sup> So, the writer is interested to conduct a research entitled: **“THE EFFECT OF USING NOTE TAKING STRATEGY TOWARD LISTENING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE SENIOR HIGH SCHOOL 3 TALUK KUANTAN KUANTAN SINGINGI REGENCY ”**.

## **B. Definition of Term**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content, the writer defines the terms used in this research as follows:

1. Listening is the activity of paying attention to and trying to get meaning from something we hear.<sup>11</sup> In this study, listening is the students understanding the sound and the students record what they hear.

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<sup>9</sup> Samantha Dhan. *Note Taking* (Department of Lifelong Learning: 2001), p. 1

<sup>10</sup>Pam Mort. *Loc. Cit*, p. 3

<sup>11</sup>Longman. *Loc. Cit*, p. 1

2. Comprehension is certainly the end product of listening, and achieved by an expert listener with minimal apparent effort.<sup>12</sup> In this research, the students comprehend the meaning from the speaker.
3. Note taking is writing down information while you are listening or reading.<sup>13</sup> In this study, the students required to identify the notes on essential ideas and information in the text using a structure that parallels the organization of the text.

### **C. The problem**

#### **1. The Identification of the problems**

Based on the background of the problem, the researcher identifies some problems as follows:

1. Why are some of the students not able to understand with material given by teachers?
2. Why are some of students not able to understand the meaning of text?
3. Why are some of the students not able to analyze what they listen?
4. Is there any significant effect of students' listening comprehension taught using note taking?

#### **2. The limitation of the Problems**

There are many factors that influence students' listening comprehension. In this case, the writer wants to limit the problem because of the limited time, money, energy, and ability. So, the research focuses on

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<sup>12</sup>Jhon Field. *Listening in the Language Classroom* (New york, Cambridge University Press: 2009), pp. 29-30

<sup>13</sup>Barron's. *Loc. Cit*, p. 67

the effect of using note taking strategy toward listening comprehension of the second year students at Senior High School 3 Taluk Kuantan Kuantan Singingi Regency.

### **3. The Formulation of the Problems**

Based on the limitation of the problem above, the problems of this research can be stated as follows:

1. How is the students' listening comprehension taught by using note taking strategy at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency?
2. How is the students' listening comprehension taught by using conventional strategy at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency?
3. Is there any significant effect of using note taking strategy toward students' listening comprehension at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency?

### **D. Objectives and Significance of the Research**

#### **1. The Objective of the Research**

1. To find out the students' listening comprehension taught by using note taking strategy.
2. To find out the students' listening comprehension taught by using conventional strategy.
3. To find out whether there is significant effect of using note taking strategy toward students' listening comprehension.

## **2. The Significance of the Research**

1. To fulfill one of the requirements of S1 degree of Education at English Department Education and Teacher Training Faculty of State Islamic University of SUSKA Riau.
2. To develop the theories on teaching and learning English as a foreign language.
3. To give contribution to the teacher in improving students listening comprehension.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Listening Comprehension

Listening is an activity that always be in our lives. People learn the language by listening. A child before being able to speak, he/she should listen to sound of the language around him/her and try to repeat the sound until he/she is able to utter those words correctly. Listening is following and understanding the sound. It is hearing with a purpose. Listening is also one of the important skills that must be mastered by students. The importance of listening in language learning can hardly be overestimated.

Approaches that give more importance to listening are based on different ideas. Nord in Nation and Newton, expresses this view clearly:<sup>1</sup>

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening.

In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.

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<sup>1</sup>I. S. P. Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking* (New york, America: 2009), p. 38

Then, human being in their lives commonly do this activity. Listening particularly people who listen second language will be more difficult than their mother tongue because they must understand any things that accomplish the meaning what other people said. Many people realize that listening skill is the most difficult one among other skills. Even though this statement is arguable, it is depending on people perception.

In listening process, there are at least two persons involved. The first is called the encoder, sender or someone who speaks, and the second is called the decoder, receiver or someone who listens. In each case, listening task itself is the second step in the activity. The learners do a prelistening, which serves to activate the top-down and bottom-up schema. Each activity is followed with a speaking activity. As mentioned earlier, although listening is different skill than speaking, they often go hand-in-hand. Listening can be a good way to preview a speaking activity and speaking, in turn, can be useful to expand on what they have listened to.<sup>2</sup>

Many learners of English will find themselves sooner or later in a variety of situation where need or want to listen to English being used in real life for a range of purposes. What these situations are will be depended on where they are living, working, holidaying, etc. And the reasons for listening will be varied, depending on what they need and wish to do.

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<sup>2</sup>Nunan David. *Loc. Cit*, p. 41

According to Galvin in Longman, there are five main reasons for listening, the students will have for listening will generally fall under one or other of these categories:<sup>3</sup>

- a. To engage in social rituals
- b. To exchange information
- c. To exert control
- d. To share feelings
- e. To enjoy yourself

In addition, Listening comprehension has not always drawn the attention of educators that it now has. Perhaps human being have a natural tendency to look at speaking as the major index of language proficiency. Listening is not a one way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive and affective mechanism.

Then, the most common type of listening exercise in many textbooks is listening for specific information. This usually involves catching concrete information including names, time, specific language forms, etc. In our "Let's go out side" example, asking the students to report on the type of weather is a simple "listening for specific information task".

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<sup>3</sup>Longman. *Op. Cit*, p. 4

Other listening situations for which we should prepare our students include:

- a. Listening to live conversations in which one takes no part. This usually referred to as 'eavesdropping'. A person may find him/herself listening to a conversation because something in what is being said attracts his/her attention and makes him/her want to hear more. The listener may not be especially interested in the overall topic and may have no particular purpose for listening. on the other hand, somebody might quite deliberately try to listen to a conversation with the very definite purpose of finding out what is being said. In either case, the listener who is probably unaware of the context and perhaps unfamiliar with the speakers, is often not in a position to intervene and has to short out the message without being able to seek clarification or repetition of any of points.
- b. Listening to announcements (at airports, railway station, etc) where the listener is interested almost exclusively in extracting and/or confirming the relevant information whilst more or less ignoring the rest of the utterance. In this situation, the listener might just keep the newly acquired information in mind, at particular daywith the intention of taking or not taking action relating to it later.
- c. Listening to the news, the whether forecast, etc on the radio, where the objective is again to extract clearly stated information, but the purpose for listening may be different. In the case of the news, the listener who wants to know all the main items of news for that will listen equally attentively

to the whole bulletin, while the person who is only interested in one or two the topics covered will pay little or no attention to the other items. In the latter case, the listener need to be able to distinguish between the point (s) when it is necessary to listen attentively and those when it is 'safe' to ignore what is being said. This skill of knowing when to listen also applies when a listener turns on the wheather forecast but is only interested in the information about a particular region or a specific time of the day. If he/she knows the order in which the news items or the wheather forecast details are normally presented on the radio, then it is easier for the listener to recognise the signal and to judge when to pay attention. Otherwise, the listener has to depend on being able to 'tune in' rapidly on hearing relevant opening words.

- d. Watching the news, the weather forecat on television where the visual support is a help to the viewer-listener, who either sees the speaker and so gets help in understanding what is being said from such things as the facial expression, the direction of the eyes and tyhe movement of the hands, or sees scenes which relate to the topic being spoken about and so gets help in contextualising the utterances.
- e. Watching the television for entertainment which is, easier than simple listening to the radio. The paralinguistic signals given by the speaker ( the nods, the hand movements, the smiles, the frowns) all assist the viewer, as do the pictures seen on the screen. In fact, it is quite possbile to follow what is happening on some television programmes without hearing the

sounds at all (e.g. on sport programmes). However, some amusing, or disastrous, misinterpretations can also occur.

- f. Watching a live performance of a play (perhaps in a theatre or a school hall), where the objective is nearly always entertainment. The person watching the play is likely to be interested in the story and the characters and the interactions between them, and will follow the play as an 'eavesdropper', listening and watching but remaining an outsider. The importance of following every utterance varies from play to play, but the audience is helped if the actors deliver their lines clearly and the production is such that especially significant utterances are given prominence.
- g. Watching a film in a cinema, where viewer is again an outsider, but can see facial expressions, gestures, etc more clearly than in the theatre. Another advantage of film over live acting is that the sound can be produced at exactly the required level and so the listener does not generally have difficulty in actually hearing the words.
- h. Listening to records, where the sound of the music might interfere with the sounds of the words, but where the rhythm, and perhaps the rhyme of the lyrics, sometimes help the listener to predict what will come next. Most people listen to songs for pleasure rather than for any other purpose, although many young students of English enjoy writing the words down and then joining in with the singing.

- i. Following a lesson (in school where English is one of the languages of instruction, for example), where the listener may need to grasp concepts and to distinguish between main and subsidiary ideas. During lessons, listener can be called upon to respond to what they hear in a number of ways. They may required to answer questions, to write notes, to carry out practical tasks, to discuss the issues, and so on. Listening in the classroom is often (and should nearly always be) accompanied by and integrated with other activities designed to promote learning.
- j. Attending a lecture (in a college where English is the medium of instruction, for example) where the objective is simply to listen and try to understand the content of the lecture, although on many occasions retention of that content is also required and so listener take note to which they can refer later. To take good notes, listeners need to be able to recognise the signals used by the speaker to indicate that he /she is making a particularly important point, moving to another point, making a contrast, or expressing cause and effect.
- k. Listening on the telephone (to take a message, or simply to hold a conversation), where the listener is unable to see the speaker and may, in addition, have problems in distinguishing the spoken sounds because of interference and distortion.
- l. Following instructions (given, for example, by a sports coach), where visual support and the opportunity to respond immediately by carrying out a task often make following what is said much easier. Frequently, the

listener can cause the instructions to be repeated or broken down into smaller segments, either by asking the speaker to say something again or, if following recorded instructions, by going through them over and over again. When this is not possible, as, for example, when listening to instructions given on a radio or television programme, the listener has to hope that the producers of the programme have built in a number of repetitions or provided some printed backup material (perhaps in a journal or newspaper, or in the form of leaflets/booklets which can be sent for).

- m. Listening to someone giving a public address (a political leader, for example), where the listener is often as interested in the views and attitude of the speaker as in the actual topic being spoken about. The points the speaker makes are listened to in this situation, but the way in which they are presented and the tone of important.<sup>4</sup>

It is establishing which of these listening situations are likely to feature largely in our students' lives and to bear this in mind when planning listening work. This does not, however, mean that practice of all the other listening situations should be neglected, as students will find a variety of listening activities more motivating, and much that can be learned from one situation is transferable to others.

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<sup>4</sup>Longman. *Loc. Cit.*, p. 7

According to Hughes, specifying what the candidate should be able to do:<sup>5</sup>

1. Content

For reasons of content validity and backwash, texts should be specified as fully as possible.

2. Operations

Some operations may be classified as global, inasmuch as they depend on overall grasp of what is listened to. They include the ability to:

- a. Obtain the gist;
- b. Follow an argument;
- c. Recognise the attitude on the speaker.

Informational :

- a. Obtain factual information;
- b. Follow instructions (including directions);
- c. Understand requests for information;
- d. Understand expression of need;
- e. Understand requests for help;
- f. Understand requests for permission;
- g. Understand apologies;
- h. Follow sequence of events (narration);
- i. Recognise and understand opinions;
- j. Follow justification of opinions;
- k. Understand comparison

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<sup>5</sup>Arthur Hughes. *Loc. Cit.*, pp. 161-163

- l. Recognise and understand suggestions
- m. Recognise and understand comments
- n. Recognise and understand excuses
- o. Recognise and understand expressions of preferences
- p. Recognise and understand complaints
- q. Recognise and understand speculation.

Interactional:

- a. Understand greetings and introductions
- b. Understand expressions of agreement
- c. Understand expression of disagreement
- d. Recognise speaker's purpose
- e. Recognise indications of uncertainty
- f. Understand requests for clarification
- g. Recognise requests for opinion
- h. Recognise indications of understanding
- i. Recognise indications of failure to understand
- j. Recognise and understand corrections by speaker (of self and others)
- k. Recognise and understand modifications of statements and comments
- l. Recognise speaker's desire that listener indicate understanding
- m. Recognise when speaker justifies or supports statements, etc. Of other speaker(s)

- n. Recognise when speaker questions assertions made by other speakers
- o. Recognise attempts to persuade others.

It may also be thought worthwhile testing lower level listening skills in diagnostic test, since problems with these tend to persist longer than they do in reading. These might include:

- a. Discriminate between vowel phonemes
- b. Discriminate between consonant phonemes
- c. Interpret intonation patterns (recognition of sarcasm, questions in declarative form, etc, interpretation of sentence stress).

### 3. Text

For reasons of content validity and backwash, texts should be specified as fully as possible.

Text type might be first specified as e, dialogue, or multiparticipant, and further specified: conversation, announcement, talk or lecture, instructions, directions, etc.

- a. Text forms include: description, exposition, argumentation, instruction, narration.
- b. Length may be expressed in seconds or minutes, the extent of short utterances or exchanges may be specified in terms of the number of turns taken.
- c. Speed of speech may be expressed as words per minute or syllables per second.

- d. Dialect may include standard or non-standard varieties.
- e. Accents may be regional or non-regional.

If authenticity is called for, the speech should contain such natural features as assimilation and elision.

Intended audience, style, topics, range of grammar and vocabulary may be indicated.

## **2. Note Taking Strategy**

Note taking is a skill that is helpful for all of us. Then, note taking is not a new study skill in learning though. so, it still plays its crucial parts in teaching and learning process and even everyday life situation such as taking note in meeting, workshop, or seminar. The Cornell method of notetaking is a study skills strategy that can be taught and utilized in all content areas.<sup>6</sup>

Note taking strategy is preparation prior to listening can greatly improve comprehension, it can be seen as the steps below:<sup>7</sup>

- a. The teacher asked the students to pay attention and concentration in listening.
- b. The teacher played the story about narrative text.
- c. Students requires to identify the organization structure of an informational text.
- d. Students take notes on essential ideas.
- e. Students take notes information in the text using a structure that parallels the organization of the text.

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<sup>6</sup> Terry Click. *Learning Strategies Curriculum Guide* (Alachua County Public Schools Gainesville, Florida August: 2008), p. 30

<sup>7</sup> Pam Mort. *Loc. Cit*, p. 1

- f. Once students are able to examine and identify the organizational pattern of a text, it will help provide a framework for their understanding.

Then, Note taking most commonly is used to record oral presentations; however, note taking strategies may also be used to record notes from written sources.<sup>8</sup> Therefore, taking notes is one way to actively engage the student in the learning process and to improve listening comprehension of students. So, note taking is writing down information while you are listening or reading.<sup>9</sup> Taking notes can help students effectively improve their listening comprehension because students can pay more attention during note taking process.

The following list provides a few reasons why note taking is an important activity:<sup>10</sup>

- a. Taking notes will help extend your attention span (Rowntree, 1976: 112). When read or listening, your mind may tend to wander off. Taking notes help keep you focussed on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982:2)
- b. Taking notes will help you remember what you have heard or read (Kesselman-Turkel and Peterson, 1982:3). We learn more effectively when we use multiple senses and multiple activities. When note taking we are using listening and writing skills and we are using our brain and muscles. Rather than being a passive

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<sup>8</sup> Schuylkill Haven. *Note Taking Strategies* (Website: [www.sl.psu.edu/caa](http://www.sl.psu.edu/caa): 1855), p. 1

<sup>9</sup> Barron's. *Loc. Cit*, p. 67

<sup>10</sup> Samantha Dhan. *Op. Cit*, p. 1

listener or reader, note taking makes you can active learner. The notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivational factor for your study.

- c. Note taking help you to organise the ideas you are learning about (Kesselman-Turkel and Peterson, 1982:3-6). Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced.

In addition, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.<sup>11</sup> In the 1970s and early 1980s, the introduction of **communicative language teaching**-the idea the student learns though the act of communication-increased the role of listening.<sup>12</sup> Based on curriculum, English language learning consist of:<sup>13</sup>

- a. Skills of English language, such as listening, speaking, reading, and writing.
- b. Competence act language, linguistic, sociocultural, strategy, and competence discourse.
- c. Developing possitive attitude of English language as the tool of communications.

Based on explanation above, note taking strategy cannot be separated from listening, speaking, writing and reading. In this case, note taking strategy

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<sup>11</sup> I. S. P. Nation and J. Newton. *Loc. Cit*, p. 38

<sup>12</sup> David'Nunan. *Op. Cit*, p. 25

<sup>13</sup> Kurikulum. *STANDAR KOMPETENSI Mata Pelajaran Bahasa Inggris* (Pusat Kurikulum, Balitbang Depdiknas: 2003), p. 14

supported by all of skills in English language. So, note taking strategy is relevant with the curriculum.

The main purpose of Lin's study is to inquire whether note-taking strategy could help students facilitate their listening comprehension or not. The participants of this research project were 70 Taiwanese junior high school students and also the participants of this study were 21 senior high school students, and these students were all non-native English speakers. According to the above scholars' points of view, note-taking can help students concentrate on the listening text, so it is an effective strategy for students to facilitate their listening comprehension.<sup>14</sup>

Teachers can improve the note-taking strategy of students with mild disabilities by either modifying their presentation during teaching students how to use note-taking. Then, describes how teachers can teach note-taking strategy to students. The two note-taking techniques described are strategic note taking and guided notes.

According to Samantha Dhann says: "note taking is an important academic task that helps you to remember what you have learnt and helps you to review materials for re-use in revision and assignments. It is important that you are critical when note taking and that you only write or draw what you will need later on, and that you record the information in a format that is easy to understand".<sup>15</sup>

There is a positive correlation between the amount of notes taken and test scores. In other words, effective note takers are rewarded with high test scores. As with any act of communication, the role of getting the "message" across relies on both the "sender" (teacher) and the "receiver" (student). Therefore, it is imperative

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<sup>14</sup> Hui-Fang Shang. *The Impact of Note-taking on University EFL Learners' Listening Comprehension* (Department of Applied English, I-Shou University: 2007), pp. 260-261

<sup>15</sup> Samantha Dhann. *Loc. Cit*, p. 4

that both teachers and students adhere to a number of guidelines during this communicative process.<sup>16</sup>

### **Sender**

From the sender standpoint, the teacher can make changes in his or her presentation of information that can greatly aid students' notes. First, the teacher can slow down the pace of the students and rate of speaking. When pace slows down, students can better decide which teacher points are important to record, and rather than record notes verbatim, students can think about or process teacher information. Second, during teachers, the teacher can cue students about important teacher points.

According to Suritsky and Hughes in Boyle says: "students can be alerted to prominent information through two types of cues: emphasis cues and organizational cues. Emphasis cues alert students to pertinent teacher information through intentional statements or acts, such as teacher statements like, "This point is really important to remember" or prolonged pauses that indicate to students that they should record the information that was just stated. Similarly, the teacher can use organizational cues such as, "There are six parts to a cell," prompting students to categorize this topic in their notes with six recorded components".<sup>17</sup>

The teacher can allow review time after the teacher for students to review their notes. Typically, at least 5 minutes are allocated to permit students to fill in the gaps in their notes by having them conference with other students or ask questions directly to the teacher. This time can also be spent together reviewing a concept from the teacher that students did not fully understand. Even the simple

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<sup>16</sup> Joseph R. Boyle. *Enhancing the Note-Taking Skills of Students with Mild Disabilities* (Virginia Commonwealth University: 2001), pp. 2-3

<sup>17</sup> Joseph R. Boyle. *Loc. Cit*, pp. 2-3

act of allowing students to review their notes independently can improve comprehension of the topic, as evidenced by a number of studies.

### **Receiver**

Just as the sender can improve the message that is sent, the receiver can also improve his or her skills at better understanding, recording, and remembering the message. Because students are seldom taught note-taking skills in school, the simple act of instructing students in how to record notes can prove helpful. Such instruction can include teaching students how to record shorthand or abbreviations, how to record notes at a faster rate, or how to preview the topic in their textbook so that they are familiar with new terms or concepts used during the teacher. Teachers can also instruct students on how to record notes through one of two techniques: strategic note taking or guided notes. Both techniques have been used with high school students with disabilities and both have been demonstrated to be effective techniques.

In the classroom, there are many ways of teaching listening for the second year students of senior high school. For instance: listening dictation, listening by using tape recorder or cassette, listening dialogue, and etc. Strategic note taking is based on the premise that students can become more strategic during the note-taking process by using metacognitive or strategic skills.<sup>18</sup> Strategic note taking involves the use of written cues on specially prepared note-taking paper. Students are provided with the note-taking paper prior to the teacher, and the written cues serve to assist them at using metacognitive skills (i.e., organizing information and

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<sup>18</sup> Joseph R. Boyle. *Loc. Cit*, pp. 2-3

combining new knowledge with prior knowledge) during teachers, thereby increasing their engagement during note taking. By using these metacognitive skills, students not only become more actively involved in the learning task, but as a result, improve their comprehension of the teacher. The note-taking paper can be used with most teacher topics because of the generic nature of the cues. Once students reach a proficient level of mastery, they are ready to apply the strategy to grade-level topics from their textbooks. The level of mastery should be based on both an increase in the number of notes recorded and an increase in comprehension, as determined by tests or quizzes administered after each note-taking session.

Finally, after reaching proficient levels of mastery on grade-level materials, students are ready to use the technique in mainstreamed classes. At this point, it may be possible to fade the cued note-taking paper by writing the prompts on the board, but the teacher should continue to monitor student progress to ensure that the student is still reaching proficient levels of comprehension.

Advantages of note taking strategy:<sup>19</sup>

- a. Note taking can help students pay more attention to the listening text.
- b. Students could concentrate on the content of listening passages as long as they took notes while listening to the text.
- c. Students can recall the content of listening passage easily by reviewing the notes.

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<sup>19</sup> Hui-Fang Shang. *Loc. Cit*, p. 260-261

According to Field, The approach to intensive listening has been greatly restructured.

a. Pre-set questions.

If questions are not asked until after the recording has been heard, learners listen in a very untargeted way. They are unclear about where to direct their attention; and their ability to answer depends upon which parts of the recording they happen to have paid special heed to. Their responses also become heavily dependent upon memory – and their recall becomes unreliable as the teacher asks more and more questions and as time goes by. A policy of setting questions *before* the second play of the cassette ensures that learners know in advance what they are listening for. They can write notes of their answers during listening, and their ability to respond will not be dependent upon their ability to remember what was said. Note the convention in both teaching and testing (a convention that has rarely been questioned) where by the questions follow the same order as the passage.

b. Checking answers.

The teacher allows learners time to write up their answers, and then checks them with the class as a whole. This is sometimes a difficult phase of the listening lesson. Learners may be slow to respond – partly because they need to switch psychologically from the receptive role of listener to the active one of class participant but often because of a lack of confidence in their replies. Some learners attribute their insecurity to the fact that they

do not (as in reading) have the text before them in order to double-check before they commit themselves to an answer. One way of overcoming reluctance is for learners to compare answers in pairs before submitting them to the whole class<sup>20</sup>.

One way to improve learning at the high school level where English is a second language may be to encourage a notetaking approach that poses the fewest problems associated with linguistic abilities and provides students with the opportunity to participate actively in the notetaking process.<sup>21</sup>

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<sup>20</sup> Jhon Field. *Listening in the Language Classroom* (America, Cambridge University Press: 2009), pp. 20-21

<sup>21</sup> Simbo. F.K. *The Effects of Notetaking Approaches on Students Achievement in Secondary School Geography* (Journal of Educational Research, Vol. 81: 1988)

## B. Relevant Research

As matter fact, there was some previous researchers regarding with the effecti of using strategy toward students listening comprehension, one of which was conducted by Cut Raudhatul Miski entitled the improving students' reading comprehension by using cornell note taking strategy at the second level students of language center of UIN SUSKA Riau. She found out that while doing note taking especially in listening, the note takers do much effort. They have to listen to the speaker's voice, understand the content of the speech and transfer it to their own ideas by doing note taking.<sup>22</sup>

Then, Santi did a research entitled the students listening strategies in comprehending a passage at the second year students of MAN 1 Pekanbaru, she found out that taken note that comprehension of phrases, sentence and topic are more determining to obtain the message what people talk.<sup>23</sup> And this project paper, the writer would like research is The Effect of Using Note Taking Strategy toward Listening Comprehension.

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<sup>22</sup>Cut Raudhatul Miski. *Improving Student's Reading Comprehension by Using Cornel Note Taking Strategy at the Second Level Students of Language Center of UIN Suska Riau* (State University of Padang: 2010), p. 42

<sup>23</sup>Santi. *The Students Listening Strategies in Comprehending A Passage at the Second Year Students of MAN 1 Pekanbaru* (State Islamic University of Sultan Syarif Kasim Riau: 2008), p. 20

### C. Operational Concepts

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using note taking strategy toward students' listening comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

#### 1. Note taking strategy

The following treatment as a collection of procedures of the implementation of note taking strategy, it can be seen as the steps below:<sup>24</sup>

- a. The teacher asked the students to pay attention and concentration in listening.
- b. The teacher played the story about narrative text.
- c. Students requires to identify the organization structure of an informational text.
- d. Students take notes on essential ideas.
- e. Students take notes information in the text using a structure that parallels the organization of the text.
- f. Once students are able to examine and identify the organizational pattern of a text, it will help provide a framework for their understanding.

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<sup>24</sup> Pam Mort. *Loc. Cit*, p. 1

## 2. Listening Comprehension

To find out the students' ability in listening comprehension of the second year students at SMAN 3 Taluk kuantan, the researcher determines some indicators for listening comprehension as the following:

- a. The students are able to identify the main idea of narrative text.
- b. The students are able to identify the topic of short functional a text which hear.
- c. The students are able to identify the figure of story.
- d. The students are able to identify the occurrence in narrative text.
- e. The students are able to identify the certain information of narrative text.
- f. The students are able to identify the solution in a story which heard.
- g. The students are able to identify the purpose of short functional text communications which heard.

### **D. The Assumption**

This Research is based on following assumptions:

1. Teaching listening by using note taking strategy may improve students' listening comprehension.
2. Listening comprehension is varied.
3. The students never used note taking in their listening process, it can be assumed they do not have a good score in listening test or listening class.

### **E. The Hypothesis**

Ho : There is no significant effect of the use of note taking strategy toward students' listening comprehension at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency?

Ha : There is significant effect of the use of note taking strategy toward students' listening comprehension at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency?

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The design of this research is quasi experimental design. There are many natural social settings in which the research person can introduce something like experimental design into his scheduling of data collection procedures (e.g., the when and to whom of measurement). Collectively, such situations can be regarded as quasi-experimental designs.<sup>1</sup> The type of quasi experimental design of this research is nonequivalent control group design. This research was to find out whether there was significant effect of the use of note taking strategy in students' listening comprehension. Using Note Taking strategy was variable X, and listening comprehension of the second year students at state senior high school 3 Taluk Kuantan was variable Y. Therefore, X was an independent variable and Y was a dependent variable. There were two classes in this research; control and experimental classes. The treatment was only given to experimental class using note taking strategy, and there were also pretest and post-test for both classes.

Based on curriculum, one SKS consist of 45 minutes for every meetings. Study activity was designed to gave study experiences that involved physical interaction between students, students and teacher, environment, and the others sources to achieve base competence.<sup>2</sup> In this research, there were eight meetings in each class, twice a week for each class.

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<sup>1</sup> Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi- Experimental Designs for Research*, (USA: Houghton Mifflin Company: 1963), p. 40.

<sup>2</sup> Curriculum. *KTSP* (2006)

According to Cohen *et al.* say that to account for differences between pretest and posttest scores by reference to the effects of X (treatment).<sup>3</sup> For the control class, the writer applied the conventional strategy and the experimental class, the writer applied the note taking strategy. The topic both of them were the same. In this study, the researcher taught the students about narrative text. It was based on the syllabus at SMAN 3 Taluk Kuantan.

According to Campbell and Stanley, the design of this research can be illustrated as follows:<sup>4</sup>

Experimental class	$\overline{O_1}$	X	$\overline{O_2}$
Control class	$\overline{O_1}$	-	$\overline{O_2}$

Where:

$O_1$  = pretest

X = treatment

$O_2$  = post test

## B. Time and Location of the Research

This research was conducted at second year students of SMAN 3 Taluk kuantan, Kuantan Singingi Regency. Starting on January until February 2012.

<sup>3</sup> Cohen, Louis, *et al.* *Research Methods in Education*, (New York: Routledge: 2007), p. 282.

<sup>4</sup> Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi- Experimental Designs for Research*, (USA: Houghton Mifflin Company: 1963), p. 40.

### C. Subject and Object the Study

The subject of study was the second year students of SMAN 3 Taluk Kuantan, and the object this study was the effect of using note taking strategy and listening comprehension.

### D. Population and Sample

The population of this research was the second year students of SMAN 3 Taluk kuantan. It had two classes namely: XI IPS and XI IPA. The number of students at the second year students of SMAN 3 Taluk kuantan was 64 students. The researcher used Nonrandom sample. The type of Nonrandom Sample is purposive sampling, the researcher selects a sample based on his or her experience or knowledge of the group to be sampled.<sup>5</sup> So, The researcher took all of the students as sample.

**Table I**  
**Distribution of the Research Population and Sample**

No	Class	Number of students
1	XI IPA	32
2	XI IPS	32
<b>Total</b>		64

### E. Data Collecting Technique

In this study, the researcher used a test. It was divided into two kinds of tests; pre-test and post-test. Pre-test was given before treatment, and post test was given in the last of treatment. The first meeting, the researcher gave pre-test for

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<sup>5</sup> L.R. Gay. *Educational Research*, (America: New Jersey: 2000), pp. 137-138

the students in experimental class and in control class. The second meeting until the seventh meeting, the researcher gave treatment to the students in experimental class which the researcher applied the note taking strategy, and in control class the researcher applied the conventional strategy. In the eighth meeting, the researcher gave post-test to the students in experimental class and in control class. The kinds of the test were multiple choices and completing the text.

The procedure of teaching listening by using Note Taking strategy:

### **Pre Activity**

1. Greeting.
2. Students attendance.
3. Introduce the material and give the topic that will be listen.

### **While Activity**

4. The teacher asked the students to pay attention and concentration in listening.
5. The teacher played the story about narrative text.
6. Students requires to identify the organization structure of an informational text.
7. Students take notes on essential ideas.
8. Students take notes information in the text using a structure that parallels the organization of the text.
9. Once students are able to examine and identify the organizational pattern of a text, it will help provide a framework for their understanding.

10. Check the correct answer together.

### **Post Activity**

9. Conclusion

10. Close

### **1. The Research Procedure**

Since the Note Taking Strategy was used in learning and teaching English process toward listening comprehension, it helped teacher to achieve the goal of teaching. The procedure of this research was divided into two phases:

#### **a. Procedures of Collecting Data for Experimental Group**

1) Pre- test

The pre- test was carried out to determine the ability of the students selected as the sample. The items used for pre- test consisted of 20 items. The test was about listening comprehension appropriate with the curriculum of the school.

2) Treatment

The treatment was conducted for experimental class only. The treatment was using Note Taking strategy in teaching English part listening comprehension. The length of the time to apply the strategy was about six meetings and every meeting was about 45 minutes.

### 3) Post- Test

After eight meetings (including pre- test), the post- test was done. The result of the post- test for experimental group was analyzed and used as final data for this research.

## **b. The Procedures of Collecting Data for Control Group**

### 1) Pre- test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group, the difference was only the time.

### 2) Treatment

After the pre-test the students studied as usual teaching and learning English process. This class was not used Note Taking strategy while teaching and learning process.

### 3) Post- test

Post- test for both experimental group and control group were administrated after giving the treatment for experimental group. The result of the post- test for both experimental group and control group was analyzed and used as final data for this research.

## **F. The Data Analysis Technique**

The technique of data analysis in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the writer used scores of pre-test and post-test of experimental as well as and control group. These scores was analyzed statically.

In order to analyze students' listening comprehension in narrative text, the researcher used graduated standard of English lesson in SMAN 3 Teluk Kuantan (SKL) that was 60 for students' listening comprehension in narrative text. It means for those who got score  $< 60$ , they did not pass graduated standard (SKL), while for those who got score  $\geq 60$ , they passed the graduated standard (SKL).

In order to find out whether there was a significant different between students' listening comprehension taught by using Note Taking Strategy and taught by using Conventional Strategy, the data were analyzed statistically. In analyzing the data, the researcher used score of control class and experiment class. The different mean was analyzed by using T-test formula through using SPSS 16 Version.

The t-test was obtained by considering the degree of freedom (df) as follows:<sup>6</sup>

$$df = N-1$$

N = Number of cases

Statistically the hypotheses are:

$$H_0 : t_o < t\text{-table}$$

$$H_a : t_o \geq t\text{-table}$$

$H_0$  is accepted if  $t_o < t$  table or there is no significant different between students' listening comprehension taught by using Note Taking Strategy and those taught by using conventional strategy .

$H_a$  is accepted if  $t_o \geq t$  table or there is significant different between students' listening comprehension taught by using Note Taking Strategy and those taught by using conventional strategy .

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<sup>6</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar: 2008), p. 191

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. Description of the Instrument of the Research**

To obtain the data of the research, the writer constructed and used the instrument of the research. The writer constructed objective tests and completing the text of narrative from English listening materials for amount 20 items containing some questions and complete the text. Every objective test item had five options to choose: options A, B, C, D or E.

The test items were constructed to find out the effects of applying Note Taking Strategy for experimental group and conventional teaching approach for control group to find out their listening comprehension after applying those teaching strategies. Pre-test was distributed to the both groups of the students before conducting the session of teaching process. Post-test was distributed to the both groups of the students after completing the session of teaching process.

The major purpose of giving them pre-test was especially to find out the students' listening comprehension before applying the teaching strategy, while post-test was intended to find out the final improvement achieved by eperimental group in English listening comprehension.

## **B. The Presentation of Data**

This chapter presents the research finding dealing with the data analyzed and interpreted, which have been taken from the given pre-test and post-test of the two groups, control group and experimental group. They showed that the students score increase from pre-test to post-test of each group in order to find whether there is significant difference between the experimental group and control group by using note taking strategy at SMAN 3 Taluk Kuantan.

The writer gave two test: pre-test and post-test for each of class. Pre-test for the experimental group was given before the writer applied the note taking strategy while the control class was given before the lesson begins. During in treatment, the writer applied the note taking strategy in the teaching conducted for six times meetings. At the end of treatment, the students were given post-test, in the post-test the happened increasing the students' score.

### **1. The Result of Pre-Test (Before Applying Note Taking Strategy)**

Before conducting a treatment, the writer had given pre-test to the experimental group and control group. It was to know the students' listening comprehension at second year students' of SMAN 3 Taluk Kuantan. The writer did the pre-test as to know the students' listening comprehension. The writer used complete the text test and the multiple choice test.

**Table II**  
**The Pre-Test Score of Experimental Group**

No	Name of Students	Correct	Score
1	1	12	60
2	2	8	40
3	3	9	45
4	4	8	40
5	5	9	45
6	6	8	40
7	7	7	35
8	8	11	55
9	9	9	45
10	10	8	40
11	11	10	50
12	12	11	55
13	13	10	50
14	14	7	35
15	15	6	30
16	16	10	50
17	17	8	40
18	18	7	35
19	19	10	50
20	20	14	70
21	21	9	45
22	22	8	40
23	23	4	20
24	24	10	50
25	25	12	60
26	26	8	40
27	27	12	60
28	28	13	65
29	29	10	50
30	30	11	55
31	31	12	60
32	32	11	55
	N=32	302	=1510

From the table II above, found that the total score of pre-test of experimental group at SMAN 3 Taluk Kuantan of 32 students is 1510 which variance score is 20 until 70.

**Table III**  
**The Pre-Test Score of Control Group**

No	Name of Students	Correct	Score
1	1	8	40
2	2	8	40
3	3	6	30
4	4	10	50
5	5	9	45
6	6	12	60
7	7	6	30
8	8	8	40
9	9	10	50
10	10	8	40
11	11	9	45
12	12	8	40
13	13	7	35
14	14	9	45
15	15	13	65
16	16	12	60
17	17	11	55
18	18	6	30
19	19	5	25
20	20	10	50
21	21	9	45
22	22	6	30
23	23	8	40
24	24	10	50
25	25	6	30
26	26	8	40
27	27	3	15
28	28	8	40
29	29	9	45
30	30	9	45
31	31	6	30
32	32	7	35
	N=32	264	=1320

After pre-test finished, it can be seen the score students' listening comprehension from table III. It is found that the total score of pre-test of control group at SMAN 3 Teluk Kuantan of 32 students is 1320 in which variance score is 15 until 65.

## **2. The Result of Post-Test (After Applying Note Taking Strategy)**

After doing the treatment to experimental group by using note taking strategy, it was gained the score of both groups through the final English listening test given at the end of the study. The score gained by the students were the data to be used in this research. The data were collected by administering a post-test of listening at the end of the research. There were 32 students of experimental group and 32 students of control group who followed the test.

The result of post-test can be seen in table below:

**Table IV**  
**The Post-Test Score of Experimental group**

No	Name of Students	Correct	Score
1	1	13	65
2	2	14	70
3	3	13	65
4	4	15	75
5	5	12	60
6	6	9	45
7	7	10	50
8	8	14	70
9	9	12	60
10	10	10	50
11	11	16	80
12	12	12	60
13	13	13	65
14	14	12	60
15	15	10	50
16	16	12	60
17	17	12	60
18	18	15	75
19	19	14	70
20	20	18	90
21	21	12	60
22	22	16	80
23	23	10	50
24	24	12	60
25	25	12	60
26	26	10	50
27	27	15	75
28	28	16	80
29	29	10	50
30	30	13	65
31	31	14	70
32	32	18	90
	N=32	414	=2070

From the table IV above, found that the total score of post-test of experimental group at SMAN 3 Taluk kuantan of 32 students is 2070 in which the variance score is 45 until 90.

**Table V**  
**The Post-Test Score of Control Group**

No	Name of Students	Correct	Score
1	1	13	65
2	2	13	65
3	3	8	40
4	4	11	55
5	5	12	60
6	6	14	70
7	7	9	45
8	8	10	50
9	9	13	65
10	10	11	55
11	11	12	60
12	12	11	55
13	13	10	50
14	14	12	60
15	15	15	75
16	16	16	80
17	17	13	65
18	18	9	45
19	19	7	35
20	20	12	60
21	21	12	60
22	22	10	50
23	23	13	65
24	24	14	70
25	25	9	45
26	26	14	70
27	27	8	40
28	28	13	65
29	29	12	60
30	30	11	55
31	31	9	45
32	32	10	50
	N=32	366	=1830

Table IV and table V show the different scores about experimental group and control group in which the score of experimental group is 2070 and control group is 1830.

**Table VI**  
**The Score of Pre-Test and Post-Test of Experimental Group**  
**and Control Group**

Experimental Group			Control Group		
Number of students	Students Score of Pre-test	Students Score of Post-test	Number of Students	Students Score of Pre-test	Students Score of Post-test
1	60	65	1	40	65
2	40	70	2	40	65
3	45	65	3	30	40
4	40	75	4	50	55
5	45	60	5	45	60
6	40	45	6	60	70
7	35	50	7	30	45
8	55	70	8	40	50
9	45	60	9	50	65
10	40	50	10	40	55
11	50	80	11	45	60
12	55	60	12	40	55
13	50	65	13	35	50
14	35	60	14	45	60
15	30	50	15	65	75
16	50	60	16	60	80
17	40	60	17	55	65
18	35	75	18	30	45
19	50	70	19	25	35
20	70	90	20	50	60
21	45	60	21	45	60
22	40	80	22	30	50
23	20	50	23	40	65
24	50	60	24	50	70
25	60	60	25	30	45
26	40	50	26	40	70
27	60	75	27	15	40
28	65	80	28	40	65
29	50	50	29	45	60
30	55	65	30	45	55
31	60	70	31	30	45
32	55	90	32	35	50
<b>N=32</b>	<b>=1510</b>	<b>=2070</b>	<b>N=32</b>	<b>=1320</b>	<b>=1830</b>

From the table above, we can see the score of the pre-test and post-test of experimental group and control group. The total score of pre-test in experimental group is 1510 and the total score of post-test is 2070. Then for control group, the

total score of pre-test is 1320 and the total score of post-test is 1830. If we compare with the pre-test and post-test of experimental group and control group, they have different values. The experimental group is higher than the control group.

In addition, Suharsimi Arikunto says that there are some categories to evaluate the students' comprehension in Listening text. The test composed of 20 items and each item is given score 5<sup>1</sup>. The scale is:

**Table VII**  
**The Categorizing Levels of Scoring of Listening Comprehension**

<b>The Score of Listening Comprehension Level</b>	<b>Categories</b>
<b>80 – 100</b>	<b>Very good</b>
<b>66 – 79</b>	<b>Good</b>
<b>56– 65</b>	<b>Enough</b>
<b>40– 55</b>	<b>Less</b>
<b>30–39</b>	<b>Fail</b>

Based on the table VII, we can see that the level between 80-100 is very good, the level between 66-79 is good, the level between 56-65 is enough, the level between 40-55 is less, and the level between 30-39 is fail.

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<sup>1</sup> Suharsimi Arikunto. *Dasar- dasar Evaluasi Pendidikan, Edisi Revisi*. (Jakarta: Bumi Aksara: 2009), p. 245

**Table VIII**  
**The Classification of Post Test Experimental Group**  
**At the Second Year Students of SMAN 3 Taluk Kuantan**  
**Kuantan Singingi Regency**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	5	15.6%
2	Good	70 – 79	7	21.8%
3	Enough	60 – 69	13	40.6%
4	Less	50 - 59	6	18.7%
5	Bad	0 – 49	1	3.1%
<b>Total</b>		-	<b>32</b>	<b>100%</b>

The table VIII shows the classification of the experimental group at the second year students of SMAN 3 Teluk Kuantan Kuantan Singingi Regency. The output from 32 students shows that the category number 1 shows 5 frequencies (15.6%), the category number 2 shows 7 frequencies (21.8%), the category number 3 shows 13 frequencies (40.6%), the category number 4 shows 6 frequencies (18.7%), and the category number 5 show 1 frequency (3.1%). The table above shows that the highest percentage of classification of experimental group is 40.6%. thus, the majority of students in this regard is classified as **Enough**.

**Table IX**  
**The Classification of Post Test Control Group**  
**At the Second Year Students of SMAN 3 Taluk Kuantan**  
**Kuantan Singingi Regency**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	1	3.1%
2	Good	70 – 79	4	12.5%
3	Enough	60 – 69	12	37.5%
4	Less	50 - 59	8	25.0%
5	Bad	0 – 49	7	21.8%
<b>Total</b>		-	<b>32</b>	<b>100%</b>

The table IX shows the classification of the control group at the second year students of SMAN 3 Teluk Kuantan Kuantan Singingi Regency. The output from 32 students shows that the category number 1 shows 1 frequency (3.1%), the category number 2 shows 4 frequencies (12.5%), the category number 3 shows 12 frequencies (37.5%), the category number 4 shows 8 frequencies (25.0%), and the category number 5 show 7 frequency (21.8%). The table above shows that the highest percentage of classification of experimental group is 37.5%. thus, the majority of students in this regard is classified as **Enough**.

### C. Analysis of Data

After presenting the data of both experimental group and control group in English listening achievement, the writer then analyzed those data as in the following:

Based on the data presented on tables 4.1 and 4.2 above at the pre-test, it is clearly seen that the total correct answer achieved by Experimental Group is 302 points, while the total score achieved by Experimental Group is 1510 points. In addition, the total correct answer achieved by Control Group is 264 points. In addition, the total score achieved by this group is 1320 points.

Based on the data on table 4.3 and 4.4 above at the post-test, it is clearly seen that the total correct answer achieved by Experimental Group is 414 points, while the total score achieved by Experimental Group is 2070 points. In the meantime, the total correct answer achieved by Control Group is 366 points, and the total score achieved by this group is 1830 points.

### **1. The Data Analysis of Using Note Taking Strategy (Variable X)**

The data analysis of using note taking strategy was based on the percentage of the classroom observation. The researcher had fully implemented the Note Taking strategy to the second year student of SMAN 3 Taluk kuantan. It can be seen from the total percentage of using Note Taking strategy is 100%.

### **2. The Data Analysis of Students' Listening Comprehension (Variable Y)**

#### **a. Data Analysis of Students' Pre-Test and Post-Test Score of Experiment Class (Students' Listening Comprehension Taught by Using Note Taking Strategy)**

The data of students' pre-test and post-test scores of experiment class were obtained from the result of their listening comprehension before and after giving the treatment. The data can be described as follows:

## Frequencies

**Table X**  
**The Result of the Test from the Experimental Group**

		posttest	pretest
N	Valid	32	32
	Missing	0	0
Mean		64.688	47.188
Std. Error of Mean		2.0812	1.9174
Median		62.500	47.500
Mode		60.0	40.0
Std. Deviation		11.7732	10.8462
Variance		138.609	117.641
Range		45.0	50.0
Minimum		45.0	20.0
Maximum		90.0	70.0
Sum		2070.0	1510.0
Percentiles	25	60.000	40.000
	50	62.500	47.500
	75	73.750	55.000

From the table above, it can be seen that mean score of posttest was 64.68 and mean of the data pretest was 47.18, median of posttest was 62.50 and median of pretest was 47.50, mode of posttest was 60.0 and mode of pretest was 40.0. Then, standard deviation of posttest was 11.7732 and standard deviation of pretest was 10.8462. The minimum score of posttest was 45.0 and pretest was 20.0. The maximum score of posttest was 90.0, and pretest was 70.0. While, the range or distance between minimum and maximum score of posttest was 45 and range or

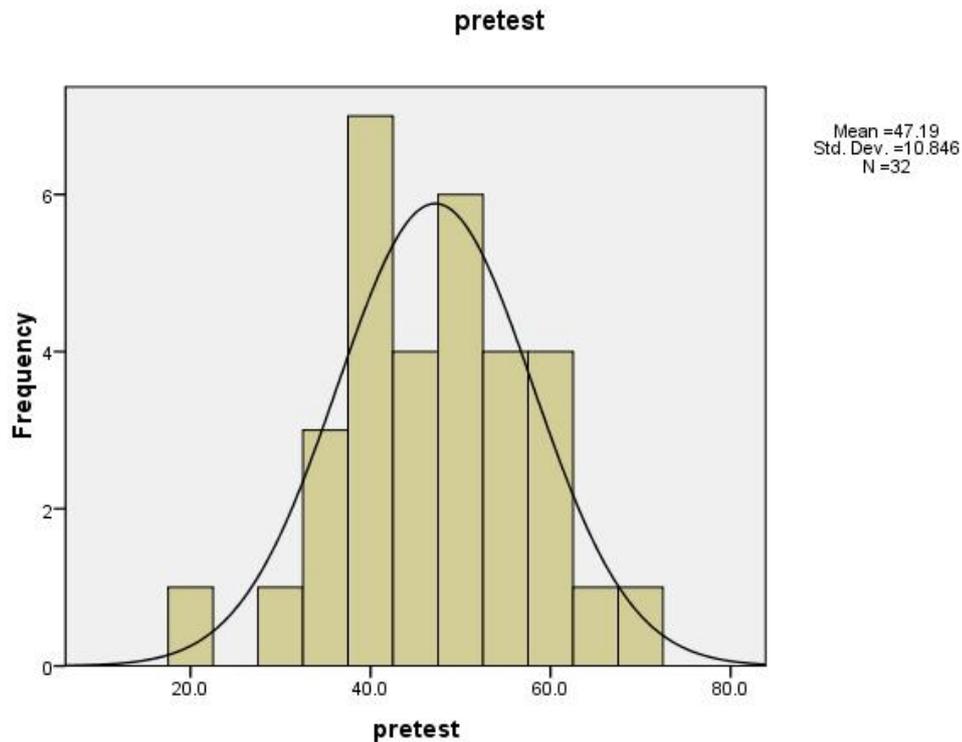
distance between minimum and maximum score of pretest was 50. In posttest, the sum of the data was 2070 and the sum of the data of pretest was 1510 .

**Table XI**  
**The Frequency Distribution Pre-Test**  
**Of Listening Comprehension**  
**Test of Experimental Group**

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.1	3.1	3.1
	30	1	3.1	3.1	6.2
	35	3	9.4	9.4	15.6
	40	7	21.9	21.9	37.5
	45	4	12.5	12.5	50.0
	50	6	18.8	18.8	68.8
	55	4	12.5	12.5	81.2
	60	4	12.5	12.5	93.8
	65	1	3.1	3.1	96.9
	70	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

The table XI. Shows the frequency distribution of experimental group before treatment. The output from 32 respondents, the valid percent with the interval of 20 was 3.1%, the interval of 30 was 3.1%, the interval of 35 was 9.4%, the interval of 40 was 21.9%, the interval of 45 was 12.5%, the interval of 50 was 18.8%.The interval of 55 was 12.5%, the interval of 60 was 12.5%, the interval of 65 was 3.1%, and the interval of 70 was 3.1%.

**Table XII**  
**Histogram for the Score of Pre-Test Experiment Group**  
**At SMAN 3 Taluk Kuantan Kuantan Singingi Regency**



Based on the histogram above, we can see that the students who got score 20 was 1 student, the students who got score 30 was 1 student, the students who got score 35 were 3 students, the students who got score 40 were 7 students, the students who got score 45 were 4 students, the students who got score 50 were 6 students, the students who got score 55 were 4 students, the students who got score 60 were 4 student, the students who got score 65 was 1 student, the students who got score 70 was 1 student, and none obtained score 80.

**Table XIII**  
**Frequency Distribution of Listening Comprehension**

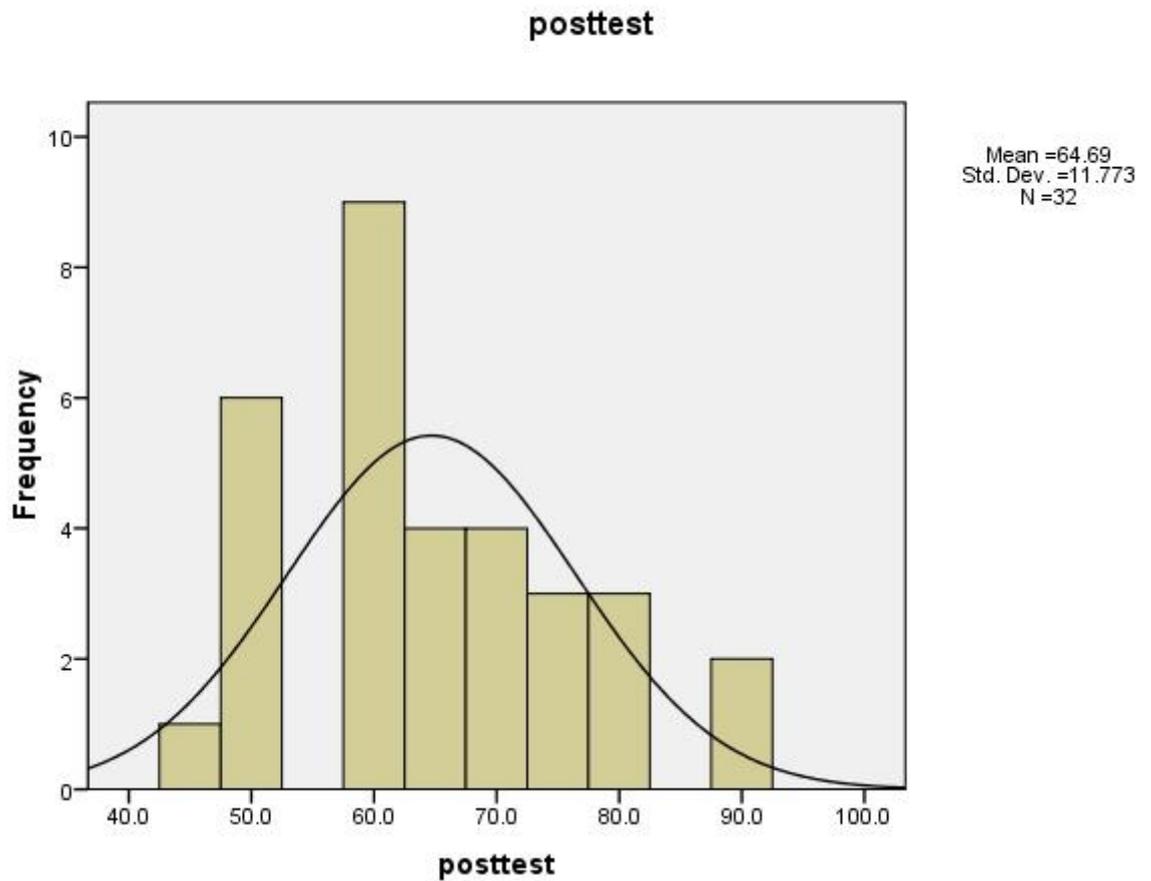
**The score Post-Test of Experimental Group**

**Posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3.1	3.1	3.1
50	6	18.8	18.8	21.9
60	9	28.1	28.1	50.0
65	4	12.5	12.5	62.5
70	4	12.5	12.5	75.0
75	3	9.4	9.4	84.4
80	3	9.4	9.4	93.8
90	2	6.2	6.2	100.0
Total	32	100.0	100.0	

The table XIII shows the frequency distribution of experimental group after treatment. The output from 32 respondents, the valid percent with the interval of 45 was 3.1%, the interval of 50 was 18.8%, the interval of 60 was 28.1%, the interval of 65 was 12.5%, the interval of 70 was 12.5%, the interval of 75 was 9.4%, the interval of 80 was 9.4%, and the interval of 90 was 6.32%.

**Table XIV**  
**Histogram for the Score Post-Test Experiment Group**  
**At SMAN 3 Taluk Kuantan Kuantan Singingi Regency**



Based on the histogram above, we can see that the students who got score 45 was 1 student, the students who got score 50 were 6 students, the students who got score 60 were 9 students, the students who got score 65 were 4 students, the students who got score 70 were 4 students, the students who got score 75 were 3 students, the students who got score 80 were 3 students, and the students who got score 90 were 2 students.

**b. Data Analysis of Students' Pre-Test and Post-Test Score of Control Class (Students' Listening Comprehension Taught by Using Conventional Strategy)**

The data of students' pre-test and post-test scores of control class were obtained from the result of their listening comprehension before and after giving the treatment. The data can be described as follows:

**Frequencies**

**Table XV**  
**The Result of the Test from the Control Group**  
**Statistics**

		posttest	Pretest
N	Valid	32	32
	Missing	0	0
Mean		57.188	41.250
Std. Error of Mean		1.9174	1.9182
Median		60.000	40.000
Mode		60.0 <sup>a</sup>	40.0
Std. Deviation		10.8462	10.8509
Variance		117.641	117.742
Range		45.0	50.0
Minimum		35.0	15.0
Maximum		80.0	65.0
Sum		1830.0	1320.0
Percentiles	25	50.000	31.250
	50	60.000	40.000
	75	65.000	48.750

a. Multiple modes exist. The smallest value is shown

From the table above, it can be seen that mean score of posttest was 57.18 and mean of the data pretest was 41.25, median of posttest was 60.00 and median of pretest was 40.00, mode of posttest was 60.0 and mode of pretest was 40.0. Then, standard deviation of posttest was 10.8462 and standard deviation of pretest was 10.8509. The minimum score of posttest was 35.0 and pretest is 15.0. The maximum score of posttest was 80.0 and pretest was 65.0 while the range or distance between minimum and maximum score of posttest was 45 and range or distance between minimum and maximum score of pretest was 50. In posttest, the sum of the data was 1830 and the sum of the data of pretest was 1320 .

**Table XVI**  
**The Frequency Distribution of Listening Comprehension**  
**Test of Control Group**  
**The Score Pre-Test of Control Group**

		<b>Pretest</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	3.1	3.1	3.1
	25	1	3.1	3.1	6.2
	30	6	18.8	18.8	25.0
	35	2	6.2	6.2	31.2
	40	8	25.0	25.0	56.2
	45	6	18.8	18.8	75.0
	50	4	12.5	12.5	87.5
	55	1	3.1	3.1	90.6
	60	2	6.2	6.2	96.9
	65	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

The table XVI, shows the frequency distribution of Control group before treatment. The output from 32 respondents, the valid percent with the interval of 15 was 3.1%, the interval of 25 was 3.1%, the interval of 30 was 18.8%, the interval of 35 was 6.2%, the interval of 40 was 25.0%, the interval of 45 was 18.8%, the interval of 50 was 12.5%, the interval of 55 was 3.1%, the interval of 60 was 6.2%, and the interval of 65 was 3.1%.

**Table XVII**  
**The Frequency Distribution Post-Test of Listening**  
**Comprehension Control Group**  
**Posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	1	3.1	3.1	3.1
40	2	6.2	6.2	9.4
45	4	12.5	12.5	21.9
50	4	12.5	12.5	34.4
55	4	12.5	12.5	46.9
60	6	18.8	18.8	65.6
65	6	18.8	18.8	84.4
70	3	9.4	9.4	93.8
75	1	3.1	3.1	96.9
80	1	3.1	3.1	100.0
Total	32	100.0	100.0	

The table XVII shows the frequency distribution of control group after treatment. The output from 32 respondents, the valid percent with the interval of 35 was 3.1%, the interval of 40 was 6.2%, the interval of 45 was 12.5%, the

interval of 50 was 12.5%, the interval of 55 was 12.5%, the interval of 60 was 18.8%, the interval of 65 was 18.8%, the interval of 70 was 9.4%, the interval of 75 was 3.1%, and the interval of 80 was 3.1%.

### 1. Data Analysis of the Effect of Using Note Taking Strategy toward Students' Listening Comprehension.

The data were obtained through students post-test of experimental class and control control class. To analyze the data, the researcher used t-test formula by using software SPSS 16 version:

#### T-Test

**Table XVIII**  
**Group Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Experiment 1 al Group	32	64.69	11.773	2.081
and Control Group	32	57.19	10.846	1.917

Based on the table above, it can be seen that the total number of for each group is 32, the mean of experimental group is 64.69, and mean of control group is 57.19, Standard deviation of experimental group is 11.773, while standard deviation of control group is 10.846. Standard error mean of experimental group is 2.081, and control group is 1.917.

**Table XIX**  
**The Data from Independent Sample T- Test**  
**Independent Samples Statistics**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class Experiment and class control	Equal variances assumed	.078	.782	2.650	62	.010	7.500	2.830	1.843	13.157
	Equal variances not assumed			2.650	61.588	.010	7.500	2.830	1.843	13.157

Based on the out put SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.<sup>2</sup>

Ha : Variance Population Identical

Ho : Variance Population not Identical

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

Based on the output SPSS above, Ha is accepted because  $0.782 > 0.05$ . It means that the variance of the population is identical.

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<sup>2</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar: 2008), pp. 159

From the output above, it also can be seen that  $t_{\text{observed}}$  obtained (2.650) will be compared to “t” table,  $df = 62$  to compare either at the level of 5% or 1%. At the level of 5%,  $t_{\text{table}}$  is 2.00, while at the level of 1%,  $t_{\text{table}}$  is 2.65. Thus, the  $t_{\text{observed}}$  obtained is higher than  $t_{\text{table}}$ , either at the level 5% or 1%. In other words, we can read  $2.00 < 2.650 > 2.65$ .

Based on the calculation, the writer can conclude that  $H_a$  is accepted or there is significant difference between Note Taking strategy and Conventional strategy on student’s listening comprehension at the second year Student’s of SMAN 3 Taluk Kuantan Kuantan Singingi Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research and discussion in the previous chapter, the research about the effect of Using Note Taking strategy toward listening comprehension of the second year students at SMAN 3 Taluk Kuantan Kuantan Singingi Regency comes to the conclusions as follows:

1. The first is to find out students' listening comprehension taught by using Note Taking strategy. At the pre-test, the mean score of experiment class is 47.18. After conducting the research, the mean score of students' listening comprehension taught by using Note Taking strategy of the second year students at SMAN 3 Taluk Kuantan is 64.69. It rises 17.51.
2. The second is to find out to students' listening comprehension taught by using conventional strategy. At the pre-test, the mean score of control class is 41.25. After conducting the research, the mean score of students' listening comprehension taught by using conventional strategy at SMAN 3 Taluk Kuantan is 57.19. It rises only 15.94.
3. The last question is to investigate whether there is significant effect between students' listening comprehension taught by using Note Taking strategy and those taught by using conventional strategy. From the data, it can be seen that students' listening comprehension taught by using Note Taking strategy is better than students listening comprehension taught by using conventional strategy.

From this research the researcher concludes that there is significant effect of using Note Taking strategy toward listening comprehension of the second year students at SMAN 3 Taluk Kuantan Kuantan Singingi Regency.

### **B. Suggestion**

Considering the effect of using Note Taking strategy toward students' listening comprehension, the researcher would like to give some suggestions as follows:

1. Suggestions for the teacher:
  - a. It is recommended to teacher to use Note Taking strategy in teaching and learning process.
  - b. The teacher should build a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for the students:

- a. The students should try to understand to using Note Taking strategy in listening.
- b. The students should pay more attention to the lesson.
- c. The students should avoid cheating in doing their exercises because in Note Taking strategy each student given time to think about his/her own answer. So students should independently do their exercise.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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