

Improving Students' Listening Skills through Note-taking Exercise Strategies in SMK Muhammadiyah 2 Bontoala

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Abstract

This research focuses on efforts to improve students' listening skills through the application of note-taking practice strategies. The focus of this study is to explore how note-taking strategies can help students in understanding and organizing information from listening material delivered orally. The purpose of this study is to find out how effective the note-taking strategy is in improving students' listening skills. This research was carried out using the Classroom Action Research (PTK) approach which was carried out in two cycles. The instrument used in this study is a listening test designed to measure students' listening ability before and after the implementation of note-taking strategies. The results showed a significant improvement in students' listening skills after the implementation of the note-taking strategy. In the first cycle, the average listening score of students increased from 45.00% to 56.00%, while in the second cycle the average score increased further to 66.97%. These findings indicate that note-taking strategies are effective in improving students' ability to absorb and understand information conveyed orally. Thus, this study concludes that note-taking strategies are an effective method to improve students' listening skills and can be implemented in United Kingdom language learning to help students develop better listening skills.

Keywords: listening skills, note-taking strategies, classroom action research, improvement.

1. Introduction

Language is a communication channel in sharing feelings or thoughts with others. English, as one of the most widely spoken languages in the world, has a great influence in many fields, one of the important skills in learning and using English is listening skills. Good listening plays a very important role in communicating effectively in English, Alzamil, (2021). Listening skills are especially important in Education, given that they are often used both in educational and social life. However, in the world of education in schools, students often tend to ignore listening skills in language classes, Tayşi,(2019). This can be due to several factors, such as a lack of understanding of the importance of listening skills, difficulty paying attention in crowded situations, or a lack of practice in active listening. The importance of the listening process is that it will affect student success in many areas, listening attitudes develop in a positive direction.

In overcoming students' listening comprehension problems, one of the important processes that can be done in an English listening class is to use note-taking strategies, Al-Ghazo, (2023). Note-taking is one of the important processes that can be done in an English listening class. This strategy helps students to closely follow, understand, and record important information conveyed in English. In an educational context, taking notes helps students to focus and listen intently.

Based on the explanation above related to note-taking strategies in improving students' listening skills, the purpose of the research that the researcher will examine is to investigate the effectiveness of various note-taking practice strategies in improving students' listening skills. Specifically, this study aims to identify note-taking exercise strategies that are most effective in increasing students' understanding of orally delivered material, measuring the impact of using these strategies on students' listening skills, and analyzing students' perceptions of note-taking strategies used and the extent to which these strategies help them in the learning process.

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The formulation of the problem that the researcher wants to propose based on the background of the problem above is follows:

1. How is the improvement of students' listening skill in terms listening for detail through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala?
2. How is the improvement of students' listening skill in terms of accuracy for answer through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.

Based on the problem statement above, the objective of this research as follows:

1. To analyze the improvement of students' listening skill in terns listening for detail through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.

To analyze the improvement of students' listening skill in terms of accuracy for answer through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.

2. Literature Review

2.1. Teaching English

Saputra, (2019) found that Teaching English to young learners is not only about teaching language skills, but also paying attention to their social, cognitive, and linguistic development. The students must develop certain characteristics to adapt to the society in which they live.

English language teaching in Indonesia faces many challenges. Some problems in teaching English to students include lack of use of English in everyday life, differences between writing and pronunciation of words in English, and misunderstandings about how students learn, including learning foreign languages. Therefore, an English teacher must create active learning conditions, develop techniques that aid effective communication, and consider appropriate activities for each group of learners. In addition, teachers must also create diversity of knowledge for students, because teaching is not a simple thing but complex, requires intellectual and practical abilities.

2.2. Listening skills

Fitriana (2021) explain that One of the skills in English, is listening skills. Listening skills are very important to have in learning English. Listening skills not only help in understanding words and phrases, but also in capturing intonation, accent, and nuance in conversations. By having good listening skills, one can more easily communicate with English-speaking people, follow instructions better, and understand the context of conversations better. In addition, good listening skills can also help improve one's speaking and writing skills in English. In the explanation, it can be concluded that having good listening skills, a person can more easily communicate with English-speaking people, both in everyday situations and in formal contexts. Good listening skills also help a person to improve their understanding of vocabulary and grammar in English, so that they can be more fluent in speaking and writing in the language. Therefore, it is important to continue to practice and develop listening skills to master English better.

2.3. Teaching strategy

Teaching and strategy have a close relationship in the context of education. say that Teaching is an activity to facilitate students learning directly or indirectly to achieve learning goals, Arya Wiguna (2022). Teaching involves the process of conveying information or knowledge to students, while strategy refers to the methods or plans used to achieve teaching objectives. In the context of teaching, teaching strategy refers to the approach or way used by teachers to organize material, design activities, and facilitate learning to achieve desired results. Based on these opinions, it is concluded that effective teaching strategies help teachers in delivering material in an interesting and easily understood way by students. This can involve the use of specific teaching techniques, the use of relevant learning media, or the application of learning approaches that are appropriate to student needs. By implementing the right teaching strategies, teachers can increase learning effectiveness and help students achieve their learning goals.

2.4. Note-taking

(Bao, 2020) state that A note-taking strategy is a way to help remember information in a written way. The theory of how we remember information states that when we record something, it is stored in the form of a schema in our brain. This explains why different people take notes in different ways, because they have different knowledge schemes. Although people use different methods such as underscores, arrows, or acronyms, these methods can mean different things to different people. However, taking notes can help us recall information because the contents of our notes have been integrated into our own knowledge. In this context, taking notes has an important role in helping us retrieve information from long-term memory.

According to As'ari & Zulfikar (2019) said that when preparing to take notes, it's important to have a clear goal, strive to identify main ideas, and be ready to select what is most relevant. You can't write down everything that is said unless you can write quickly, but there is a system that students can learn to note down information that will be useful to them. There are six steps for a good note-taking system to use: record, reduce (or question), recite, reflect, recapitulate, and review.

3. Research Methods

This study used classroom action research methods (CAR). The selection of this research design is based on problems derived from classroom learning practices, with the aim of improving the quality of learning and student abilities. This research is in accordance with the characteristics commonly found in classroom action research. Action research is a form of investigation designed and used by teachers and lecturers with the aim of solving problems and improving their professional practice in the classroom As'ari & Zulfikar (2019). This action involves systematic observation as well as the collection of data to be used for research practitioners in reflection, decision making and in the development of more effective classroom strategies.

This research was using test as instrument. The form of test is multiple choice and fill in the blank. The total of questions will be 20 number. Where 10 items for listening for detail and 10 items for accuracy of answer. The research was conducted at SMK Muhammadiyah 2 Bontoala. This school is in the city of Makassar, the object in this research is grade 10 students, with a total of 29 students who are studying English subjects. Because they had had teaching tactics before at the school, researchers felt the need to conduct research by applying a direct learning model to help students who had difficulty learning English.

The procedures used in data collection is a test. In this study, pra-test was be carried out which is a measuring device in the study. Pra-test on classroom action research is conducted to measure initial ability before interventions or corrective actions are applied. The pre-test aims to collect data on the initial condition of students before the treatment is carried out. Thus, the pra-test helps in evaluating the impact of the learning actions performed in classroom action research. To see an increase in understanding and achievement of student learning achievement. In this study, judging from the results of the evaluation given, namely the evaluation of the first stage in cycle I, and the evaluation of the second stage for cycle II. The data got from cycle I and II were analyzed using SPSS.

4. Results and Discussion

4.1. Result

In this class action research, the researcher adjusted the student graduation criteria based on the minimum completeness criterion (KKM), which is 75. The Minimum Completeness Criteria (KKM) is a basic standard that must be met by students in each subject Subekti et al. (2019).

(Muliadi, 2023) The pra-cycle is conducted before the first cycle in Classroom Action Research (CAR) to understand the initial conditions of students and the existing problems. This is important for researchers to design actions that are aligned with the students' needs. The purpose is to gather baseline data that will be used as a reference to evaluate the effectiveness of the actions in the following cycles. Before starting the first and second cycles, the researcher carried out a pra-cycle stage.

a. In Cycle 1

The process of teaching in the cycle 1, there were four stages of planning, acting, observing and reflecting. For Results, provide sufficient detail to allow the results to be meaningful and informative. For Discussion, this should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Table 1. Average score from the test cycle 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening_score	33	15	85	56.52	22.061
Valid N (listwise)	33				

From the analysis of data on 33 students, the minimum score obtained was 15 and the maximum score was 85. The average student score was 56.52%. The standard deviation of 22.061% shows that there is a considerable variation among students' grades, with a score distribution that is quite far from the average.

Table 2. Average student score on the listening test for detail and accuracy of answer

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
listening_for_detail	33	10	40	27.12	9.273
accuracy_of_answer	33	0	50	29.09	14.112
Valid N (listwise)	33				

From the analysis of 33 students, the results of the 'Listening for Detail' test showed a minimum score of 10 and a maximum score of 40, with an average of 27.12 and a standard deviation of 9.273, indicating a moderate variation among the students' grades. For the 'Accuracy of Answer' test, the minimum score is 0 and the maximum is 50, with an average of 29.09 and a standard deviation of 14.112, indicating greater variation in the accuracy of students' answers.

Table 3. Percentage of student scores cycle 1

Percentage_of_the_student_score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	2	6.1	6.1	6.1
	20	2	6.1	6.1	12.1
	25	2	6.1	6.1	18.2
	30	1	3.0	3.0	21.2
	35	1	3.0	3.0	24.2
	40	1	3.0	3.0	27.3
	45	2	6.1	6.1	33.3
	55	2	6.1	6.1	39.4
	60	2	6.1	6.1	45.5
	65	5	15.2	15.2	60.6
	70	1	3.0	3.0	63.6
	75	8	24.2	24.2	87.9
	80	3	9.1	9.1	97.0
	85	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

In the percentage table of student scores, in frequency, namely how many students get the same score, then in the percent column displays the percentage of the total number of students who fall into the category. The valid percent column displays the same percentage as "Percent", but only for valid data. If all the data is valid, then the valid percent will be equal to the percent.

Based on the result during the learning process with using the note-taking strategy to improve students' listening skills in cycle I, the average student activity reached 56.52%, while the level to focus of students listening in detail was at 27.12% and the accuracy of answer in the test conducted by students was at 29.09%. These results fall into the low category. Therefore, the researcher proceeded to cycle II to evaluate whether there would be an improvement in the results.

b. In Cycle 2

The researcher proceeded to cycle 2 to improve the result cycle 1.

Table 4. Average score from the test cycle 2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
listening_score	33	35	85	66.97	14.358
Valid N (listwise)	33				

Based on the results of the SPSS analysis of the average score of students consisting of 33 students, it is known that the minimum score obtained is 35 and the maximum score is 85. The average overall student score was 66.97%, with a standard deviation of 14.358%. This shows that there is a significant variation in student scores, with a wide spread of scores between the highest and lowest scores.

Table 5. Average student score on the listening test for detail and accuracy of answer

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
listening_for_detail	33	20	45	32.73	6.742
accuracy_of_answer	33	5	50	34.45	10.583
Valid N (listwise)	33				

Based on the results of the analysis of the average score of students on the ability to listen for details from 33 students, the minimum score obtained was 20 and the maximum score was 45, with an average (mean) of 32.73% and a standard deviation of 6.742%. Furthermore, for the accuracy of answer category, out of 33 students, the minimum score obtained was 5 and the maximum score was 50. The mean of this category is 34.5% with a standard deviation of 10.583%.

Table 6. Percentage of student scores cycle 2

Percentage_of_the_student_score					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	35	1	3.0	3.0	3.0
	40	1	3.0	3.0	6.1
	45	3	9.1	9.1	15.2
	50	2	6.1	6.1	21.2
	55	3	9.1	9.1	30.3
	60	2	6.1	6.1	36.4
	75	15	45.5	45.5	81.8
	80	4	12.1	12.1	93.9
	85	2	6.1	6.1	100.0
Total	33		100.0	100.0	

In the percentage table of student scores, in frequency, namely how many students get the same score, then in the percent column displays the percentage of the total number of students who fall into the category. The valid percent column displays the same percentage as "Percent", but only for valid data. If all the data is valid, then the valid percent will be equal to the percent. However, if there is missing data, then this column is calculated only based on valid data. In the cumulative column, calculate the percentage in stages by adding the percentages from each previous category. The cumulative percentage shows the accumulation or gradual total of the categories that have been calculated.

Based on field notes at the first meeting of cycle II, there was an improvement in students' listening skills. Compared to cycle I, where many students were less confident in their United Kingdom language skills, particularly in listening, the researchers encouraged students to keep practicing. This helps them get used to listening to United Kingdom more, so their confidence increases, and they hear words in United Kingdom more often.

The researchers then examined the records from the second meeting in cycle II, where there was a lot of progress compared to the previous meeting. Students can understand the researcher's explanation and capture information from what they hear. This is evident in the continuation of classes in cycle II, with a student completion rate of 63.6% or 21 students, who have achieved the success of completing KKM scores (75)

This increase is significant compared to the first cycle, where the average completeness only reached 36.4%. These results are further explained in the comparison table between pre-cycle, cycle I, and cycle II, which shows the improvement of United Kingdom listening skills of students in class X of TKR SMK Muhammadiyah 2 Bontoala through note-taking strategy.

c. Results of improvement from cycle 1 to cycle 2

Fitria (2023) Improvement is a process in which something—be it a skill, condition, or result—is improved from its original state to a better or more optimal condition. This process can include developing, improving, or refining in various aspects, such as performance, quality, or efficiency. The goal of improvement is to achieve better results than before through various efforts or actions.

In cycle 1 to cycle 2, there was a significant increase. To see what percentage increase occurs from the first cycle to the second cycle, you can see the following formula.

Formula:

$$\left(\frac{N_2 - N_1}{N_1}\right) \times 100\% \quad \text{or} \quad \left(\frac{\text{cycle value 2} - \text{cycle value 1}}{\text{cycle value 1}}\right) \times 100\%$$

$$\text{Calculate percentage value} = \left(\frac{2.210 - 1.865}{1.865}\right) \times 100\% = 18.49\%$$

So, the results from cycle 1 to cycle 2 have increased by 18.49%. for the study, class actions in the application of the note-taking method in class X students of TKR SMK Muhammadiyah 2 Bontoala have been successfully implemented. Starting from the first cycle, there were 12 students who met the criteria for achieving KKM learning outcomes, and the second cycle increased with 21 students who met the criteria for completeness of KKM learning achievement.

4.2. Discussion

a. The process of teaching

Each cycle consists of 4 stages, namely planning, action, observation, and reflection.

1) Planning

(Hoeriyah, 2022) Planning is the first step in each cycle, where teachers determine goals, choose teaching methods, and design strategies to be applied. Its function is to provide clear guidance in the learning process, ensure that each stage is organized, and reduce potential obstacles during implementation. In addition, planning serves as an evaluation guideline to assess the success of the learning process that has been carried out. In this cycle, the researcher has designed the planning carried out for the first system. There are 4 meetings in each cycle.

2) Action

The action in this study is to use the Note-taking strategy. Taking notes has a crucial role in the process of listening to students because it allows them to absorb information more regularly Ngwoke et al. (2022). As'ari & Zulfikar (2019) There are six steps for a good note-taking system to use: record, reduce (or question), recite, reflect, recapitulate, and review. So, researchers have applied this step to train students in listening lessons.

3) Observation

In the observation stage, the researcher will observe the ongoing learning process. The purpose of this observation is to collect information about students' behavior, their reactions to the teaching methods applied, and their level of participation in teaching and learning activities Meisani, (2022). In this study, the researcher made observations during learning to see the extent of students' seriousness in learning. In this observation activity, the researcher collaborated with the teacher, while the researcher continued teaching.

4) Reflection

Pramilaga et al. (2023) Reflection aims to identify successes, obstacles, or problems that occur during the learning process. In the test results in cycle 2 after the evaluation of the score check, the results have improved. Based on the results from cycle 1 to cycle 2, it turns out that the note-taking strategy in listening learning is successful. From cycle 1, only a few students entered the KKM criteria or passed and continued to cycle 2 and experienced a lot of improvement. So, the results of this study are successful.

5. Conclusion

Based on the results of the study, the researcher concluded that the use of Note-taking strategies can improve students' listening skills. This strategy is applied by the researcher by adjusting the theme of the material used in cycle I and cycle II. During both cycles, researchers used audio recordings as a supporting medium for note-taking strategies.

Research shows an increase in student listening test results from pre-cycle to cycle II. In the pre-cycle stage, the average student score was 45.00% with only 15.2% of students achieving the Minimum Completeness Criteria (KKM), namely 5 students, while the other 28 students had not reached the standard. This shows that students' listening ability in the pre-cycle is still low and needs to be improved. In the first cycle, the average student score increased to 56.52%, with 36.4% of students or students meeting the KKM. Despite the increase, this result still does not meet the success criteria. In cycle II, the average student score increased again to 66.97%, with 63.6% of students or 21 students reaching the KKM, while 12 students still did not reach the standard.

In conclusion, the application of note-taking strategies has proven to be effective in improving students' listening skills, as the results of the listening test show that most students have successfully achieved the success criteria. Thus, the note-taking strategy can be used as an effective method for teachers in teaching listening skills in the classroom.

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