
Teaching Listening by Using Note-Taking Strategies at Eleventh Graders of Social Science Program at SMAN 4 Payakumbuh

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Abstract Listening skill is one of the most important skills that should be taught by the teachers. One of the strategies in teaching listening is the note-taking strategy. This research was an experimental research purposed to know the effectiveness of teaching listening by using note taking strategies. The population of the research was eleventh graders of SMAN 4 Payakumbuh. The sample was chosen by the cluster sampling technique. The research instrument was listening test in multiple choices which had content validity and was reliable because analyzed by split half reliability. The data was analyzed by using formula of Sudijono to know the test scores. Then, to answer the hypotheses, the writer analyzed the data by using t-test formula. After calculating the data, the writer found that experimental class score was higher than control class. The mean score for experimental class is 68.84 as the total score, while the mean score for control class is 62.05 as the total score. Furthermore, t-calculated is higher than t-table. t-calculated is 2.233 while t-table is 1.992 at $df= 75$ and $p= 0.05$. In other word, there is a significant effect in teaching listening by using note-taking strategies at eleventh grader of SMA N 4 Payakumbuh

Keywords: listening; note-taking.

1. Introduction

Listening, as one of English skills, is very important to be learnt. It is a way to get information from oral communication. To make communication runs well, people have to pay attention to the idea discussed in order to reply with suitable response. During the communication, listening is really needed in continuing the talks, unless it will break up and it can lead to misunderstanding. The listener will feel irritated and frustrated when he cannot recognize its meaning, so that communication cannot conduct well.

Listening as one of English skills should be acquired by student in learning English as an English foreign learner. In learning English, listening is used most frequently. Listening occurs during the teaching learning process in progress. The students will listen to idea and obtain the message. It is not only from the topic being discussed but also from instruction, question, explanation, confirmation uttered by teacher. Therefore, to be a good listener, students need to know how to listen and catch the idea from what they hear. A competency is an underlying characteristic of individuals that is causally related to criterion-referenced effective and or superior performance in a job or situation. Management is knowing where you want to go, what shall you must avoid, what the forces you must deal, and how to handle your ship, and your crew and waste, in the process of getting there (Siagian, 2018)

In fact, teaching listening is consisted to curriculum, but it cannot be denied that teaching listening is commonly neglected. Teaching listening is not yet fully integrated to be given more prime time in class. From the writer's observation, it was seen that during teaching learning process, teacher focused to other skills like reading and writing. When teacher began the class, he explained the topic, gave the students example of the topic to be read and discussed, and asked the students to write related to the topic. Moreover, based on interview with the English teacher, he believed that listening can be got by

students while teacher was speaking to the students, they would be listening and confirming. Thus, the listening process occurred.

In addition based on the interview done, some problems came also from students related to listening since they were not used to do. The main problem was vocabulary, they found the new word and they could not comprehend the meaning based on context. Students also got difficulties when they heard the word but they did not know how to write it. Next, the interlocutor influenced them in listening sound. If the interlocutor was a native speaker, they would get confused to recognize the sound pronounced. Then, speed delivery and the clearance of audio also had influence in listening. The learners can evaluate their reading experiences, habits, and attitude in the first, second and the foreign language. Then, they discuss the past and present role of reading in their life for classroom activities in Extensive Reading program (Delvi, 2019)

Paying attention to the importance of listening in language teaching and learning is essential for English teacher to help students become more effective listener. Teacher also can improve students' listening ability through teaching listening strategies. There are many kinds of teaching listening strategies can be applied, one of the strategies that can improve students' listening ability is called note-taking strategy. Nation (2009) defines note-taking strategy is a meaning focus listening activity. Note taking does two jobs called the storage effect; it stores information for later use, and encoding effect; it provides the opportunity to encode information. Taking note while listening, is done when students listen to the topic gently, they have to take a note of the key idea being spoken by the speaker and write it down into paraphrase or key word. By doing so, students will get more effective in saving and comprehending ideas from what they hear through their own note.

Based on the phenomena above, the writer was interested to conduct the experimental study of teaching listening by using note-taking strategies at eleventh graders of social science program at SMA N 4 Payakumbuh. The writer wanted to know whether using note-taking strategy had a significant effect or not in teaching listening at eleventh grader of social science program at SMAN 4 Payakumbuh.

2. Methodology

2.1. Research Design

The design of this research is experimental research. The purpose of this research was to know the effectiveness of teaching listening by using note-taking strategies at eleventh grader of social science program at SMAN 4 Payakumbuh.

In this research, the writer did the posttest-only control group design. The design of this research can be designed by the following table.

Table 1. The design of the research

Class	Pretest	Treatment	Posttest
Experimental	-	✓	✓
Control	-	-	✓

Based on explanation above, the writer divided the classes into two groups. They were experimental class and control class. The experimental class was treated by using note-taking strategy otherwise there was no treatment done in control class. After doing research for eight meetings, the writer gave posttest for both classes to identify students' listening ability.

2.2. Population and Sample

2.2.1 Population

The population of this research was the eleventh graders of social science program at SMA N 4 Payakumbuh. There were four social program classes there. They were named IPS 1 consisted of 37 students, IPS 2 consisted of 38 students, IPS 3 consisted of 40 students and IPS 4 consisted of 38 students. Total number of social program students was 153 students.

To know the homogenous student, the writer had done homogeneity test using Bartlett statically Chi Square suggested by Sudjana in Arikunto (2010) in the following:

$$X^2 = (\ln 10)\{(n - 1) \log Sd_1^2\}$$

The writer compared X_{count}^2 to X_{table}^2 with test criteria. H_0 is accepted if $X_{count}^2 < X_{table}^2$. H_0 is rejected if $X_{count}^2 > X_{table}^2$

After doing the homogeneity test, the writer found $X_{count}^2 = 1.51$ and $X_{table}^2 = 7.81$. It means that $X_{count}^2 < X_{table}^2$, so the population was homogenous.

2.2.2 Sample

In the selecting sample, the writer chose cluster sampling. According to Gay *et.al* (2011) in cluster sampling, intact groups, not individuals are randomly selected. In choosing sample, the writer wrote the name of classes in four pieces of paper. Then the papers were rolled and put into bottle. After that the bottle was shuffled, and the writer took the two rolled papers to be the sample classes. First rolled paper taken was experimental class, it was XI IPS 2 and second rolled paper taken was control class which was XI IPS 4.

2.3. Instrumentation

The instrument to gather data was listening test by using multiple choices items with four options. The test consisted of 25 items in 60 minutes time allocation. The instrument should have criteria below:

1. Validity

The test contained of material that had been learnt before and it is written in the syllabus. Thus, the instrument was valid because it had content validity. It is supported by Gay *et.al* (2011) content validity is the degree to which a test measures an intended content area.

2. Reliability

To know the reliability test, the writer did the try out test consisted of 50 items to class out of sample. Then, the reliability of the instrument was measured by using split half reliability. According to Gay *et.al* (2011) states that split half reliability is a measure of internal consistency that involves dividing a test into two halves and correlating the scores on the two halves. This means the items is divided into two parts; the odd and the even numbers.

Next, to get the correlation coefficient between the two numbers, the writer used Spearman-Brown formula suggested by Sudijono (2011) below:

$$r_{tt} = \frac{2 r_{hh}}{1 + r_{hh}}$$

Indication:

r_{tt} = coefficient of reliability test totally

r_{hh} = coefficient of product moment correlation between each number tests

1 & 2 = Constant numbers

Then, the writer determined the coefficient of correlation data that is suggested by Arikunto (2006) as follow:

Table 2. Coefficient of Correlation

The Coefficient of Correlation	Categories
0,800 – 1,00	Very high correlation
0,600 – 0,800	High correlation
0,400 – 0,600	Moderate correlation
0,200 – 0,400	Low correlation
0,000 – 0,200	Very low correlation

After analyzing the data, the writer got the coefficient correlation of instrumentation which was 0.798. It was categorized to high correlation. It means the instrument is reliable.

3. Item Construction

The writer did try out test to analyze the instrument. There were 50 items in 90 minutes time allocation given to the test takers. The result of try out test was analyzed by using formula from Gronlund (2009: 356) as follow:

a. Item Difficulty

In order to know the items difficulty, it was calculated by using the following formula:

$$P = 100 R/T$$

Where:

P = Item difficulty

R = Number of students who got the right answer

T = Number of students who tried the item

To see the category of item, it was classified based on the classification suggested by Sudijono (2011) as follow:

Table 3. Classification of item difficulties

No.	Criteria	Category
1.	< 0,30	Difficult
2.	0,3 – 0,70	Moderate
3.	> 0,7	Easy

If the level of each item is < 0,30, it means the item is difficult. If the level of item 0,30 – 0,70, it means the item is moderate. In addition, if the level of item is > 0,70, it means the item is easy.

After the writer analyzed the data, it was found that there were 8 difficult items, 24 moderate items and 18 easy items (see Appendix 8).

b. Item Discrimination Power

Item discrimination power is used to determine students who have high achievement and students who have low achievement. It was calculated by the formula below:

$$D = (RU - RL) / (.5 T)$$

D = Item discrimination power

RU = The number of the students in upper group who get the right answer

RL = The number of the students in the lower group who get the item right

.5 T = One half the total number of students included in the item analysis

To see the category of the item, it is classified based on the classification suggested by Sudijono (2011) as follow:

Table 4. Classification of item discrimination power

Range	Classification	Category
< 0.20	Poor	Discarded
0.20 – 0.40	Satisfactory	Revised
0.40 – 0.70	Good	Accepted
0.70 – 1.00	Excellent	Accepted

If the level of each item is <0.20, it means the item is discarded. If the level of each item 0.20-0.40, it means the item is revised. In addition, if the level of each item 0.40-1.00, it means the item is accepted.

The writer had done the calculation of item difficulty and item discrimination. The item was categorized to be discarded, revised, and accepted. The writer found 19 discarded items, 5 revised items, and 28 accepted items.

3. Result and Discussion

3.1. Data Description

The data of this research is based on the scores of the two sample classes on the listening posttest given at the end of the research. The instrument was consisted of 25 items for posttest after the writer did the try out test consisted 50 items. It was given to the sample classes named experimental class (XI IPS 2) which was taught by using note taking strategy and control class (XI IPS 4) which was taught by using conventional method. There were 38 students in experimental class and 39 students in control class.

The result calculation of students' score for both groups is presented in the following table:

Table 6. The result calculation of students' posttest

No.	Result Calculation of the Research	Symbol	Post Test	
			Experimental Class	Control Class
1.	Total Score	$\sum X$	2616	2420
2.	Mean Score	M	68.84	62.05
3.	Total of the Students	N	38	39
4.	Sum of Squares	SS	1221.06	3259.89
5.	Degree of Freedom (df)		38+39-2= 75	
6.	Level of significant (p)		0.05	
7.	t calculated		2.233	
8.	t table		1.992	

Based on the table above, the writer found t-calculated is 2.233 and t-table is 1.992 while df ($n_1+n_2-2=75$) at $p=0.05$. It means that t-calculated is higher than t-table which is ($2.233 > 1.992$). It can be concluded that H_1 is accepted otherwise H_0 is rejected. It means there is significant effect in teaching listening by using note taking strategy at eleventh grader of social science program at SMA N 4 Payakumbuh.

3.2. Discussion

After the writer analyzed the data, the writer found the result of post test of both classes. The mean score of experimental class was 68.84 while the mean score of control class was 62.05. It meant that the mean score of experimental score was higher than the mean score of control class. In experimental class, the highest score was 76 and the lowest score was 52 while in control class, the highest score was 72 and the lowest score was 28. The result of t-calculated was 2.233 and t-table was 1.992. It means that t-calculated is higher than t-table. So, H_0 (null hypothesis) is rejected and H_1 (research hypothesis) is accepted.

Based on the result of the research, the writer found that there is significant effect in teaching listening by using note-taking strategies at eleventh grader of social science program at SMA N 4 Payakumbuh in 2014/2015 academic year. The writer assumed some factors influenced this research, they were:

- a. Teaching listening by using note-taking made students easily to know the information of the recording which they heard. It built their knowledge and added their vocabulary about the topic when the teaching learning occurred
- b. The materials given to the students were related to their daily life and common phenomenon, so it made them easier to connect their understanding
- c. Note-taking forms given to the students, activated their skill in taking note and organizing the note while listening

Furthermore, the result showing the effectiveness of using note-taking strategies in teaching listening is supported by McKeachie (2011). He states that note-taking takes capacity needed for listening and comprehending to build background of knowledge's students and maintains the idea in memory.

4. Conclusion

4.1. Conclusion

After doing the research and analyzing the results of post test on teaching listening by using note-taking strategies at eleventh grader of social science program at SMA N 4 Payakumbuh, it was found that the mean score of experimental class was 68.84 while the mean score of control class was 62.05. Furthermore, t result of t-calculated (2.233) is higher than t-table (1.992). It means that research hypothesis is accepted.

Based on the result of the research, it can be concluded that teaching listening by using note-taking strategies at eleventh grader of social science program at SMA N 4 Payakumbuh has significant effect. It can be assumed that taking note while listening makes students easily to obtain and save the information of recording which they hear.

4.2 Suggestion

Based on the research done, there are several suggestions proposed to be considered as follow:

1. English teachers should apply various effective strategies in teaching listening such as note-taking strategies to improve their skill and make students active in learning
2. Teacher should know their students ability to choose the suitable strategy in teaching English
3. For the next researcher, this can be used as the references for doing research related to this research.

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