CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about introduction which covers background of the study, problems of the study, objectives of the study, hypotheses of the study, variable of the study, scope and limitation, significances of the study, and definition of keys terms.

A. Background of the Study

Language learning is important for human's social development. Based on Kuswandi (2013, p. 1), as a language which is used by more than a half of population in the world, English holds the key as international language. It plays very important role in Indonesia as a developing country. It is also a tool of communication among people of the world to get the trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development and also English considered as the first foreign language and taught formally from elementary school up to the university level. Therefore, students need to understand and uses English to improve their confidence to face global competition.

In the context of English learning, the students learn some skills (listening, speaking, reading, and writing) and components such as grammar, vocabulary, and pronunciation. Among the four skills, the writer emphasizes to research listening skill because it is one of the most essential English skills. According Theodore H. Wright research in Hendarti (2011, p. 8) said that in real life, 70% of our waking day is spent in some form of verbal communication of which is the greatest part is listening;

writing 9%, reading 16%, talking 30% and listening 45%. Learning a language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication. In the process, one of the important parts in creating and understanding the language is listening comprehension. Listening comprehension historically has received only minimal attention in the teaching of English as a second language (ESL), but in fact it is one of the most important skills that a second language learner must master to succeed at university studies. One of the cognitive strategies from which learners benefit while listening specifically in mini lectures is note taking strategy.

In Indonesia, English is a compulsory subject which is taught in Junior High School and Senior High School as a second language. According to O'Malley (1988, p. 418) stated listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. Listening comprehension would be the most arduous task of all four language skills. Based on Liu (2012, p. 458), it is likely that EFL (English as a foreign language) students encounter various predicaments, of grasping main ideas of the dialogues in contexts, and in turn suffer from learning anxiety. The way of how to assist the students in improving their listening competency is worth attention.

Listening is the important skill that is provided to the students in order to have the English skills and also to comprehend what they are hearing clearly. In learning

listening comprehension, the students are able to obtain information in any where that they are hearing, to understand what other people are saying, and to learn English language. According to Ghebard (2000, p. 144), listening is the way we process what we hear. It means that listening is needed to be taught by the teacher. Based on Karli and Hutabarat (2007, p. 54) said that listening is a process which included the sound language activity, identify what other are saying. Therefore, the students are expected to be able to have listening skill.

The importance of listening comprehension in learning English, Based on Ervin (1992, P. 43), listening comprehension can be roughly as an active process in which students concentrate on selected points of aural input, from meaning, from passages, and connect what they hear with existing knowledge. According to Farrokhi (2014, p. 16), in foreign language learning, listening comprehension gets paramount importance, because without listening language input cannot be provided, and without listening how someone would communicate. It is also believed that language learning comes through listening and children who are successful listeners are more successful in learning. There is no doubt that listening is one of the basic parts of our daily life, like following directions, talk in interactions retelling stories or events, asking questions, arguing and taking notes. Consequently the major aim of teaching listening in schools is learning and education in listening is as crucial as for other skills. As a result researchers and language teachers should try to find the most

effective strategy for teaching listening in order to help learners to be more successful listeners and consequently the more successful learners.

According to Esfandyari (2014, p. 165), one of the cognitive strategies from which learners benefit while listening specifically in mini lectures is note taking strategy. Note-taking activity is a useful strategy to facilitate the process of learning and recalling lecture materials. During this process three types of knowledge are activated and these are situational knowledge, linguistic knowledge, and background knowledge.

Based on Esfandyari (2014, p. 166), there are different studies about note taking in different situations with different participants who have reached different result. Although reasons for the differences in results are not entirely obvious, the general conclusion is that the opportunity to take notes does not necessarily produce beneficial effects. Rather, the effects of being able to take notes may depend heavily on the conditions under which note-taking, a cognitive strategy, has any effect on listening comprehension of Indonesian EFL students.

According to Hamouda (2012, p. 1), the present study attempts to investigate the listening problems encountered by a group of first year English major students. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. Therefore, the researcher is interested to include note taking

strategy in learning listening comprehension because the researcher wants to know the influence of this strategy for learners in learning the listening comprehension material.

Note taking during listening is a strategy that is usually used by learner in order to intensify their attention to what they hear and recall for later use. As argued by Viani (2016, p. 7), note taking is still a common activity and important part of high school and university classes even with pedagogical tendencies moving away from teacher-centered instruction. Moreover, several studies have found that note taking has a significant effect on student's performance. Two trends which have helped note taking remain strong in high school classes are the growing emphasis on standardized tests and the increasing number of students who expect to attend institutions of higher learning. According to Kiewra (1987, p. 233), note taking is advantageous for at least two reasons. First, note taking helps lecture learning by activating attention mechanisms and engaging the learner's cognitive processes of coding, integrating, synthesizing, and transforming aurally received input into a personally meaningful form. Second, note taking is useful because the notes taken serve as an external repository of information that provides later revision and review to reassure remembrance of the information heard.

According to Suprijono (2009, p. 105), the advantages of note taking strategy in learning listening comprehension are this learning method is suitable for large and small classes, this learning method is suitable to start learning so that learners will

focus attention on terms and concepts that will be developed and related to the subject and then developed into a concept or a more concise thought chart, This learning method can be utilized to assess the tendency of a person to a certain information and This learning method allows students to learn more actively, because it provides opportunities to develop themselves, focus on handouts and lecture materials and is expected to solve problems themselves by finding (discovery) and work alone.

According to Harmer (2002, p. 241), the functions of learning English are; first, by studying English students are expected to have a means to develop their knowledge of science, technology and culture. The second is students are expected to be able to support the development of tourism.

Van Meter, Yokoi and Pressley (1994, p. 323) stated that most students took notes when listening to the lectures in universities and colleges. In their ethnographic interview study, they asked college students why they needed to take notes and asked what they achieved by this. The answers given by the students were as in the following: (1) it increases their attention to the lecture, (2) it increases their understanding of the lecture content and helps them retain this content later in their memory, (3) it provides connection between ideas (4) it informs the specific points repeated in a class. In their study, they also focused on the strategies that the students used while taking notes.

There are some reasons why the writer chooses this topic. Using Note taking on listening comprehension is essential for the students' ability to remember material and in teaching listening a speaker must choose material that is easily understood in accordance with the level of students', listening can be used as material to see how far the concentration of each student at the time of listening and listening can measure students' ability to understand the material being studied.

Based on the explanation above, the writer is very interested to conduct research entitled, THE EFFECT OF NOTE-TAKING ON LISTENING COMPREHENSION OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT

B. Problem of the Study

Based on the background of the study above, the writer formulates the problem as follows: Does the use note taking strategy give effect on listening comprehension of the English students at IAIN Palangka Raya?

C. Objectives of The Study

The objective of the study is to find out the effect of note taking on listening comprehension of the third semester students of English Department at Iain Palangka Raya.

D. Hypotheses of The Study

According to Ary (2010, p. 96), the hypothesis is the researcher's prediction about the outcome of the study. The writer will use the Ha and Ho hypothesis based on objective of the study, namely:

Ha : There is effect of note taking on listening comprehension of the third semester Students of English Department at IAIN Palangka Raya.

Ho : There is no effect of note taking on listening comprehension of the third semester Students of English Department at IAIN Palangka Raya.

E. Variable of the Study

Fraenkeland Norman (1990, p. 39) states "There are two kinds of research variables. They are independent variable and dependent variable. Independent variable is presumed to have an effect on, to influence somehow another variable, while dependent variable is a variable that the independent variable is presumed to affect. As the experimental study, there are two variables of the study there are:

1. The independent variable of study (X) is note-taking that use on listening comprehension of the third semester Students of English Department.
2. The dependent variable of the study (Y) is the students' listening comprehension scores of the third semester Students of English Department.

F. Scope and Limitation

1. The object of this study is limited to the use of note taking strategy on teaching Interpretive Listening class at third semester students of English Education study program of IAIN Palangka Raya.

2. The subject of this study is limited to third semester students of English Education study program of IAIN Palangka Raya.
3. The listening is limited to the spoken narrative based on the syllabus used at third semester students of IAIN Palangka Raya.

G. Significances of the study

1. Theoretically :

The results of this study are expected to provide proper contribution to the science of teaching materials listening comprehension, especially for college students, because listening is very important in learning English. Information about strategies in learning English by listening material can make people interested in learning the English language to understand and know the different learning strategies used by students who are good at learning listening

2. Practically :

Practically, the research of this study can be useful for students and English teacher.

For students, it can develop and implement a strategy of building the students; especially listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

Meanwhile, the English teacher, this research can enable teachers to design appropriate materials and activities suitable for them in order to enhance the learning of listening comprehension. Thus, it can be easier for an English teacher in the learning process, especially in the aspect of listening to invite the students' motivation in learning English.

H. Definition of Key Term

1. Effect

According to the Oxford Advanced Learners Dictionary, effect is a change which is a result or consequence of an action or other cause. In general, effects are changes, outcomes, or direct consequences caused by an action or phenomenon.

2. Listening

The ability to pay attention to and effectively interpret what other people are saying. Listening is our understanding in hearing English. Whether it's directly or through media like music or movies. Listening is an important material in the English language because we must be able to know what people are saying to us.

3. Listening Comprehension

Based on Fauziati (2000, p. 9) argues that listening comprehension is the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. Listening comprehension means the mental process which needs much

concentration to listen the speakers through audio compact disc as a medium used in learning listening.

4. Note Taking

The practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about related studies, definition of listening comprehension, kinds of listening, teaching listening model, listening problems, teachers' solutions to solve the problem, definition of Note Taking, the effects of Note Taking, teaching Note Taking, procedure of teaching listening through Note Taking strategy, the functions and benefit of Note Taking.

A. Related Studies

In this chapter, some literatures related to the study are reviewed are as means to clarify the present students. The researcher is found four related studies as done by the previous researchers.

For the first, Kilickaya (2009, p. 55) stated that taking notes while listening to a lecture is a very common strategy and experience for the retention of information especially in academic settings. In this study, participants who were allowed to take notes had the opportunity to demonstrate their higher levels of performance without relying heavily on their memories to store all kinds of information heard in lectures. This is of great importance since most of the students are exacted to take notes while listening to lectures in classrooms for future reference. It is noteworthy to state that the listening comprehension tests should allow note-taking rather than making students rely heavily on their memories, which, to some extent, results in relatively poor performance.

The second, Zohrabi (2014, p. 165) stated that note taking is a popular and operative strategy which increases the students' ability to remember, comprehend, and keep the material in mind. Nowadays, it is very common for teachers to use the note taking strategy in EFL listening classes due to the fact that taking notes can help students catch the main points easily and in turn promote their listening comprehension effectively. However, it creates areas of concerns for some researchers about whether taking notes is effective for students to improve their listening comprehension. Thus, it generates great research subjects for scholar to be studied. The present study, which is a quasi-experimental one, aimed at investigating the effect of note taking on listening comprehension of 30 EFL learners in the intermediate level of English language proficiency. The study was conducted through pretest and posttest on two groups. Data collection procedure was completed by the learners' obtained scores in the listening section of PET test. The findings based on the analysis of ANCOVA revealed that note taking during listening is effective on learners' listening comprehension score. This study could be helpful for teachers who face problems in their learners' listening comprehension.

The third, Jalilifar (2009, p. 101) stated that the main concern of the present study is to probe the relationship between note-taking strategy and students' listening comprehension (LC) ability. To conduct the study, a language proficiency test was administered to the undergraduate students majoring in English Translation at Shahid Chamran University of Ahvaz and sixty students were selected to enter into the next

phase of the experiment. They were then randomly divided into three groups: uninstructed note-takers, Cornell note-takers, and non note-takers. Next, the three groups were asked to listen to the listening section of a simulated TOEFL proficiency test. The results, in general, supported a clear link between note-taking strategy and LC ability. An important finding of this study was that students who took notes according to their own method showed lower level of language achievement than those who took notes on the basis of the Cornell method. As a result of the present study, we suggest that students should be taught the useful techniques of note-taking (such as the one tested in the present study) with a number of lecture topics. Although the Cornell note-taking technique at first may seem cumbersome, it is possible that once students master this technique they could then be taught to fade out the use of the forms and incorporate only the written prompts during note taking. Another important finding of this research is that teaching the Cornell note-taking strategy to university students can help improve students' achievement. In this way, the students will get the most benefit from learning note-taking strategies, if those strategies are practiced over the course of several months, even a full semester. Specifically speaking, the results of this investigation might have implications for EFL teaching, testing and research programs. Based on the finding of this study, the teachers are recommended to include note-taking materials as part of their instruction to help students learn more about the subject matter under instruction.

The forth, Clark (2013, p. 1) stated that research participants listened to DLPT-like passages in both an Allow Notes and a Listening Only condition. If note taking is beneficial in such a situation, the results should show better performance in the Allow Notes condition than in the Listening Only condition. However, the results failed to show a difference between these two conditions. In addition, a closer examination of the data suggests that even those participants who felt that notes were helpful did not consistently perform better. This report starts with a brief review of the literature looking at the role of note taking during listening in the native language and in a foreign language. It then describes the design of the experimental study. We used within-subjects research design to minimize the effects of idiosyncratic participant profiles. An analysis of the data follows, and we conclude with a discussion of the implications of the results. While it may be the case that people who like to take notes while listening feel constrained by testing conditions that do not allow them to do so, there is no evidence that taking notes is advantageous when the multiple-choice test items are shown prior to playing an audio passage and remain on the screen while the passage is playing, as is the case on the DLPT. It is important to note that this test condition is very different than the typical work environment, where people may listen to a passage without knowing what it is that they are listening for. That environment is more similar to the recall task in which participants had no prior knowledge about which words would be important to remember. Yet even in that case, the ability to take notes did not alter performance. For this reason, test developers who are designing DLPT-like tests can feel confident that prohibiting test-

takers from taking notes during the test will have no impact on test scores. It is not the case that our test was insensitive to differences. Participant's listening proficiency in the language, as measured independently by the Versant, clearly predicted performance, as did working memory. It was our original hope that by factoring out these well-known contributions to performance differences, we would enhance the likelihood of finding effects of note taking. But even with these variables accounted for, our participants performed no differently when they were and were not allowed to take notes.

B. Listening

1. Nature of Listening

According to Gebhard (2000, p. 143), listening is the conscious processing of the auditory stimuli that have been perceived through hearing Listening is one of the skills that very important in learning English. Listening is not a passive skill. Rather, it places demand on us because when we are participating in face-to-face or telephone exchange, we need to be receptive to others, which include pay attention to explanation, questions, and opinion. Brown (2001, p. 249), listening is the way we process what we hear. This knowledge is emphasized on transferring information and it is useful for the listener to comprehend the content of the speaker's message. 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 it is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

According to Juliansyah (2009, p. 17), listening is different from hearing. Hearing is simply the act of perceiving sound by the ear. Listening, however, is something we consciously choose to do. Listening requires concentration so that our brain processes meaning from words and sentences. Hence, listening leads to learning.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation. An able listener is capable of doing these four things simultaneously. According to Willis in Juliansyah (2009, p. 49), lists a series skills of listening, which Willis calls enabling skills? They are:

a. Predicting what people are going to talk about
b. Guessing at unknown words or phrases without panicking
c. Identifying relevant points; rejecting irrelevant information
d. Retaining relevant points (note-taking, summarizing)
e. Understanding inferred information, e.g., speakers' attitude or intentions

In addition, Anderson and Lynch in Juliansyah (1988, p. 3) assert the two facts about listening. Firstly, they argue skills are as important as speaking skill, we

cannot communicate face-to-face useless if we are unable to respond to the reply that it generates from our interlocutor. Furthermore, Anderson and Lynch state that the second point about listening is, under many circumstances, it is a reciprocal skill, we cannot practice listening in the same way as we can rehearse speaking, or at least the part of speaking that is do with the pronunciation, because we cannot usually predict what we will have to listen to. According to Brown in Juliansyah (2015, p. 50) assert listening is not 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 wave through the ear and transmitting nerve impulse to the brain. But it just the beginning of what clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and effective mechanisms.

In addition, according to Arnold (2005, p. 117) stated that listening is an active not a passive operation. Arnold emphasizes three things: The importance of understanding this concept of listening is being an active engagement. That is, as a listener, the mind is actively searching for the meaning. Therefore, listening comprehension defines comprehension as the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct and interpretation of what they think the speaker intended to convey. Based on the explanation above, the writer concludes if listening is not merely passive skill. Listening is the ability to identify and understand what others are saying. In listening, the listener's ability

involves understanding the speaker's accent or pronunciation, grammar, vocabulary and grasping the meaning. By developing the students' ability to listen well, we develop our students' ability to become more independent learners, as by listening accurately, refine their understanding of grammar and develop their own vocabulary.

2. Kinds of Listening

Based on Harmer in Rahmiyati (2013, p. 11), the practice of English Language Teaching, there are two kinds of listening, they are extensive and intensive listening.

a. Extensive Listening

Extensive listening is listening activity where a teacher encourages students to choose for themselves what they listen to and to do for pleasure and general language improvement.

Extensive listening will usually take place outside the classroom. The motivational power of this listening activity is increases dramatically when students make their own choices about what they are going to listen to. From the statement above we can say that extensive listening is listening activity that take place outside the classroom, students can choose what they want to listen and do for pleasure.

b. Intensive Listening

According to Christensen in Rahmiyati (2013, p. 11) said that intensive listening is repeated listening deploying variety focusing. Intensive listening means that learners are trying to understand all the facts and information from

what they hear. Intensive listening activities focus on the students' attention of language form. The aim of intensive listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning.

3. Teaching Listening Model

Based on Guo and Wills in Kuswandi (2013, p. 13), the new teaching models of listening skill have three stages. Stage one is preparation before class; stage two is classroom teaching; and stage three is learning after class. During this stages, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually.

A. While-listening activities

Students need to understand the implications of rate in the listening process. Activities while-listening relate directly to engagement with text, and students do them during or immediately after the time they are listening. This point is kept in mind when planning while listening activities.

a. Decide what is and is not important to understand.
b. Use predicting to encourage students to monitor their comprehension as they listen.
c. Use questions to measure students' attention on the elements of the materials to comprehend of the whole.
d. Organize activities to guide listeners through the text. Combine global activities such as getting the main idea and topic.

e. Give an immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

B. Post –listening Activities

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post listening activities are just as important as that before and during. Post-listening activities are:

a. The teacher writes questions on the board and asks students to answer and check them together. They correct the answer together. Students are also stimulated to talk and actively participate in the task.

b. Tell students to compare their notes and discuss what they understood in pairs or small groups.

c. Encourage students to respond to what they heard. For example, where possible ask questions like “Do you agree?” And encourage debate.

d. Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they cover all the main points.

e. Evaluate comprehension in a particular task or area.

f. Decide if the strategies used were appropriate for the purpose and for the task.

g. Summarizing can be students are giving several possible summary-sentences and ask to say which relates to a record text and can be also from giving summarizing orally.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

4. Listening Problems

The problems which came from the message are divided into two parts, such as:

a. Content.

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listener passage comes into the ear in the twinkling of an eye, where as reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situation unfamiliar to the students. Also, in a spontaneous conversation speakers frequently change topics. The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, and interviewer's questions, an everyday conversation, etc. Message on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it

is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

b. Linguistic Features.

Liaison (the linking of words in speech when the second word begins with a vowel and elision are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as *stuff* for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions. In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

- The speaker

  In the conversation, speakers actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterance may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as “I mean or you know”. This redundancy is a natural feature of speech and may

be either a help or a hindrance, depending on the students' level. It may take it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to "tune in" to the speaker's voice and speech style.

Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

- The Listener

Student cannot predict a missing word or phrase they listened. This is the major problem for students. Lack of socio cultural, factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture. Foreign-language learners usually devote more time to reading than to listening. It can be their lack because the students usually majoring in English have no more than four hours' regular training per week.

Both Psychological and Physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

5. Teachers' Solutions to Solve the Problem

Although not all the problem describe about can be overcome, but it does not mean that the teacher can do nothing about them. She or he at least provides the students with suitable listening materials background and linguistic knowledge, enabling skills, pleasant classroom condition, and useful exercises to help them discover effective listening strategy. Here are few helpful ideas.

a. The message

Grade listening material according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semi authenticity that displays most of the linguistic features of natural speech to total authenticity, because the final aim is to understand natural speech in real life.

Design task-oriented exercises to engage the student' interest and help them learn listening skill subconsciously. Provide student with different kinds of input, such as lecturer, radio news, fills, TV plays, announcement, everyday conversation, interviews, storytelling, English songs. Try to find visual aids or

draw pictures and diagrams associate with the listening topic to help students guess or imagine actively.

b. The speakers

Give practice in liaisons and elisions in order to help students get use to the acoustic forms rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask students to imitate native speakers' pronunciation. For examples:

c. Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening materials on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

Let's have /'letsəv/

There isn't any /'ðrizndeni/

Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is

necessary to let students deal with different accents, especially in extensive listening. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners.

d. The listener

Provide background knowledge and linguistic knowledge and linguistic, such as complex sentence structures and colloquial words and expressions, as needed. Give and try to get as much feedback as possible. Throughout the course the teacher should bridge the gap between input and students' response and between the teacher's feedback and students' reaction in order to keep activities purposeful. It is important for the listening class teacher to give students immediate feedback on their performance. This not only promotes error correction but also provides encouragement. It can help students develop confidence in their ability to deal with listening problems. Students' feedback can help the teacher judge where the class is going and how it should be guided. Help students develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, listening for intended meaning and listening for attitude, by providing varies tasks and exercises at different levels with different focuses.

C. Note Taking Strategy

1. Definition of Note Taking

According to Dewitt in Zohrabi (2014, p. 166), note taking is defined as "an external memory aid that refers to writing brief record of information to remember". It was estimated that note taking will allow for two methods of processing information in one memory aid because participants who use note taking not only write words and ideas, they also have to think to be able to produce the words and ideas that they write. The combination of thinking and writing is estimate to result in more effective processing of the information which will make retrieval of the information more likely. The process of learning with this method of taking notes will direct the concentration of learners in taking important points from the teaching materials that they listen to. Zaini (2008, p. 32) stated that the guided note taking method is a method in which teachers prepare charts or schemes or others that can assist learners in making notes when the teacher presents the subject matter. Meanwhile Silberman (2010, p. 123) stated that note taking is a method in which teachers provide forms or sheets that have been prepared to take notes while teaching teachers. Based on Nakayama in Zohrabi (2014, p. 167) state that "Note taking is a commonly use and time-honor skill, employee in all types of learning situations, even in higher education".

2. The Effects of Note Taking

According to Seward in Zohrabi (2014, p. 167), discusses the assume functions of note taking. He believes that our notes must useful for the aims of review so far that efficacy is not their primary value. Notes must complete, however, they must include only what the mind have accept as important. The practical value of notes that we take can make us aware, in charge, and clearheaded. When we listen to a lecture, it also serves like a ready test of the firmness of our comprehension.

Based on Hartley and Davies in Zohrabi (2014, p. 167), refer to 35 studies conduct on the effects of note-taking: 17 studies find that the note-takers perform better than the non-note-takers, 16 studies find no difference, and two studies find that note-taking interfere with performance. Other studies indicate that note-taking have no effect on achievement. A few researchers have even found that taking notes is an adverse effect on student achievement.

3. Teaching using Note-Taking

Despite the fact that techniques for understanding and writing texts are widely taught and practice throughout a students' school and university years, very few students are teach even basic "Note-taking" skills. It is noteworthy that students are expect to take extensive note during lectures, listening and teaching as note taking is consider to be useful for storing learning, and thinking about what is being teach. Slameto (2003, p. 82), stated in learning listening comprehension with note taking strategies, noting not only to record but record that support the achievement of learning objectives, because noted the learners will be able to accommodate a number

of supporting information. Making notes requires thought, so it's not the same as copying. The record should be an outline or summary that gives an overview of the outlines of the lesson it does us a favor to help us remember the lesson.

Based on Viani in Zohrabi (2014, p. 168) stated believes that it is common for students to be introduce note-taking at the middle-school level. However, it is not clear whether students worth or recognize the importance of note-taking or have even acquire the skills require to enjoy the full benefits of note-taking. The result of research by Van Meter in Zohrabi (2014, p. 168) reveal that there is a wide variability on how university students perceive the practice of note-taking. However, little is known about the early stages of students' note-taking development. As perceptions of learners often play a central role in behavior and performance, it is important that teacher realize their students' perceptions so they can better deal with individual differences, preferences, and learning styles that relate to the widespread practice of note taking.

The purpose of note taking are students are conditioned in the attitude of seeking (active) rather than just receiving (reactive), based on Silberman (2012, p. 116), get students interested in getting information or mastering skills to accomplish the tasks assigned to them, Can be developed to know the stock of knowledge learners, Creating a lecture method that brought the teacher received student attention, keep learners concentrate from beginning to end of learning and make students more motivated to learn.

4. Procedure of Guide Note Taking Method

According to Agus Suprijono (2012, p. 105) are as follows:

a. Giving instructional materials for example in the form of handouts to students.

b. Teaching materials are delivered using audio listening.

c. Clears some of the important points so that there are empty sections in the handout, for example by emptying the term or definition or can by eliminating some keywords.

d. Explain to learners that the blanks in the handout are deliberately made to keep them concentrated on learning.

e. During the delivery of the material takes place the students were asked to fill in the blanks.

f. After the delivery of the material with audio listening finished, ask the students to read out the handout.

5. Procedure of Teaching Listening through Note-Taking Strategy

There are several studies on the understanding of lectures in a second language that is exploring the specific skills required in an effective understanding. As mentioned, Song in Zohrabi (2014, p. 167), it is debatable what makes academic

hearing content and what level of performance is required for academic success. The following are the listening steps by using the note-taking strategy:

a. Identifying major themes or ideas,
b. Identifying relationships among major ideas,
c. Retaining information through note-taking,
d. Retrieving information from notes,
e. Inferring relationships between information,
f. Comprehending key vocabulary,
g. Identifying supporting ideas and examples.

Some studies try to examine the major problems that hinder EFL learners' comprehension during listening. It is demonstrated by some research that great informality of texts can cause non-native speakers problems, like culture shock about the role and status of lecture or distorting the definite structure of the traditional lecture monologue.

6. The Functions and Benefit of Note Taking

a. The Functions of Note Taking

Bligh in Al-Ashkar (2014, p. 17) reported that the research on note-taking shows that students recall more lecture material if they record it in their notes, and consequently, perform better on tests of recall and synthesis than the students who do not take notes. According to Boch and Piolat (2005, p. 101) stated that note-takers take notes to fulfill two major

functions: to record information and/or to aid reflection. Over and above the drawing up of a simple memory aid, such as a shopping list, or a record of actions, such as a diary, one of the major aims of note taking is to build up a stable external memory in a form that can be used at a later date. Confronted with a diverse range of information-transmission situations, note-takers are striving to avoid forgetting something. Note taking is an essential tool in many information-transmission situations. At the university level, which is the level we are interested in here, note taking allows students to gather information from lectures, books, or any other situation that they will later have to memorize or use in order to successfully complete their academic program. Storage methods vary from "copy regurgitate" strategies, which have proven to be effective from a scholastic point of view, to more complex "reformulation-interpretation" strategies. The use of note taking to store transmitted information often over shadows another important role-reflection. Note taking is an effective information-processing tool that is commonly used both in daily life and in many professions. Hartley in Bayan Al-Ashkar (2014, p. 19) as such, it contributes to the carrying out of a range of intellectual processes, such as making judgments, resolving issues, and making decisions. The taking of notes can aid time-consuming, real-time thought processes, such as the resolution of mathematical problems. In this respect, notes are similar to a rough draft in that they allow information to be coded, thereby relieving mnemonic processes and consequently helping with

the development of the solution. Primary schools, secondary schools, and universities provide their students with no (or very little) help in acquiring the skills needed to successfully develop these two essential write-to-learn functions: (1) taking notes to stabilize the knowledge to be acquired and reproduced during "course question" type examinations and (2) taking notes to effectively resolve problems, whether this is understanding complex documents, writing reports, or solving algebraic equations.

b. Benefit of note taking

According to Meter in Al-Ashkar (2014, p. 21), the benefits of note-taking have been identified as the opportunity to review and to elaborate on the information. They also found that students often report that taking notes helps them to be attentive, structure the materials and recall the content. Bohay, Blakely, Tamplin, & Radvansky in Al-Ashkar (2014, p. 21) demonstrated that notes are self-generated memory cues which help to remind a person of verbal or textual information that no longer exists. Therefore, note taking is a good strategy used for memory triggers so that the information obtained will not be lost and the results of the notes from the information heard (note taking) is very useful to be studied again.

Additionally, they found that reviewing notes can serve as a second chance to study the material which in turn improves the memory performance. They also stressed that review provides another opportunity for

deeper processing and elaboration. Despite the benefits of review, Bohay in Al-Ashkar (2014, p. 21), also found that the act of note-taking can aid later performance even without later review since it serves as an active engagement with the content that is recorded. They stated that engagement through note-taking facilitates learning, and that those who take notes are more likely to elaborate on the material. During note-taking, people engage in greater mental organization which leads to improved memory and comprehension. Thus, the act of note-taking alone may improve recall and understanding over conditions when no notes are taken.

Further, note-taking, as Stefanou, Hoffman, & Vielee in Al-Ashkar (2014, p. 22) found, when used as a mechanical strategy for copying verbal information may interfere with the attention necessary for integrating knowledge. They found that the amount of directly copied information is a negative predictor on a factual information quiz. In other words, the more the students copied directly from what they heard or read the poorer their performance was on factual recall questions.

They add that whether note-taking is beneficial or not may depend on the approach of writing notes. For example, when note-takers add more words in their notes, the y perform better on questions that ask them to apply knowledge than students who either copy more or omit more words.

c. Solution to Common Problem in Taking

- Illegibility

  It is usually sufficient that a student can read his own notes. It is advisable to go over notes while still fresh in order to clarify any illegible parts. This is particularly important in the case of notes that had to be taken rapidly.

- Points Missed

  Leave spaces. Try to fill in later from the text or by checking with classmates or teacher.

- Spelling of a word not know

  Write the word as best as possible phonetically. Code (Sp?) and check later.

- Missed Lectures

  When a classmate must miss a lecture and entrusts you with taking notes for him, use a piece of carbon paper and provide him with his own copy. Thus, there is less chance that he will be using your notes at times when you would like to have them available for review and also less chance of the notes being lost. If you must miss a lecture, your classmates can reciprocate for you.

- Ink or Paper Supply Becomes Exhausted

  A replacement might be obtained from a neighbor if it can be done quickly and unobtrusively. Otherwise the student should listen

especially carefully and write the missing notes as soon as he possible can. Since forgetting Listening and Note taking is rapid when notes are not taken, it is wise to check paper, pencil, and ink before leaving for class.

- Poor Physical Situation

  When seeing or hearing is difficult, a seat change for the next lecture, or even during the same lecture, is in order. If a problem arises such as light glare preventing students from seeing the place on the board where the lecturer is writing, the lecturer might be informed of this. He would probably rather be interrupted to be informed of such a condition than to have part of his lecture lost.

- Poor Physical or Emotional Condition

  Try to concentrate deeply on the topics of the lecture and to become very interested in them. Such practice may help a student forget minor physical discomfort or emotional upset by detracting from it for a while

7. Symbols of Note Taking

According to Smith (2013, p. 4) stated that there are many common symbols for note-taking. You probably already know many of these, but perhaps had not thought about using them before. Try to learn some of these and start using them when you take notes.

Table 2.1

Symbols for Note Taking

Symbol	Meaning
→	leads to, causes (showing result)
←	caused by, because of (showing reason)
↑	increase, more, go up, up
↓	decrease, less, go down, down
=	equal to, is, are
≠	not equal to, is not, are not, is the opposite of
≈	Approximately
>	more than
<	less than
∴	Therefore
∵	Because
" "	ditto (same as above)
& +	And

#	Number
$	Money
@	At
′	minutes/feet
″	seconds/inches
♂	man, men, male
♀	woman, women, female

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses; research type, research design, place of the study, population and sample of the study, instrument of study, research instrument validity, research instrument reliability, techniques of data analysis, data collection procedures, and data analysis procedures.

A. Research Method

1. Research Type

In this research, the writer used quantitative research method. According to Crowl by Neneng Irma Nurhayati (2010) "quantitative research method are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form." the writer is mean to find the answer from the result of test by collecting and statistically analyzing data that are in numerical form.

2. Research Design

The design of this study is quasi-experimental because the writer wants to find out the effect of note-taking on listening comprehension of the third semester students comprehension of English department. It is one of the most widespread experimental design in educational research. Muijs (2004, p. 18) stated that quasi-experiment involved an experimental group and a control group both give a pretest and postest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence. The first part of creating a quasi-experiment

design isthat is manipulated in order to effect a dependent variable. Quasi-indepen to identify the variable. The quasi-independent variable will be the X-variable, the variable dent is generally a grouping variable with different level. Grouping means two groups such as experiment group and control group.

Toendan (2006, p. 215), the design consist of two group that were choice random, they are experiment group and control group. Both of groups is give treatment and the control group is teaching usually that is using by the english teacher before this study. After have treatment, both groups are give post-test to know the result of treatment. Be discussing research design of quasi-experiment study, it useful to understand some basic-term as follow:

In this study, the writer wants to reveal the effect of note-taking on listening comprehension of the third semester students comprehension of English Department. In this case, there is manipulation of the subject between the subject who teaching with note-taking on listening comprehension of the third semester students comprehension of English department subject.

A subject is a person who takes parts in an experiment and control group. Subject can also be referrers to as participants. The subject receives the treatment called experiment group have the regular treatment, or they receive a treatment or condition using note-taking. In control group, the subjects receive a standard treatment or condition without using note-taking.

A treatment is an event, a condition, or an activity that is expected to produce an outcome. A condition term is used as synonym for his term. In this study, the

writer gives a treatment to the the ekperiment group. In this case, the writer teaches by using note-taking on listening comprehension of the third semester students comprehension of English department. In the pre-teaching the writer prepares the materials. In the while teaching, the writer teaches by using note-taking on listening comprehension of the third semester students comprehension of English department.

Table 3.1

The design of quasi-experimental study

Classes	Pre-test	Treatment	Post-test
E	Y1	Experiment	Y2
C	Y1	Control	Y2

Where: E: Experiment Group

C: Control Group

Y1: Pretest

Y2: Postest

The both groups were taught with the same material. Therefore, the use of note-taking as a way to teach listening material was apply on experiment group only. Meanwhile, the control group was given a strategy that is a filling gap strategy, so the control group will fill the points on the blanks according to the audio they listen to.

3. Approach

In this study, the writer will use quantitative approach. It is because the writer wants to find out the students' listening score by tests; pretest and posttest. Creswell (1994, p. 2) stated that a quantitative study, consistent with the quantitative paradigm, is an inquiry into a social or human problems based on testing a theory composed of variables, measure with numbers, and analyzed with statistical procedures, in order to determine whether predictive generalizations of the theory hold true.

B. Population and Sample

1. Population of the study

Based on the Kamarudin in Rulena (2014, p. 45) stated that population is all of individual that become source of sample in fact is a group case that suitable with certain term that have relation with research. Population is all individual becoming subjects of research. Usually the number of population in the area of the research is great.

In this research, the populations are 71 third semesters' students at State Islamic Institute of Palangka Raya in academic year 2017/2018.

Table 3.2

The number of the third semester students in interpretive listening class at IAIN Palangka Raya

No	**Classes**	**The number of students**		
		Male	**Female**	**Total**
1	A	6	15	21
2	B	11	14	25
3	C	10	15	25
The total number		71		

2. Sample of the Study

Table 3.3

The number of sample Interpretive Listening of the State Islamic Institute of Palangka Raya

No	Classes	Groups	Number of Students
1	B	Experiment	25

2	C	Control	25
Total Number			50 students

In the study, cluster sampling will be used by the writer. Cluster sampling is used if the population is not consisting of individuals, but groups or cluster. Because the population of this study is third semester students of IAIN Palangka Raya which consist of three classes, then the writer will take B and C class, because they can represent the average English score of the whole population. The B class will be the experiment class and C will be the control class. Beside of that, the students of the classes more focus in learning English activities. According to Ary in Rulena (2014, p. 46), a common application a cluster sampling in education is the use of intact classrooms as cluster.

C. Instrument of Study

1. Research Instrument

To get the data, the writer will use two techniques in this study, namely: test and documentation.

a. Test type

Based on Furchan (2004, p. 268), test is measurement tool that very important for education research. This study will use listening test about lsten to audio. Like the table for pre-test, treatment, and post-test, they are:

The writer will collect the data from pretest and posttest. From them will find the effect of note-taking on listening comprehension. Pretest will be given in first before treatment. The last test is posttest. It to compare the pretest scores to the posttest scores. In the treatment the writer will teach Interpretive Listening using Note Taking strategy. The total item of the test is 50 multiple choice with teacher technique to find out the effect of note taking on listening comprehension.

b. Documentation

Documentation is one way to support the data with directly from the place of research, activity, photos that the relevant research and data. The writer in this research will collect some information data classes, the students' name list, syllabi, and score of students.

2. Instrument Try-Out

The writer will try out the test instrument because it is important before the test will be applied to the sample of the research. The instrument try-out will be administrated to the A class of the students at State Islamic Institut of Palangka Raya. The time allocation of try-out process is 60 minutes. The total item of the try-out test is 50 multiple choice.

The instrument try-out important because the result of try-out will be used to measure the instrument whether the test has some criteria of qualified test or not. There are some criteria in analyzing the test instrument

to know the quality of the test, such as instrument validity, instrument reliability, and index difficulty. In this study, the writer analyzes the quality of the test using validity, reliability and index difficulty. There are some procedures in carrying out the try out as follows:

a. The writer prepares the test instrument.
b. The writer arrange try-out the test instrument to the respondents.
c. The writer gives score to the respondents' answer sheet.
d. The writer calculates the result of the test.

The writer analyzes the data obtain to know the instrument validity, instrument reliability, and index of difficulty.

D. Research Instrument Validity

a. Instrument Validity

A validity test or measure is one which measures what is intended to measure. Validity must always be examined with respect to the use which is to be made of the values obtained from the measurement procedure.

According to Heaton (1974, p. 153) states "The validity of a test is the extent to which it measures that is suppose to measure and noting else." An instrument is considers being a good one if it meets some requirement. One of them is validity.

Heaton (1974, p. 153) states "Every test, whether it is a short, informal classroom test or public examination, will be a valid the constructor can make it. The test must aim to provide a true measure of a particular skill that

it is intend to measure, to the extent that is measure external knowledge and other skills at the same time, it will be not a valid test. Validity on this study is distinguished into some kinds as follows:"

a. Face Validity

Face validity of test is when the test is indeed testing what it claims to the test; the samples of the test is the actual content of what the learner has achieved or expects to achieve. The types of face validity, if the test items look right to other testers, teacher, indicators and test. The types of test items, which will use in this research, can be suitable to the others at the same level in college students.

For face validity of the test items as follow:

- The evaluation by test based on scoring system.
- Kind of the test is listening about listen to audio.
- The Language of items use English
- Customized test with students learning English material third semester

b. Construct Validity

Heaton (1974, p. 153) stated that construct validity is type of validity which assumes as existence of certain learning theories or constructs underlying the acquisition of abilities and skill. Since the type of test is listening test, the form of test is multiple choice. In this case, the test is a

written test in form of multiple choice in order to measure the students' listening comprehension.

c. Content Validity

Based on Brown (2000, p. 388), content validity is a requirement of the test performance that being to measuring. The study is use listening material, the test will be measured the students' listening ability.

Based on the explanation above, in making the test the writer match each of the items test with the curriculum that is use by IAIN Palangka Raya. The purpose is in order to make the test is appropriate with the lesson that the students accept in the moment when the research is done.

According to Ridwan (2004, p. 110), to measure the validity of the instrument, the writer uses the formulation of product moment by person as follows:"

$$r_{XY} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - \left(\sum X\right)^2}\sqrt{n\sum Y^2 - \left(\sum Y\right)^2}}$$

Where: r_{xy} = the coefficient of correlation

$\sum X$ = total value of score X

$\sum Y$ = total value of score Y

$\sum XY$ = multiplicationresults between score X and score Y

N = Number of students

Furthermore, it was calculate using T-test calculation below:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

where: t= the value of $t_{observed}$

r = the coefficient of correlation of the result of $r_{observed}$

n = number of students

The distribution of t_{table} at alpha 5% and the degree of freedom (n-2) with the measurement of validity using these criteria:

$t_{observed} > t_{table} = \text{Valid}$

$t_{observed} < t_{table} = \text{Invalid}$

E. Research Instrument Reliability

1. Instrument Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring. According to Ary (2004, p. 268), reliability is the accuracy of the measurement and the consistency of results. Based on Hellriegel, John W.S and Richard (1998, p. 631), it is the degree of consistency with which it measures whatever it is measuring.

The reliability of the test material will check through in the internal consistence of reliability it is measure of the degree to which the items of part of were homogenous or consistent with others. According to Richards (1985, p. 116), in this investigation the internal consistency reliability will be estimates through Kuder-Richard on Reliability and the mean score and standard deviation. The following is the Kuder-Richard 21 (KR-21) formulas Fraenkel and Wallen (1993, p. 149).

Formula:

$$\rho_{kr21} = \frac{k}{k-1}\left[1 - \frac{\mu(k-\mu)}{k\sigma^2}\right]$$

Where,

k - Number of questions

μ - Population mean score

σ^2 - Variance of the total scores of all the people

ρ_{kr21} - Reliability of the test

According to Suharto (1988, p. 125), to know the reliability level of the instrument, the result of the test is interpreted to the criteria of the correlation index as follows:

0,800 – 1000 = very high reliability

0,600 – 0,799 = high reliability

0,400 – 0, 599 = fair reliability

0,200 – 0, 399 = poor reliability

0,000 –0,199 = very poor reliability

F. Data Collection Procedures

To get the data that is need in the study, there are few of ways to does it, they are:

1. Preparation

a. The writer chooses the place of the study.

b. The writer gives information for the instance that related to show this study.

c. The writer was given the pre-test to the students.

2. Implementation

The writer given the treatment by uses teacher feedback strategy in teaching listening.

3. Conclusion

a. The writer gives the test to the students.

b. The writer calculates the result of test.

c. The writer puts the data to the table had been prepare.

G. Data Analysis Procedure

The witer analysis the data with a few of way, the are:

1. The writer collects the result of test
2. The writer gives score for the students that suitable with the criteria
3. The writer arranges into for the table
4. The writer determines the mean score with the formula:

$$Mx = \left[\frac{\sum fx'}{N}\right]$$

Where:

Mx = Mean

F = frequency of score

X = score of test

N = Number of test.

5. To analyse the data the writer will use t-test, this statistical calculation is chosen because the study compares the mean of one group. The conclusion of study is to shown the rejection or acceptance of the hypothesis, the writer will use t-test the formula as follows:

$$T_o = \frac{Mx_1 - Mx_2}{Semx_1 - Semx_2}$$

Where:

T_o = The value of the mean difference will be judge

Mx_1 =The mean of the first group

Mx_2 =The mean of the second group

Sem_1- Sem_2 =the standard error of the first and second mean

To know the hypothesis is accepted or rejected it is using the criterion:

If t-test (the value) $\geq t_{table}$, it means Ha is accepted and Ho is rejected.

If t-test (the value) $<t_{table}$, it means Ha is rejected and Ho is accepted.

After that, the interpretation is make to answer the research problem. To sum up, the procedure of collecting data and analysis data, as describe in figure.

H. Normality Test

Agus Irianto states (2004, p. 62), the data of population will be normal if the mean same with the modus and median. It means that some of scores gather in the middle position, meanwhile the frequency of average and low score show the descent that more balance. Because of the low score frequency and the high score is balance, so that the down of curve line to right and left will be balance.

Before the writer calculates the value of t-test, the researcher has to analyze the normality and homogeneity of the data. It examinition of normality is need to know whether the data has been normally distributed. The researcher uses SPSS to tets the normality. In SPSS, there are two kinds of normality test: Kolmogrov Smirnov and Shapiro-Wilk. The criterion of SPSS:

a. If respondents ≥ 50, the normality test uses Kolmograv Smirnov.

b. If respondents < 50, the normality uses Shapiro Wilk.

The criterion of hypethesis is:

H0: Significant Score > 0,05

H1: Significant Score < 0,05

I. Homogeneity Test

The next step is calculating the homogeneity of data. The purpose of this calculation is to see whether the data / sample in both classes are homogenous or heterogeneous. Homogeneity test is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not.

If calculation result of F is lower than F table by 5% degree of significance so H_o is accepted, it means both groups have same variant. In addition, the SPSS program will be applied.

It means, to analyze the result of homogeneity test on SPSS program:

a. If the Significant value is lower than 0,05, so the data population among two or more groups is different.
b. If the Significant value is higher than 0,05, so the data population among two or more groups is not different.

The data of this study are the students' listening score. The data are in form of quantitative data.

To analyze the data, the writer uses “t” test. “t” test is statistical test that using for examining the true or the false of hypothesis that declared between two mean samples taken in random from the same population.

$$t_o = \frac{M1 - M2}{SEm_1 - SEm_2}$$

Where:

M_1-M_2 : the difference of two means

SEm_1- SEm_2 : the standard error of the difference between to means

To know the hypothesis is accepted or rejected using the criterion:

If t-test (the value) $\geq t_{table}$, it means Ha is accepted and Ho is rejected.

If t-test (the value) $< t_{table}$, it means Ha is rejected and Ho is accepted.

Interpreting the result of t-test. Previously, the researcher accounts the degree of freedom (df) with the formula:

$df = (N_1+N_2-2)$

df : degrees of freedom

N_1 : number of subject group 1

N_2 : number of subject group 2

N : number of variables.

After that, the value of (df) is consulted on the t_{table} at the level of significance 1% and 5%. In this study, the researcher uses the level of significant at 5%. If the result or t-test is higher than $t_{table,}$ it means Ha is accepted, but if the result of t-test is lower than t_{table}, it means Ho is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about presentation of data, testing Normality and Homogeneity, testing hypothesis using t-test, testing hypothesis using SPSS program, interpretation, and discussion.

A. The Presentation of Data

In this section, it would be described the obtained data of improvement the students' listening comprehension and before taught by using note taking strategy. The presented data consisted of distribution of pretest score of experimental group.

1. Distribution of Pre- Test Score of Experimental Group

The test score of experimental group were presented in the following table.

Table 4.1

The Description of Pre Test Scores of the Data Achieved by the Students in Experimental Group

NO	Students Code	Students Score
1	E01	65

2	E02	55
3	E03	45
4	E04	60
5	E05	75
6	E06	60
7	E07	65
8	E08	70
9	E09	65
10	E10	55
11	E11	50
12	E12	75
13	E13	75
14	E14	50
15	E15	85
16	E16	45

17	E17	50
18	E18	60
19	E19	65
20	E20	65
21	E21	75
22	E22	60
23	E23	65
24	E24	40
25	E25	40

Table above describing the score of each student and show the student who passed and failed the test. It show, there were six students who passed the test or about 24% in percentage and there were nineteen students who failed the test or about 76% in percentage.

Based on the data above, it can be seen that the students' highest score was 85 and the student's lowest score was 40. However, based on the evaluation Standard of English Subject, there were 19 students who failed since they got fewer 70. It mean that, most students still did not master about listening comprehension.

Table 4.2 The frequency distribution of pre-test score of the experiment class.

No	Score (X)	Frequency (F)	FX
1	85	1	85
2	75	4	300
3	70	1	70
4	65	6	390
5	60	4	240
6	55	2	110
7	50	3	150
8	45	2	90
9	40	2	80
TOTAL		∑F = 25	∑FX = 1515

The distribution of students' pretest score can also be seen in the follow figure.

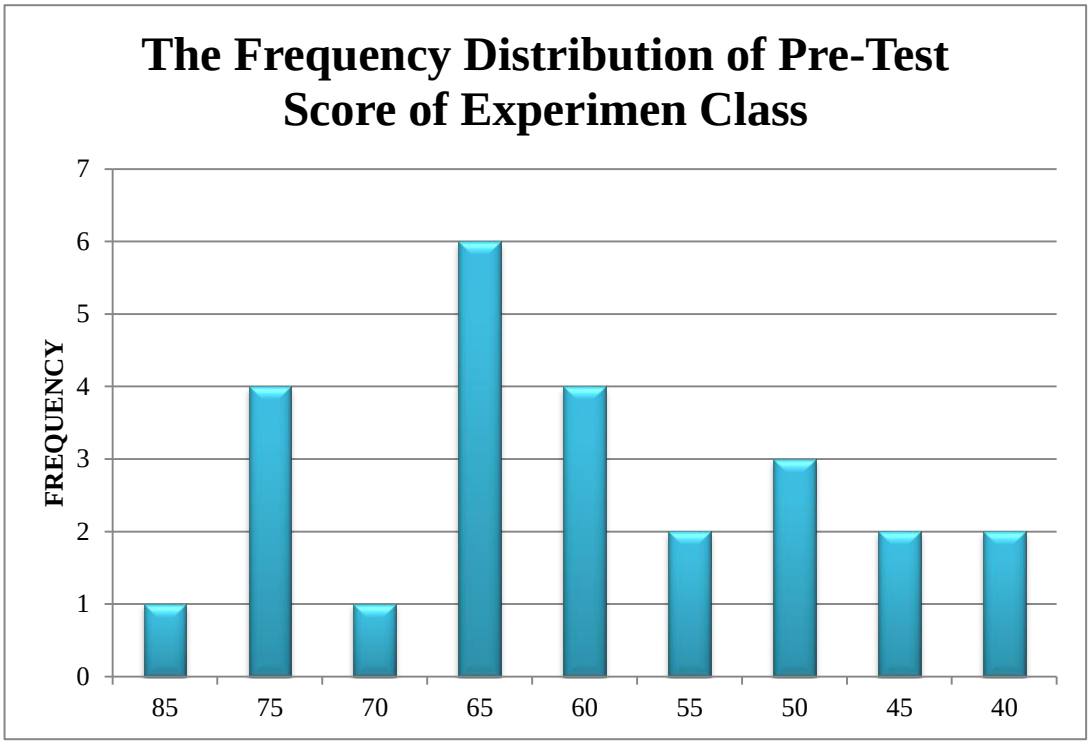

Figure 4.1 histogram of frequency distribution of pretest score or experiment group.

The table and figure above showed the students' pretest score of the experimental group. It could be seen that there were two students who got score 40. There were two students who got score 45. There were three students who got score 50. There were two students who got score 55. There were four students who got score 60.

There were six students who got score 65. There was one student who got score 70. There were four students who got score 75. There was one student who got score 85. In this case, many students got score under 70.

The next step, the writer tabulated the score into the table for the calculation mean, median, and modus as follow:

Table 4.3. The Calculation of Mean, Median, and Modus of Pre-Test Score for Experiment Class.

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1	85	1	85	25	1
2	75	4	300	24	5
3	70	1	70	20	6
4	65	6	390	19	12
5	60	4	240	13	16
6	55	2	110	9	18
7	50	3	150	7	21
8	45	2	90	4	23
9	40	2	80	2	25
TOTAL		∑F = 25	∑FX = 1515		

From the table above, the data could be inserted in the formula of mean, median, and modus. In simple explanation, I are interval score of students, F is total students who got the score, FX is multiplication both X and F, Fkb is the cumulative students calculated from under to the top, in the other side Fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

a. Mean

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1515}{25}$$

$$M = 60{,}6$$

b. Median

N = 2n + 1

-2n = 1 – 25

$$n = \frac{-24}{-2}$$

n = 12

n= 65

The calculation above showed of mean value was 60,6 the median was 65 and the modus taken from the highest frequency was 65 of the pretest of the experimental group.

The last step, the writer tabulated the scores of pretest of experimental group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.4 The calculation of the standard deviation and standard error of the pretest score of experiment group.

No	Score (X)	Frequency (F)	FX	(X)	x^2	$F.X^2$
1	85	1	85	24.4	595.36	595.36
2	75	4	300	14.4	207.36	829.44
3	70	1	70	9.4	88.36	88.36
4	65	6	390	4.4	19.36	116.16
5	60	4	240	-0.6	0.36	1.44
6	55	2	110	-5.6	31.36	62.72
7	50	3	150	-10.6	112.36	337.08
8	45	2	90	-15.6	243.36	486.72
9	40	2	80	-20.6	424.36	848.72
TOTAL		$\sum F = 25$	$\sum FX = 1515$			$\sum F.X^2 = 3366$

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD = \sqrt{\frac{3366}{25}}$$

$$SD = \sqrt{134.64}$$

$$SD = 11.60345$$

b. Standard Error

$$SE_{MI} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MI} = \frac{11.60345}{\sqrt{25-1}}$$

$$SE_{MI} = \frac{11.60345}{\sqrt{24}}$$

$$SE_{MI} = \frac{11.60345}{4.898979486}$$

$$SE_{MI} = 2.368544$$

$$SE_{MI} = 2.37$$

The result of calculation showed the standard deviations of pretest score of experimental group was 11.60 and the standard error of pretest score of experimental group was 2.37.

2. Distribution of Pretest Score of Control Group

The pretest scores of the control group were presented in the following table.

Table 4.5 The Description of Pretest Scores of Data Achieved by the Students in Control Group

NO	Students Code	Students Score
1	C01	70
2	C02	65
3	C03	55
4	C04	50
5	C05	70
6	C06	75
7	C07	70

8	C08	75
9	C09	65
10	C10	60
11	C11	70
12	C12	70
13	C13	65
14	C14	60
15	C15	85
16	C16	40
17	C17	45
18	C18	75
19	C19	65
20	C20	65
21	C21	65
22	C22	60

23	C23	75
24	C24	55
25	C25	75

Table above was describing the score of each student and show the student who passed and failed the test. It shows, there were eleven students who passed the test or about 56% in percentage and there were fourteen students who failed the test or about 44% in percentage.

Based on the data above, it can be seen that the students' highest score was 85 and the student's lowest score was 40. However, based on the evaluation standard of English subject, there were 14 students who failed since they got fewer than 70.

Table 4.6 The frequency distribution of pretest score for control group

No	Score (X)	Frequency (F)	FX
1	85	1	85
2	75	5	375
3	70	5	350
4	65	6	390
5	60	3	180

6	55	2	110
7	50	1	50
8	45	1	45
9	40	1	40
TOTAL		∑F = 25	∑FX = 1625

The distribution of students' pretest score can also be seen in the following figure.

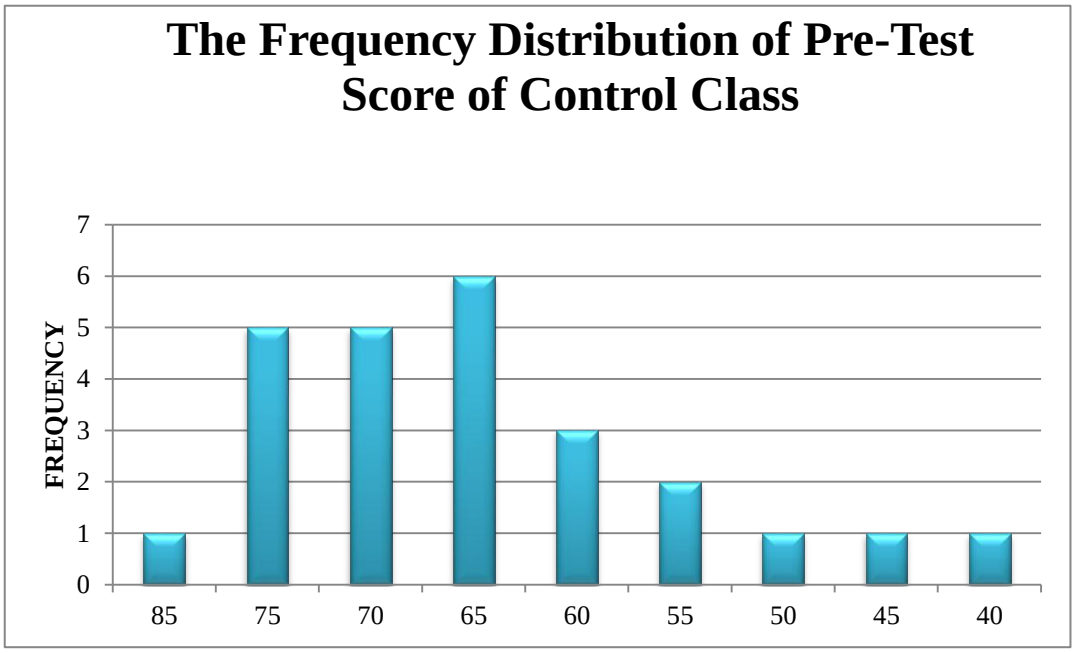

Figure 4.2 the frequency distribution of pretest score of the control group

The table and figure showed the pretest score of students in control group. It could be seen that there was one student who got score 40. There was one student who got score 45. There was one student who got score 50. There were two

student who got score 55. There were three students who got score 60. There were six student who got score 65. There were five students who got score 70. There were five students who got score 75. And there was one students who got score 85. In this case, many students got score under 70.

The next step, the writer tabulated the score into the table for calculation mean, median and modus as follows:

Table 4.7 The calculation of mean, median and modus of pretest score of the control group.

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1	85	1	85	25	1
2	75	5	375	24	6
3	70	5	350	19	11
4	65	6	390	14	17
5	60	3	180	8	20
6	55	2	110	5	22
7	50	1	50	3	23
8	45	1	45	2	24
9	40	1	40	1	25
TOTAL		∑F = 25	∑FX = 1625		

From the table above, the data could be inserted in formula of mean, median and modus. In simple explanation, I are interval score of students, F is total students who got the score, FX is multiplication both X and F, Fkb is the cumulative students calculated from under to the top, in the other side Fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

a. Mean

$$M = \frac{\sum fx}{N}$$

$$M = \frac{1625}{25}$$

$$M = 65$$

b. Median

N = 2n + 1

-2n = 1 – 25

$$n = \frac{-24}{-2}$$

n = 12

n= 65

c. Modus

Mo = 65

The calculation above showed of mean value was 65, the median was 65 and the modus taken from the highest frequency was 65 of the pretest of the control group.

The last step, the writer tabulated the scores of pretest and control group into the table for the calculation of standard deviation and standard error as follows:

Table 4.8 The calculation of standard deviation and standard error of the pretest score of control group.

No	Score (X)	Frequency (F)	FX	X	X^2	$F.X^2$
1	85	1	85	20	400	400
2	75	5	375	10	100	500
3	70	5	350	5	25	125
4	65	6	390	0	0	0
5	60	3	180	-5	25	75
6	55	2	110	-10	100	200
7	50	1	50	-15	225	225
8	45	1	45	-20	400	400
9	40	1	40	-25	625	625
TOTAL		$\sum F = 25$	$\sum FX = 1625$			$\sum F.X^2 = 2550$

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

b. Standard deviation

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD = \sqrt{\frac{2550}{25}}$$

$$SD = \sqrt{102}$$

$$SD = 10.0995$$

c. Standard Error

$$SE_{MI} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MI} = \frac{10.0995}{\sqrt{25-1}}$$

$$SE_{MI} = \frac{10.0995}{\sqrt{24}}$$

$$SE_{MI} = \frac{10.0995}{4.898979486}$$

$$SE_{MI} = 2.061553$$

$$SE_{MI} = 2.06$$

The result of calculation showed the standard deviation of pretest score of control group was 10.1 and the standard error of pretest score of control group was 2.06**.**

3. Distribution of Posttest Score for Experimental Group

The posttest score of the experimental group were presented by the following table.

Table 4.9 the description of posttest score the data achieved by the students in experiment group

NO	Students Code	Students Score
1	E01	70
2	E02	75
3	E03	75
4	E04	75
5	E05	75
6	E06	70
7	E07	70
8	E08	75
9	E09	75

10	E10	75
11	E11	75
12	E12	80
13	E13	80
14	E14	70
15	E15	85
16	E16	65
17	E17	65
18	E18	70
19	E19	70
20	E20	75
21	E21	80
22	E22	65
23	E23	70
24	E24	70

25	E25	60

Table above was describing the score of each student and show the student who passed and failed the test. It shows there were twenty one students who passed the test or about 84% in percentage and there were four students who failed the test about 16% in percentage.

Based on the data above, it can be seen that the students' highest score was 85 and the student's lowest score was 60. However, based on the evaluation standard of English subject, there were twenty one students who passed since the got more than 70. It meant that, there were most students master about listening comprehension and there were only four students were still did not master.

Table 4.10 the frequency distribution of the posttest score of the experimental group

No.	Score (X)	Frequency (F)	Frequency Relative (%)	Frequency Cumulative (%)
1	85	1	4	100
2	80	3	12	96

3	75	9	36	84
4	70	8	32	48
5	65	3	12	16
6	60	1	4	4
TOTAL		∑F = 25		

Table above was describing how percentage of students in each scores. It can be seen the higher percentage was in score 85 about one student and about 4% in percentage.

The distribution of students' posttest score can also be seen in the following figure.

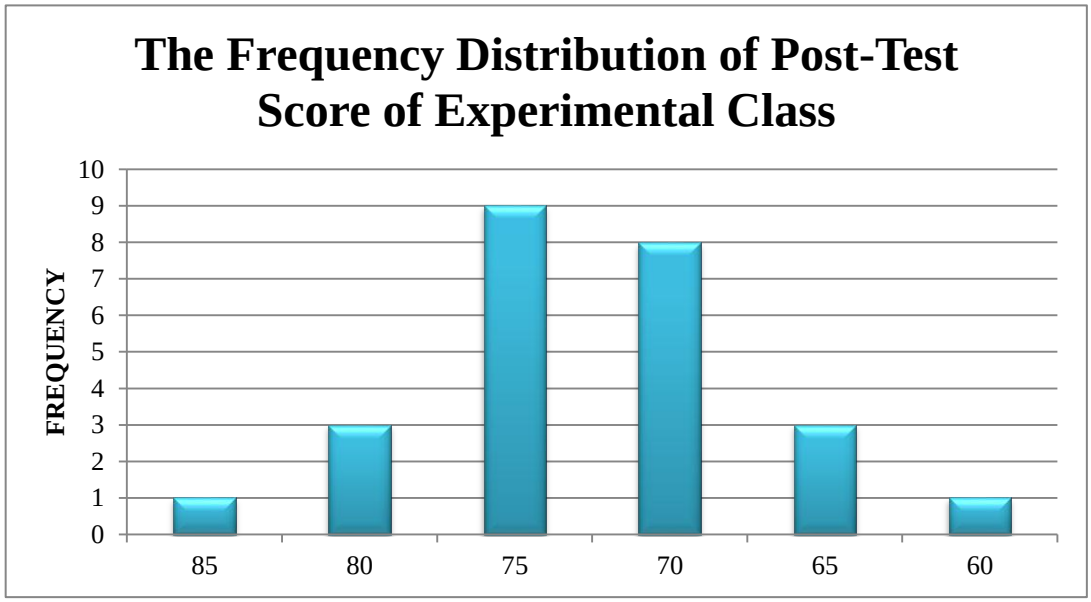

Figure 4.3 The frequency distribution of posttest score of the experimental group

The table and figure above showed the posttest score of students in experiment group. It could be seen that there was one student who got score 60. There were three students who got score 65. There were eight students who got score 70. There were nine students who got score 75. There were three students who got score 80. There was one student who got score 85. In this case, many students got score up to 70.

The next step, the writer tabulated the score into the table for the calculation of mean, median and modus as follows:

Table 4.11 The table for calculating Means, Median, and Modus of posttest scores for the experimental group

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1	85	1	85	25	1
2	80	3	240	24	4
3	75	9	675	21	13
4	70	8	560	12	21
5	65	3	195	4	24
6	60	1	60	1	25
TOTAL		∑F = 25	∑FX = 1815		

From the table above, the data could be inserted in the formula of mean, median, and modus. In simple explanation, I are interval score of students, F is total students who got the score, FX is multiplication both X and F, Fkb is the cumulative students calculated from under to the top, in the other side Fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

a. Mean

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1815}{25}$$

$$M = 72{,}6$$

b. Median

N = 2n + 1

-2n = 1 – 25

$$n = \frac{-24}{-2}$$

n = 12

n= 75

The calculation above showed of mean value was 72,6 the median was 75 and the modus taken from the highest frequency was 75 of the pretest of the experimental group.

The last step, the writer tabulated the scores of pretest of experimental group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.12 The calculation of the standard deviation and standard error of the posttest score of experiment group.

No	Score (X)	Frequency (F)	FX	X	X^2	$F.X^2$
1	85	1	85	12.4	153.76	153.76
2	80	3	240	7.4	54.76	164.28
3	75	9	675	2.4	5.76	51.84
4	70	8	560	-2.6	6.76	54.08
5	65	3	195	-7.6	57.76	173.28
6	60	1	60	-12.6	158.76	158.76
TOTAL		$\sum F = 25$	$\sum FX = 1815$			$\sum F.X^2 = 756$

The table above used for calculated standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

d. Standard Deviation

$$SD = \sqrt{\frac{\sum FX^2}{N}}$$

$$SD = \sqrt{\frac{756}{25}}$$

$$SD = \sqrt{30.24}$$

$$SD = 5.499091$$

e. Standard Error

$$SE_{MI} = \frac{SD}{\sqrt{N-1}}$$

$$SE_{MI} = \frac{5.499091}{\sqrt{25-1}}$$

$$SE_{MI} = \frac{5.499091}{\sqrt{24}}$$

$$SE_{MI} = \frac{5.499091}{4.898979486}$$

$$SE_{MI} = 1.122497$$

$$SE_{MI} = 1.12$$

The result of calculation showed the standard deviations of pretest score of experimental group was 5.499 and the standard error of pretest score of experimental group was 1.12.

4. Distribution of Posttest Score for Control Group

The posttest score of the control group were presented by the following table.

Table 4.13 Distribution of Posttest Score for Control Group

NO	Students Code	Students Score
1	C01	70
2	C02	70
3	C03	65
4	C04	65
5	C05	70
6	C06	75
7	C07	70
8	C08	70
9	C09	75

10	C10	70
11	C11	75
12	C12	75
13	C13	60
14	C14	70
15	C15	85
16	C16	55
17	C17	50
18	C18	75
19	C19	65
20	C20	65
21	C21	65
22	C22	65
23	C23	75
24	C24	60

25	C25	70

Table above was describing the score of each student and show the student who passed and failed the test. It shows there were fifteen students who passed the test or about 60% in percentage and there were ten students who failed the test about 40% in percentage.

Based on the data above, it can be seen that the students' highest score was 85 and the student's lowest score was 50. However, based on the evaluation standard of English subject, there were fifteen students who passed since the got more than 70. It meant that, there were most students master about listening comprehension and there were only ten students were still did not master.

Table 4.14 the frequency distribution of the posttest score of the experimental group

No	Score (X)	Frequency (F)	Frequency relative (%)	Frequency Cummulstive (%)
1	85	1	4	100
2	75	6	24	96

3	70	8	32	72
4	65	6	24	40
5	60	2	8	16
6	55	1	4	8
7	50	1	4	4
TOTAl		∑F=25		

Table above was describing how percentage of students in each scores. It can be seen the higher percentage was in score 85 about one student and about 4% in percentage.

The distribution of students' posttest score can also be seen in the following figure.

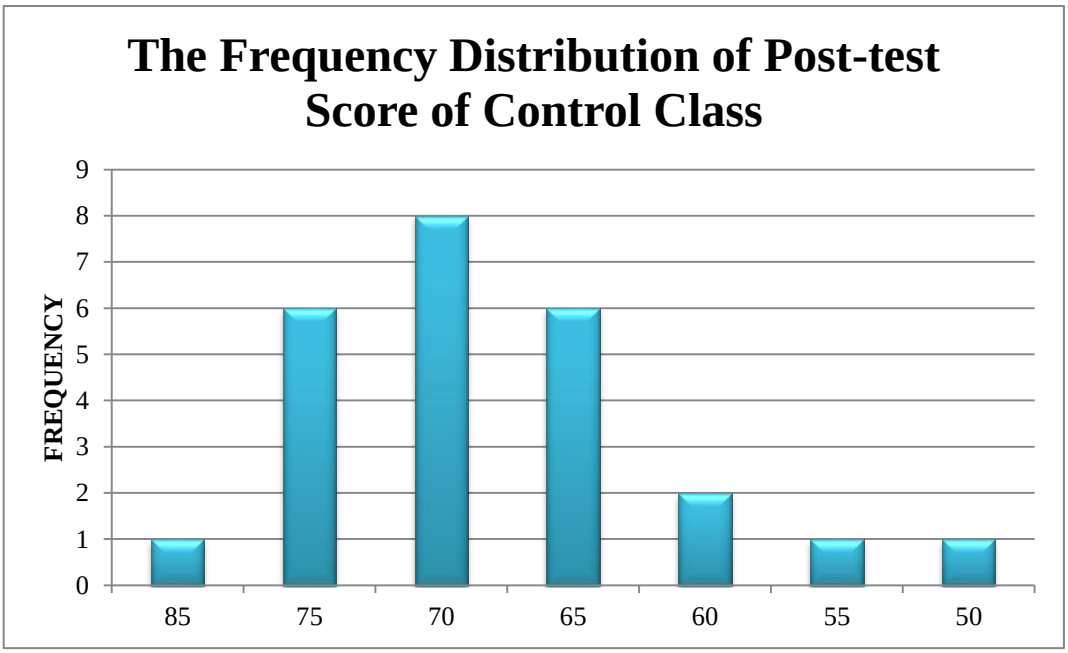

Figure 4.4 the frequency distribution of posttest score of the control group

The table and figure above showed the posttest score of students in control group. It could be seen that there was one student who got score 50. There was one student who got score 55. There were two student who got score 60 There were six students who got score 65. There were eight students who got score 70. There were six students who got score 75. There was one student who got score 85. In this case, many students got score up to 70.

The next step, the writer tabulated the score into the table for the calculation of mean, median and modus as follows:

Table 4.15 the table for calculating Means, Median, and Modus of posttest scores for the control group

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1	85	1	85	25	1
2	75	6	450	24	7
3	70	8	560	18	15
4	65	6	390	10	21
5	60	2	120	4	23
6	55	1	55	2	24
7	50	1	50	1	25
TOTAL		∑F = 25	∑FX = 1710		

From the table above, the data could be inserted in the formula of mean, median, and modus. In simple explanation, I are interval score of students, F is total students who got the score, FX is multiplication both X and F, Fkb is the cumulative students calculated from under to the top, in the

other side Fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

a. Mean

$$M = \frac{\sum FX}{N}$$

$$M = \frac{171\mathit{0}}{\mathit{25}}$$

$$M = 68{,}4$$

b. Median

N = 2n + 1

-2n = 1 – 25

$$n = \frac{-\mathit{24}}{-\mathit{2}}$$

n = 12

n= 70

The calculation above showed of mean value was 68,4 the median was 70 and the modus taken from the highest frequency was 70 of the pretest of the experimental group.

The last step, the writer tabulated the scores of pretest of control group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.16 The calculation of the standard deviation and standard error of the pretest score of control group.

No	Score (X)	Frequency (F)	FX	X	X^2	$F.X^2$
1	85	1	85	16.6	275.56	275.56
2	75	6	450	6.6	43.56	261.36
3	70	8	560	1.6	2.56	20.48
4	65	6	390	-3.4	11.56	69.36
5	60	2	120	-8.4	70.56	141.12
6	55	1	55	-13.4	179.56	179.56
7	50	1	50	-18.4	338.56	338.56
TOTAL		$\sum F = 25$	$\sum FX = 1710$			$\sum FX^2 = 1286$

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. Standard Deviation

$$SD = \sqrt{\frac{\sum FX^2}{N}}$$

$$SD = \sqrt{\frac{1286}{25}}$$

$$SD = \sqrt{51{,}44}$$

SD = 7.172168

b. Standard Error

$SE_{MI} = \frac{SD}{\sqrt{N-1}}$

$SE_{MI} = \frac{7.172168}{\sqrt{25-1}}$

$SE_{MI} = \frac{7.172168}{\sqrt{24}}$

$SE_{MI} = \frac{7.172168}{4.898979486}$

SE_{MI} = 1.464013

SE_{MI} = 1,46

The result of calculation showed the standard deviations of pretest score of control group was 7.17 and the standard error of pretest score of control group was 1.46.

B. Testing Normality And Homogeneity

One of the requirements in experimental design was the test of normality assumption. Agus Irianto states (2004, p. 62), the data of population will be normal if the mean same with the modus and median. It means that some of scores gather in the middle position, meanwhile the frequency of average and low score show the descent that more balance. Because of the low score frequency

and the high score is balance, so that the down of curve line to right and left will be balance.

Because of that, the writer used SPSS 18 to measure the normality of the data

1. Testing Normality

Table 4.17 The normality of pretest and posttest of experimental group using SPSS

One-Sample Kolmogorov-Smirnov Test

		pre_test	post_test
N		25	25
Normal Parameters[a,b]	Mean	60.60	72.60
	Std. Deviation	11.843	5.012
Most Extreme Differences	Absolute	.125	.186
	Positive	.115	.174
	Negative	-.125	-.186
Kolmogorov-Smirnov Z		.624	.928
Asymp. Sig. (2-tailed)		.830	.356

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test, pretest and posttest is if the value of (probability value/critical value) was higher than equal to the level of significance alpha defined (r = a), it mean that, the distribution was normal. Based on the calculation using SPSS 18 above, the value of r (probability value/critical value) from pretest and posttest of the experiment group in

Kolmogorov-Smirnov table was higher than level of significance alpha used or r = 0.830> 0.05 (pretest) and r = 0.356> 0.05 (posttest) so the distribution are normal. It mean that the student' score of in pretest and posttest had a normal distribution.

Table 4.18 The normality of pretest and posttest of control group using SPSS

One-Sample Kolmogorov-Smirnov Test

		pre_test	post_test
N		25	25
Normal Parameters[a,b]	Mean	65.00	68.40
	Std. Deviation	10.308	7.320
Most Extreme Differences	Absolute	.180	.187
	Positive	.126	.144
	Negative	-.180	-.187
Kolmogorov-Smirnov Z		.900	.933
Asymp. Sig. (2-tailed)		.393	.349

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test, pretest and posttest is if the value of (probability value/critical value) was higher than equal to the level of significance alpha defined (r = a), it mean that, the distribution was normal. Based on the calculation using SPSS 18 above, the value of r (probability value/critical value) from pretest and posttest of the control group in Kolmogorov-Smirnov table was higher than level of significance alpha used or r = 0.393> 0.05 (pretest) and r = 0.349> 0.05 (posttest) so the distribution

are normal. It mean that the student' score of in pretest and posttest had a normal distribution.

2. Testing Homogeneity

Table 4.19 The Homogeneity of pretest experimental group and control group using SPSS

Test of Homogeneity of Variances

pre_test

Levene Statistic	df1	df2	Sig.
.887	1	48	.351

ANOVA

pre_test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	242.000	1	242.000	1.963	.168
Within Groups	5916.000	48	123.250		
Total	6158.000	49			

The criteria of homogeneity test, posttest of experiment group and posttest of control group was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined (r = a), it mean that the distribution was homogeneity. Based on the calculation using SPSS 18 above, the value of (probability value/critical value) from pretest of experiment group and pretest of control group on homogeneity of variances in

sig column is known that p-value was 0.351. The data in this study fulfilled homogeneity since the p value is higher 0.351 > 0.05.

Table 4.20 The Homogeneity of posttest experimental group and control group using SPSS

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
.812	1	48	.372

ANOVA

Posttest

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	220.500	1	220.500	5.183	.027
Within Groups	2042.000	48	42.542		
Total	2262.500	49			

The criteria of homogeneity test, posttest of experiment group and posttest of control group was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined (r = a), it mean that the distribution was homogeneity. Based on the calculation using SPSS 18 above, the value of (probability value/critical value) from posttest of experiment group and posttest of control group on homogeneity of variances

in sig column is known that p-value was 0.372. The data in this study fulfilled homogeneity since the p value is higher 0.372 > 0.05.

C. Testing Hypothesis Using t-test

The writer chose the significance level on 5%, it means the significance level of refusal of null hypothesis type stated on non-directional (two-tailed test). It means that the hypothesis cannot direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis "1" can be (>) or (<). The answer of hypothesis could not be predicted whether on more than or less than.

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2 at the previous data presentation. In could be seen on this following table:

Table 4.21 The standard deviation and standard error of X_1 and X_2

Variable	Standard deviation	Standard error
X_1	5,499	1,12
X_2	7,17	1,46

X_1 = Experimental group

X_2 = Control group

The table showed the result of standard deviation calculation of X_1 was 5,499 and the result of the standard error mean calculation was 1,12. The result of the standard deviation calculation of X_2 was 7,17 and the result of the standard error mean calculation 1,46.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard error mean of score difference between variable I and variable II

$SE_{M1} - SE_{M2} = \sqrt{(SEm_1)^2 + (SEm_2)^2}$

$SE_{M1} - SE_{M2} = \sqrt{(1{,}12)^2 + (1{,}46)^2}$

$SE_{M1} - SE_{M2} = \sqrt{1{,}2544 + 2{,}1316}$

$SE_{M1} - SE_{M2} = \sqrt{1{,}2544 + 2{,}1316}$

$SE_{M1} - SE_{M2} = \sqrt{3{,}386}$

$SE_{M1} - SE_{M2} = 1{,}840108692$

$SE_{M1} - SE_{M2} = 1{,}84$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 1.8178 Then, it was inserted to the t_o formula to get the value of t observed as follow:

$$t_0 = \frac{M1 - M2}{SEm_1 - SEm_2}$$

$$t_0 = \frac{72{,}6 - 66{,}4}{1{,}84}$$

$$t_0 = \frac{6{,}2}{1{,}84}$$

$$t_0 = 3{,}369565$$

$$t_0 = 3{,}37$$

Which the criteria:

If t-test (t-observed) ≥ t-table, Ha is accepted and Ho is rejected

If t-test (t-observed) < t-table, Ha is rejected and Ho is accepted

Then, the writer interpreted the result of t-test; previously, the writer accounted the degree of freedom (df) with the formula:

Df = $(N_1 + N_2) - 2$

= (25+25) – 2

= 50 – 2

= 48

5%	t_o	1%
2,01	3,37	2,68

The writer choose the significant level at 5%, it means the significant level of refusal of null hypothesis at 5%. The writer decided the significant level at due of the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis cannot direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis "1" can be (>) or (<). The answer of hypothesis could not be predicted whether on more than or less than.

The calculation above showed the result of t-test calculation as in the table follow:

Table 4.22 The calculation of T-test

Variable	T Observed	T table		Df/Db
		5%	1%	
$X_1 - X_2$	3,37	2,01	2,68	48

Where:

X_1 = Experimental Group

X_2 = Control Group

T observed = The calculated value

T table = The distribution of t value

Df/db = Degree of freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 1% and 5% significance level or 2.01<3.37>2.68. it means H_a was accepted and H_o was rejected.

It could be interpreted based on the result of calculation that H_a stating that Note Taking strategy gives effect on the students listening score was accepted and H_o stating that Note Taking strategy does not gives effect on the students' listening score was rejected. It means that teaching listening using Note Taking strategy gave significant effect on the students' listening score of the third semester students of English Department at IAIN Palangka Raya.

D. Testing Hypothesis using SPSS Program

The writer also applied SPSS 18.0 program to calculate t test in testing hypothesis of the study. The result of the t test using SPSS 18.0 was used to support the manual calculation of the t test. The result of the test using SPSS 18.0 program could be seen as follows:

Table 4.23 The standard deviation and the standard Error of X_1 and X_2

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Eksperimental	25	72.60	5.612	1.122
	Control	25	68.40	7.320	1.464

The table showed the result of the standard deviation calculation of X_1 was 5.612 and the result of the standard error mean calculation was 1.122. The result of standard deviation calculation of X_2 was 7.320 and the standard error mean calculation was 1.464.

Table 4.24 The calculation of T-test using SPSS 18.0

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.812	.372	2.277	48	.027	4.200	1.845	.491	7.909
	Equal variances not assumed			2.277	44.971	.028	4.200	1.845	.484	7.916

The table showed the result of t-test calculation using SPSS 18.0 program. Since the result of posttest between experimental and control group had difference score of variance, it meant the t-test calculation used at the equal variances not assumed. It found that the result of $t_{observed}$ was 2.277, the result of mean difference between experimental and control group was 4.200 and the standard error difference between experimental and control group was 1.845.

E. Interpretation

To examine the truth or false of null hypothesis stating that Word search Puzzle does not gives effect on the students' vocabulary score, the result of t – test was interpreted on the result of degree of freedom to get the T_{table}. The result of degree of freedom (df) was 48, it found from total number of the student in both group minus 2. The following table was the result of $T_{Observerd}$ and T_{Table} from 48 df at 5% and 1% significance level.

Table 4.25 The result of T-test

Variable	T Observed	T table		Df/Db
		5%	1%	
$X_1 - X_2$	3,37	2,01	2,68	48

The interpretation of the result of t-test, it was found the $T_{Observed}$ was greater than the T_{table} at 1% and 5% significance level or 2.01<3.37>2.68. It means that H_a was accepted and H_0 was rejected.

It could be interpreted based on the result of calculation that H_a stating that Note Taking strategy gives effect on the students listening score was accepted and H_o stating that Note Taking strategy does not gives effect on the students' listening score was rejected. It means that teaching listening using Note Taking strategy gave significant effect on the students' listening score of the third semester students of English Department at IAIN Palangka Raya.

F. Discussion

In the process of teaching and learning, English Listening using note taking strategy is the way used by teachers to teach students. Note taking a strategy approach can make students concentrate more on Listening material for students because by applying a note taking strategy in listening comprehension each

student is required to record important points of the material they are listening to, because with note taking strategies students can easily remember the material they have been listening to. This means note taking strategy plays an important role in the process of learning to teach students, especially to remember the material in listening courses.

The result supported by theory According to Suprijono (2009, p. 105), the advantages of note taking strategy in learning listening comprehension are this learning method is suitable for large and small classes, this learning method is suitable to start learning so that learners will focus attention on terms and concepts that will be developed and related to the subject and then developed into a concept or a more concise thought chart, This learning method can be utilized to assess the tendency of a person to a certain information and This learning method allows students to learn more actively, because it provides opportunities to develop themselves, focus on handouts and lecture materials and is expected to solve problems themselves by finding (discovery) and work alone.

The answers given by the students were as in the following: (1) it increases their attention to the lecture, (2) by applying note-taking strategies to listening lessons, students concentrate more because they are required to listen while taking down the information points they think are important from the audio they hear, (3) it increases their understanding of the lecture content and helps them retain this content later in their memory, (4) it provides connection between ideas (5) it

informs the specific points repeated in a class. In their study, they also focused on the strategies that the students used while taking notes. From the data above, it can be known that teaching listening by using note taking strategy of learning process gave significant effects in improving students' English listening skill. The students more interested in receiving listening using note taking strategy. So, the writer improved students' English listening skill by using note taking strategy was balanced to the theory in chapter II. The theory supported the use of note taking as a strategy in learning process and suitable with the condition at the third semester students of English Department at IAIN Palangka Raya.

The result of data analysis showed that note taking strategy gave effect toward the listening achievement at third semester students of English Department at IAIN Palangka Raya. . It can be seen from the mean scores between pretest and posttest of the experiment class students. The mean scores of posttest reached higher score than the mean score of pretest (72.60>60,6). It indicated that the students' scores increased after conducting treatment. In other word, teaching listening by using note taking strategy gave significant effect toward the students' listening.

Meanwhile, after the data was conducted using the t_{test} formula using manual calculation showed that the $t_{observed}$ was 3.37. By comparing the $t_{obseverd}$ with the t_{table}, it was found that the $t_{observerd}$ was higher than t_{table} at 5% level significance or $t_{observerd} = 3,37 > t_{table} = 2.01$.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and some suggestions based on the result of study, as the following:

A. Conclusion

After obtained the data analysis from the score obtained of English test, it could answer the problem of the study which to measure the effectiveness of using Note Taking strategy toward the listening comprehension at the third semester students of English Department at IAIN Palangka Raya. Based on the result of data analysis, the students' obtained score of English from the experimental group (taught note taking strategy) and the students' obtained scores from the control group (taught without using note taking strategy) were significantly different.

The main purpose of the study is to measure the effect of using Note Taking toward the listening comprehension of the third semester students of English Department at IAIN Palangka Raya. The type of study was quasi-experimental especially non-randomized control group, to the pretest and posttest the writer used quantitative approach in find out the answer's problem of the study, the data collecting technique used test and documentation. There were two classes of study namely B class as experimental group and C class

as control group with the total number student which B class the total students are 25 and C class the total students are 25. The sample of study is determined using cluster sampling technique. Both groups were given pretest before treatment. Then, the student of experiment group was taught by using Note Taking strategy and control group was taught without using Note Taking strategy. Finally, the writer gave posttest to both groups.

In the result of hypothesis was using calculation of t-test with SPSS 18.0. The result of t-test with SPSS 18.0 calculation found the calculated value ($t_{observed}$) was greater than (t_{table}) at 1% and 5% significance level or 2.01<3.37> 2.68. It was interpreted than alternative hypothesis (H_a) stated that students taught listening comprehension using note taking gain better score than the students taught listening comprehension without using note taking strategy was accepted and null hypothesis (H_o) students taught listening comprehension using word note taking strategy does not gain better score than the student taught listening without using note taking strategy was rejected. It meant that using note taking strategy in teaching gives effect on the students' listening comprehension of the third semester students of English Department at IAIN Palangka Raya.

B. Suggestions

Based on the findings of this study, the strengths and weaknesses of this technique, then the suggestion are made. The writer would like to propose some suggestions for the students, teacher, and the other researcher as follow:

1. **For the Students**

For students, when they learn listening comprehension using note taking strategies, it is suggested that they pay attention to teacher explanations when explaining how to use note taking strategies in listening comprehension. students should also concentrate on learning listening comprehension by focusing on the audio they listen to, because from the audio they hear they should use note taking strategies that record the important points of the audio they are listening to, it aims to trigger the students' memory on material that they listen to because by using note taking strategies then the information they listen will not be lost.

2. **For the Teachers**

The teacher must pay attention to the students' level, problem in learning English, and students' strategy in learning English. Especially, teaching English on listening comprehension. The teachers have to able to use the strategy in their teaching learning process in order the students easier to understand the learning.

3. **For the Researcher**

In this thesis, the writer recommends for the other researcher who wants to conduct the study related to the teaching method especially in Listening Comprehension with other interesting strategy and method on

other grades, and the other researcher can improve this study with better design and different object in order to support the result finding. In other word, the other researcher can use this research as the reference for conducting their research.

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