

## IMPROVING THE STUDENT'S LISTENING SKILL BY NOTAGY (NOTE TAKING STRATEGY) FOR THE TWELFTH GRADERS AT SMK PGRI 2 NGANJUK

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### **Abstract**

Listening is one of the most difficult tasks of language. Listening is an active process of selecting and interpreting information from auditory and visual clues. Listeners remember the beginning of the sentence while proceeding to the end. It is difficult for the students to memorize well when they do listening task activity. The research thinks that the students need something to help them to memorize what they have been listened two seconds is not enough for them to remember what they have listened to answer some questions prepare for them. Note taking strategy helps students to write notes as they follow some spoken text. It will help them comprehend the message of the text. These notes can be in skeleton form or free form.(Vandergrift,L 1997). The researcher tries to conduct improving the student's listening skill by Notagy ( note taking strategy) in doing the listening activities of the twelfth grade at SMK PGRI 2 Nganjuk.

This research uses classroom action research that covered planning, action, observation and reflection stage in cycle. The object of the research is XII accounting 1 which has 31 students. In Planning Stage, the teacher explained the students' problem, especially in listening during teaching-learning process. The researcher was helped by colaborator who collected the note from teaching-learning process, the detail lesson plan for teaching listening was made to gain a better result. The data collection technique will be conducted by documentation, test, observation, and unstructured interview. The procedure of the research are: (1) identification of problem. (2) preparation,(3) arranging the action plan, (4) implementing of action,(5) observing and (6) making report. The researcher conducted in two cycles that are The researcher conducted in two cycles that are: planning, acting , observing and reflecting by twice meeting.

Based on the analysis and discussing the researcher concluded that Notagy (Note taking strategy) can improve the students listening skill.

It happened because the researcher tried to conduct: (1)Implementing the Notagy strategy in teaching listening, and (2), giving motivation to listen more even though by their mobile phone as alternative media to implement notagy by themselves.

**Key words : note taking, listening.**

### **Introduction**

Listening is an important part of the communication process. Students spend most of each school day listening and much of what they learn is acquired by means of listening exposure to oral English is vital for ESL/EFL students who need to hear the language spoken in meaningful contexts in order to acquire it. Listening basically has different meaning from hearing. Listening is always an

active process, while hearing can be thought as passive condition (Underwood, 1989:2). Listening is always an active process, in which the listener tries to identify the sound, decodes them, and understand the meaning of the words by means of context. Postovsky states that listening is not a passive skill since it requires full participation and the undivided attention of the listener (Morley, 1984:80). Therefore, when the nature of the skill is understood, the process becomes existing. In other words, listening involves an active participation on the part of the listener. The listener cannot understand well what is said to him unless he first of all recognizes the sound, words, phrases, and the structure of the foreign language, and then selects the main points of the message. Moreover, Rivers in *Teaching Foreign Language Skills*.(1981: 160-161) gives his idea that:

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create a significance. The significant which comes from the listener's side, is dependent on three factors. They are (1) linguistic factors, (2) situational context, and (3) intentions of the speaker.

Listening, therefore, is an important skill in language learning. According to Feyten (1991:90 ), of the total time people spend on communication, 45% is on listening, 30% on speaking, 16% on reading , and 9% on writing. Among the four skills, listening is the language skill which usually develops faster than speaking and which affects the development of reading and writing abilities in learning a new language( Scarcella & Oxford, 1992: 102). It is also the most frequently used skill in the classroom and in daily life. Therefore, an investigation of listening comprehension skills could help understand the process of listening as well as offer a more solid theoretical base for more effective instructional practices in the classroom. For students, awareness and use of effective listening skills would help them in utilizing the language input they have received. Nunan in *Listening in Language Learning* (2002:238-241),” listening is a fundamental and vital skill in

the acquisition of languages”. It means that students will have a listening activity when they learn a new language in their life before they give some respond by imitating, replying or giving opinion.

Repetition strategies can give contribution to language learning, but the teacher makes the students accustomed to listen twice as they will do in the final examination test. They are always trying to have the meaning of each word mentioned in a listening process. They fail in memorizing some sentences or words. Therefore the students are also weak in mastering vocabulary. They will be frustrated and lose their interest to study listening because they can't understand well what the speaker said.

These problems are happened to the students at SMK PGRI 2 Nganjuk. SMK PGRI 2 Nganjuk does not have language laboratory to support the listening class. So the teachers should conduct listening lessons in the classroom. The teacher uses an ordinary active speaker and connects it to the laptop. Therefore, most of the students can't focus well in listening class because of the noise from their surroundings. Some of them even don't understand about the dialogue which is spoken. They can only expect that the teacher will repeat the record. Some of them finally get confused and always ignore in the listening class. As the result, most of the students are getting different achievement levels of listening comprehension. In very heterogeneous classes a whole class assignment may be unchallenging or repetitious for some student and too difficult for the low achievers. Students who are confused do not like to stay involved in activities. They are bored to do listening. They finally start to make noisy in the class while teaching listening activity.

Notagy (note taking strategy) is the alternative way in helping to solve the students' problem. The teacher helps the students in making notes that will help them comprehend the message. These notes can be in skeleton form or free form. The students write notes as they follow some spoken text as quoted from *Listening strategies and their pedagogical implication* (Adapted from “*The Comprehension strategies of Second Language (French) Listeners: A Descriptive Study*” by L.Vandergrift, 1997. Reproduced by permission of

ACTFL) (Richards,2006: 73-79). The figure below shows note taking strategy as part of listening strategy by Vandegrift.

Repetition	Learners repeat words they listen to so that they become familiar with the sounds.	The teacher sets up a shadow listening task. In this task, the learners look at the text while listening to a story. While listening, they read the text quietly to themselves.
Resourcing	Learners use any resources to aid them in their understanding (e.g. dictionaries, diagrams, notes, peers).	When appropriate, the teacher focuses the learners' attention on artifacts that will help them understand the task. For instance, "Look at the diagram before to listen to the story".
Grouping	Learners group words together based on common attributes.	The teacher activates the learners' schemata on certain areas so that they are aware that the information they hear will have something in common with previous knowledge.
Note taking	Learners write notes as they follow some spoken text.	The teacher assists the learners in making notes that will help them comprehend the message. These notes can be in skeleton form or free form.

Figures 1.Part of Listening strategies

Note taking is writing down information while someone is doing listening or reading activity. Three important things that should be done while someone is doing note takings;

1. someone has to take note as quickly as the speaker speaks

2. someone has to be able to identify important information from the speaker
3. someone has to be able to organize the notes, to add the information from another assignment, or to plan a speech or an essay

That is why; each aspect should be developed properly to implement the note taking strategy within language learning. Mastering note taking will provide the information which is needed to respond the listening comprehension questions. Taking excellent notes is one of academic skills for successful learning.

Sharpe (2007:67) states as quoted by Rizka (2009:14-15) in her research that there are several strategies to organize the notes among them:

1. Anticipate the purpose

Anticipating the purpose of a listening or reading materials is necessary to prepare the mind of the learner to receive the information.

2. Devide the paper into column

The activity must be:

a).Pay attention into key word which help to identify the important information in the materials. Certain key words appear more often in the materials with a particular purpose.

b).three aspects of notice cues : (1) know what to ignore,(2).use abbreviations and symbol.(3). the students may use symbols and diagrams.

(c).Draw relationship, here the learner may use symbols and diagrams.

To aid understanding and remembering your lecture notes, summarize the information in your own words.

Based on the problem above the researcher conducted her classroom action research by using notagy (note taking strategy) in improving the students listening skill. And the researcher as the English teacher thinks that it is important to conduct the research in the classroom by formulated the statement of the research: How is the Notagy (note taking strategy) can improve the students listening skill for the twelfth graders at SMK PGRI 2 Nganjuk?

The purpose of this classroom action research is to analyze how can Notagy (note taking strategy) improve the students' listening skill for the twelfth grade at SMK PGRI 2 Nganjuk.

### The Research Method

The researcher conducts the research to the students in class XII Accounting 1 at SMK PGRI 2 NGANJUK which has 31 students since January until March 2018. The researcher as the English teacher conducts the first cycle in teaching learning process on February 22<sup>nd</sup> 2018. The teaching learning activity has been done based on the lesson plan which conducts the step of note taking strategy. The researcher as the English teacher conducts the second cycle at the same class on March 22<sup>nd</sup> 2018. The researcher did the second cycle by improving the first activity in material, and improve the lesson plan as well.

The research design of the research is classroom action research (CAR). It focusses on a particular group of a student in certain classroom. The action in this research used action research spiral model that covered planning, action and observation, and reflection stage in each cycle.

In Planning, the teacher explained the students' problem, especially in listening during teaching-learning activity. The collaborator noted the problems from teaching-learning activity, the detail lesson plan for teaching listening was created to get a better result and achieve the teacher's objectives.

In Action and Observation, the teacher who did her role as the classroom teacher, conducts the activities as what had been planned in the planning. While the collaborator, took notes on the problem which appeared during the activity by using an observation checklist. Besides, the students' listening tasks were also assembled.

In Reflection, both the teacher and the collaborator evaluated the teaching learning activities which had been done. Every cycle in action research is reviewed until the research gets the criteria of succes.

The populations of the research are thirty one students from the twelfth grade XII Accounting 1 of SMK PGRI 2 Nganjuk. The researcher chooses the twelfth grade because of several reasons, among them (1) The twelfth will have reading and listening National Examination on April 2018, (2) SMK PGRI 2 Nganjuk. has noisy environment for their listening class because it is located on

the crowded area, and (3) SMK PGRI 2 Nganjuk doesn't have language laboratory to practice their listening. Thus, students need a good strategy to get better achievement for their listening skills especially for grade XII.

The several instruments of the research such as the test materials, lesson plan, observation sheets and the scoring criteria of the test.

In this research, the researcher sets the test materials recordings are taken from UAN simulation materials. Thus, several important elements of the test materials are considered important to be verified first.

### **1. Setting the test**

This research will use first cycle and second cycle to collect the data from the XII Bank 2. Moreover, the test materials of pretest and posttest are the same. These materials are sat by the researcher based on the standard competence of Listening in National Examination 2017-2018. The questions are taken from simulasi UAN materials from LP2IP Yogyakarta. It is under consideration that the recordings of latest English National Examination were spoken by native speaker.

### **2. Testing the questions**

Before the test materials of the first cycle and second cycle are given to the students during the research, it should be given to the other sample first. It is under consideration that the materials should be valid, reliable and able to meet the needs. The simulation from LP2IP Yogyakarta is good enough to be used as question material.

### **3. Lesson Plan**

The lesson plan is also necessary to be validated by the valuator as well as the test item so it will be revised before it was applied to the student.

### **4. Observation sheet**

The first observation sheet is constructed to control the implementation of the experiment in the classroom. The observation will be conducted by the researcher and Ms. Jaya as the partner. Ms. Jaya is one of the teacher at SMK PGRI 2 Nganjuk is good enough in listening. It is under consideration that she can follow and understand the implementation of the Notagy (note taking strategy). Next, the result of observation will be used to revise the lesson plan.

The second observation sheet is to get teachers' and students' response towards the use of note taking strategy. The result of observation will be used to revise the lesson plan.

### 5. Scoring Criteria

The result of the first cycle and second cycle will be collected in the form of frequency after it is converted into 5 scales. The raw scores will be converted into standard score through absolute norms. Nurkancana (1986:80) states that the rule to convert the raw score into standard score through the absolute norms is determined based on their ability to recall memory. It is called as the mastery of the listening test. It is represented by their score within the test. He also states that 5 scales represent the mastery of the test, among them (1) 90%-100% is very good, (2) 80%-89% is good, (3) 65%-79% is average, (4) 55%-64% is poor and (5) 0%-54% is very poor. In this research, there will be 15 questions on the first cycle test and second cycle test. Thus, based on the rules above the scoring criteria are formulated below:

No	Percentages (%)	Right answer	Score	Note
1.	90-100	14-15	90-100	Very good
2.	80-89	12-13	80-89	Good
3.	65-79	10-11	65-79	Average
4	55-64	8-9	55-64	Poor
5	0-54	0-7	0-54	Very poor

Table 1. The scoring criteria

This research describes students' mastery of the listening skills within four weeks through Notagy(note taking strategy). The data will be taken from first and second cycle scores. The questions are taken from UAN simulation. The experiment will be conducted for about four weeks.



These procedures can be summarized into the following schedules:

No	Activities	Date
1.	Pretest	January 10 <sup>th</sup> 2018
2.	Preparing lesson plan and observation	January 18 <sup>th</sup> until 25 <sup>th</sup> 2018
3.	Treatment + exercise	Pebruary 8 <sup>th</sup> and 15 <sup>th</sup> 2018
4.	Cycle 1	Pebruary 22 <sup>th</sup> 2018
5	Treatment + exercise	March 8 <sup>th</sup> and 15 <sup>th</sup> 2018
6.	Cycle 2	March 22th 2018

Table 2. The schedule of the research

## Discussion

### 1. Cycle 1

#### a. Planning

In this step, researcher prepares set of learning. These are the first lesson plan, the first listening assignment, tools of learning process that support when studying, and observation sheet of student's activeness.

#### b. Action and observation

In cycle 1, the observation of learning process has done in Pebruary 22<sup>nd</sup> 2018; the sample is taken by the researcher in this research with the total 31 students from XII.Accounting1 of SMK PGRI 2 Nganjuk, and researcher as teacher of the class. The learning process of the class is based in lesson plan that has prepared. This observation has done by researcher with learning process in the class.

In final of learning process, students are given listening assignment. It is for knowing how is student's success or understanding of learning process that has done. The result of cycle 1 as follows:

The result of cycle 1 is total students that reached divided total students times 100% ( $15 : 31 \times 100\% = 48,38\%$ ). The result shows that in cycle 1, students don't reach maximum score in cycle 1. Because students that understanding speaker's speech is only 48,38%, smaller than maximum score percentage that desired, it is about 75%. That's all caused by students still feeling new or don't understand what is the method used by teacher in listening skill.

c. Reflection

In action and observation when learning process in the class, researcher gets information about:

- 1) Teacher doesn't give enough motivation in learning process
- 2) Teacher doesn't convey the goal of study enough
- 3) Teacher doesn't manage time enough
- 4) Students aren't still active as long as learning process underway

d. Revision

System implementation of learning process in cycle I is still weakness. So, researcher needs revision to get better in the next cycle.

- 1) Repairing all of weaknesses that made in cycle I
- 2) Giving direction to students who still get some troubles
- 3) Giving guidance to students who don't understand enough about how is the Notagy (note taking strategy).

2. Cycle 2

a. Planning

In this stage, researcher prepares equipment of learning. There are second lesson plan, second listening assignment and some tool that supported the learning process. Beside that, researcher also prepares teacher and student's observation sheet for knowing the activeness of students and teacher while learning process.

b. Action and observation

In cycle II, the observation of learning process has done in March 22<sup>nd</sup> 2018; the sample is taken by the researcher in this research with the total 31 students from XII.Accounting 1 class of SMK PGRI 2 Nganjuk, and researcher as teacher of the class. The learning process in the class based on the lesson plan with observing revision in cycle I. So, the weaknesses in cycle I are not repeated in cycle II. Observing and teaching of researcher are done by coinciding.

In final of learning process, students are given listening test. It is for knowing how is student's success or understanding of learning

process that has done. The instruments that used are second listening student's test. The result of cycle II as follows:

The result of cycle II is total students that reached divided total students times 100% ( $26 : 31 \times 100\%$ ) = 83,87%). The result shows that in cycle II, the completeness of study by classical has been reached. It is influenced by the increase of teacher's ability during applying note taking strategy in listening to students. So, students has been accustomed to study in the class with that strategy and they have been easier in understanding the listening test that given to them.

c. Reflection

In this stage, researcher will write what has done by good or enough in learning process by using note taking strategy in listening. From the data has gotten by researcher can described:

- 1) During learning process, teacher has done all of learning successfully. Although there is aspect not completed, but percentage of implementation for each aspect has been good.
- 2) Based on the result of observation shown that students are active while learning process underway
- 3) Lacking in cycles have got of the ground or revision and increase, so all well done
- 4) The students' result in cycle II has reached completeness

d. Revision

In cycle II, teacher has applied note taking strategy in learning listening well done. That is shown by students' activities and the students' result of learning process has been good. So, researcher doesn't need some revision later, but there is a something that needed by researcher, it is about maximizing or defending what has been available that can increase learning process and the goal of study are reached.

## B. Discussion

### 1) Thoroughness of students' result in learning

Based on the observation result, it shows that using note taking strategy has good effect to improve student listening in the school. That's all can be seen from student's understanding materials that have shown by teacher (completeness are increased from cycle I and II) each cycles are 48,38% and 83,87%. In cycle II, the completeness of student's learning has been reached.

### 2) The teacher's ability in managing learning

Based on data analysis, in student's activities of listening every cycle get increase. It is positive effect for their listening skill can be shown by the increasing of student's average value every cycle that getting increased.

## CONCLUSION

From the result of learning activities has done for two cycles and based on analysis and discussion can conclude:

1. Learning uses note taking strategy has positive effect in learning listening that signed by increasing the completeness of student's value every cycle, are about 48,38% in cycle I and 83,87% in cycle II.
2. Applying uses Notagy (note taking strategy) has positive effect in learning listening, it is can improve student's learning motivation so when listenin. So, they will more interest to listen the listening session on final exam.

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