



**THE EFFECT OF NOTE-TAKING STRATEGY ON
LISTENING MASTERY AT THE GRADE XI
STUDENTS OF SMA ISLAM TERPADU
DARUL HASAN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
in Partial Fullfilment of the Requirement for Graduate Degree of
Education (S.Pd) in English Program*

Written by:

ILHAM RIFANDI SIREGAR
Reg. Number: 16 203 00017

ENGLISH EDUCATIONAL PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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ENGLISH EDUCATIONAL PROGRAM

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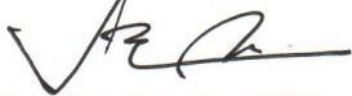
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ilham Rifandi Siregar**, entitled “**The Effect of Note-Taking Strategy on Listening Mastery at the Grade XI Students of SMA Islam Terpadu Darul Hasan Padangsidimpuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikum wr.wb.

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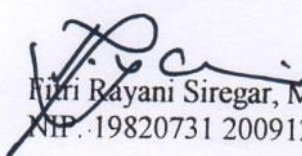


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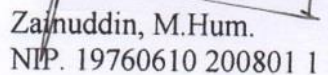
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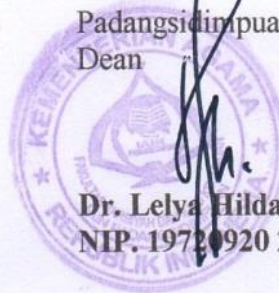
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ABSTRACT

This research discussed about the effect of note-taking strategy on listening mastery at the XI grade students of SMA Islam Terpadu Darul Hasan Padangsidempuan. The problems of the research were the school have no language laboratory and the students have no interest in learning English. For the result, the students are struggle in English listening process. The aim of this research was to find out the effect of note-taking strategy on listening mastery at the XI grade students of SMA Islam Terpadu Darul Hasan Padangsidempuan.

This research had three formulations of the problem, they are how the students' listening mastery before learning by using note-taking strategy is, how the students' listening mastery after learning by using note-taking strategy is, there is any significant effect of note-taking strategy to students' listening mastery or not. The purposes of this research are to find out the students' listening mastery before learning by using note-taking strategy, to find out the students' listening mastery after learning by using note-taking strategy, and to examine whether there is or there is no of using note-taking strategy to students' listening mastery at the XI grade students of SMA Islam Terpadu Darul Hasan Padangsidempuan.

This research applied experimental research. The population of this research was the XI grade students of SMA Islaam Terpadu Darul Hasan Padangsidempuan. The total of population were two classes. Then, the sample of the research was 2 classes, experiment (class XI-2) and control (class XI-1). To collect the data, researcher used test for measuring students' listening mastery. To analysis the data, the researcher used t-test.

After analyzing the data, the researcher found that the mean score of experimental class in pre-test was 68.15 and in the post test was 88.94. The proof was 20.79. Then the mean score of control class in pre-test was 49.06 and in the post-test was 57.25. The proof was 8.19. The effect of note-taking strategy to students' listening mastery was 16.39 where $t_{count} > t_{table}$ ($16.39 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, it shows that there was a significant effect of note-taking strategy on listening mastery at the XI grade students of SMA Islam Terpadu Darul Hasan Padangsidempuan.

Key Words: *Note-Taking Strategy, Listening Mastery.*

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ABSTRAK

Penelitian ini membahas tentang pengaruh dari strategi mencatat terhadap penguasaan mendengar pada siswa kelas XI SMA Islam Terpadu Padangsidimpuan. Masalah pada penelitian ini adalah sekolah tidak memiliki laboratorium bahasa dan para siswa tidak tertarik untuk belajar mendengar bahasa Inggris. Akibatnya siswa kesulitan pada saat belajar mendengarkan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh dari strategi mencatat terhadap penguasaan mendengar pada siswa kelas XI SMA Islam Terpadu Darul Hasan Padangsidimpuan.

Penelitian ini memiliki tiga rumusan masalah yaitu bagaimana penguasaan mendengar siswa sebelum menggunakan strategi mencatat, bagaimana penguasaan mendengar siswa setelah menggunakan strategi mencatat, adakah pengaruh yang signifikan dari strategi mencatat terhadap penguasaan mendengar atau tidak. Tujuan dari penelitian ini adalah untuk mengetahui penguasaan mendengar siswa sebelum menggunakan strategi mencatat, untuk mengetahui penguasaan mendengar siswa setelah menggunakan strategi mencatat, untuk menguji ada atau tidak ada pengaruh yang signifikan penggunaan strategi mencatat terhadap penguasaan mendengar pada siswa kelas XI SMA Islam Terpadu Darul Hasan Padangsidimpuan.

Penelitian ini merupakan penelitian eksperimental. Populasi dalam penelitian ini adalah siswa kelas XI SMA Islam Terpadu Darul Hasan Padangsidimpuan. Jumlah populasi sebanyak dua kelas. Kemudian sampel penelitian adalah 2 kelas yaitu kelas eksperimen (XI-2 dan kelas kontrol XI-1). Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur penguasaan mendengar siswa. Untuk menganalisis data, peneliti menggunakan uji-t.

Setelah menganalisis data, peneliti menemukan bahwa nilai rata-rata dari kelas eksperimen pada pre-test adalah 68,18 dan pada post-test adalah 88,94. Buktinya adalah 20,79. Kemudian nilai rata-rata kelas kontrol pada pre-test adalah 49,06 dan pada post-test adalah 57,25. Buktinya adalah 8,19. Pengaruh strategi mencatat terhadap penguasaan mendengar pada siswa adalah 16,39 dimana $t_{count} > t_{tabel}$ ($16,39 > 2,021$), artinya hipotesis H_a diterima dan H_0 ditolak. Jadi, hal ini menunjukkan bahwa ada pengaruh yang signifikan dari strategi mencatat terhadap penguasaan mendengar pada siswa kelas XI SMA Islam Terpadu Darul Hasan Padangsidimpuan.

Kata Kunci: *Strategi Mencatat, Penguasaan Mendengar.*

ACKNOWLEDGEMENT



First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled “The Note-Taking Strategy on Listening Matery at The XI Grade Students of SMA Islam Terpadu Darul Hasan Padangsidimpuan”. The Second, *shalawat* and salaam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in *Jahiliyyah* era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Dr. Fitriadi Lubis, M. Pd., as the first advisor and Mrs. Sri Rahmadhani Siregar, M. Pd., as the second advisor who have guided the researcher for finishing this thesis. Thank you so much for everything and may Allah always bless both of you, give health, and may Allah guide you to His Jannah. *Aamiin*.
2. Mr. Prof. Dr. H. Ibrahim Siregar, M. Cl., as the Rector of IAIN Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si., As the Dean of Tarbiyah and Teacher Training Faculty. Mrs. Fitri Rayani Siregar, M. Hum., as the academic advisor who has given the researcher motivations.
4. All lecturers and all the cavities academic of IAIN Padangsidimpuan, especially for English lectures who have given much knowledge for the reseracher.
5. Mr. Jamal Siregar, M. Pd., and Mrs. Ayu Lestari, S. Pd., headmaster and English teacher of SMA Islam Terpadu Darul Hasan Padangsidimpuan.
6. My beloved parents; Simon Siregar and Wiwik Sugiati. Hope you always health, happily ever after and may Allah guide us together to His *Jannah*. *Aamiin*. My beloved sister, Putri Rifani Siregar, the one and only my sister who always support me.
7. All of my beloved friends in TBI that I cannot mention one by one; Nuriana Sari Dalimunthe, Farid, Ramadi, Roy, Muharram, Annisa, Azmi, Nita and Lia who have supported and helped me in all condition.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,
Researcher

Ilham Rifandi Siregar
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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four basic skills in language that must be mastered by the students in English. They are listening, speaking, reading and writing. One of the important skills to be mastered is listening; because it is a kind of receptive skill which means the first skill to be mastered before produce or give information by using productive skill (speaking skill). It is a process of taking information through hearing. In other words students need to listen before they speak.

Listening is a very important skill in learning language; because people will collect the information from listening then re-tell the information based on their own knowledge. People spend a lot of time to listen more than another skill. Even though listening is a receptive skill in the learning language, listening is the hardest skill than other skills like reading, writing, and speaking. It is very hard to be mastered for students who are learned English as their foreign language.

Basically, the teacher had taught the students well based on the curriculum competence. The teacher also had applied the best techniques and media during the teaching process. It can be seen from the efforts which already done by school itself. They gave the best material book which can be scanned by smartphone then play the audio in purpose to increase the students' enthusiasm in learning English, especially listening skill.

The students have practiced it more in their rooms by using their smartphone. The students have done their best and tried hard, but the result was not so good enough. In the reality, the researcher found that there are some of the students at the grade XI of SMA IT Darul Hasan Padangsidempuan who faced the difficulties and the problems in listening mastery during the learning process. It was because many factors and conditions. Ms. Ayu Lestari, S. Pd. as one of the English Teacher at the grade XI of SMA IT Darul Hasan Padangsidempuan also stated:

There are some problems that affect the students' listening mastery when learning listening. The first, there is no laboratory for teaching listening. The second, the students had not enough vocabulary to support the learning process. The last, sometimes some of the students make some noise during the class. That was very annoying for some students.¹

From the statement above, there are some problems which caused the students' listening mastery still poor.

According to Tarigan in Dewi, "there are eight factors which affect the students' listening mastery like; physical factors, psychological factors, experience, attitude, motivation, gender, environmental factors (physical and social environment), and strategies."² In this case, the researcher only focuses on the strategy in teaching listening, not all the factors above.

Strategies really affect the students' listening mastery. It is a method that used to help students in learning process. A good strategy will

¹ Ayu Lestari, English Teacher at the Grade XI of SMA IT Darul Hasan, Private Interview, on Saturday, October 10th, 2020.

² Dewi Kurniawati, "Factors Affecting the Learning Listening English," *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 2 (2019): p. 30, <http://ejournal.radenintan.ac.id/index.php>.

increase the students' chance to achieve the learning goals. Each goal and each material have their own strategy, it depends on teacher to decide and choose the best strategy based on the students' ability and knowledge.

There are a lot of strategies that can be applied in teaching listening. According to O'Malley and Chamot in Xiaoli Bao;

there are at least 31 strategies that can be applied in teaching listening like; language awareness, advanced preparation, directed attention, selective attention, self-management, self-monitoring, self-assessment, utilization of resources, repetition, induction, deductive reasoning, analysis, imagination, hearing recurrence, using the key words, connection between old and new knowledge, migration, reasoning, , summary, restructuring, translation, identifying and using the fixed language collocation, listening to real corpora, cultivating interest, relieving anxiety, encouraging yourself, exchanging position, clarifying issues, cooperative learning and note-taking.³

In this point, the researcher chooses the note-taking as the strategy in teaching listening.

Note-taking is one of the best strategies to do in the classroom. It was developed by Pauk at Cornell University and has been developed in several colleges and universities in the world. Monireh Ajir and Azadeh Asgari have found that "note-taking strategy had any statistically significant effect on listening comprehension".⁴ Note-taking help the

³ Xiaoli Bao, "A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students," *International Journal of English Linguistics* 7, no. 2 (2017): p. 188, <https://doi.org/10.5539/ijel.v7n2p186>.

⁴ Monireh Ajir and Azadeh Asgari, "The Impact of Note-Taking Strategy on Self-Regulated and Non- Self- Regulated Iranian EFL Learners ' Listening Comprehension," *Journal of*

students collect the information by taking the keywords from the information. It used to solve the problem in listening while studying or doing the examination.

Note-taking is a useful strategy for the students, because they cannot re-listen a presentation from the teacher during the learning process. It will help the students to record all the material in a well-organized written form. In addition, A. Majid Hayati and Alireza Jalilifar said that “note taking will improve the students’ achievements and the students also will get the benefits from learning note-taking strategies in listening”.⁵ The idea is this strategy will be very useful and appropriate for students in learning listening.

Based on the explanation above, the researcher was interested to conduct a research entitled “The Effect of Note-taking Strategy on Listening Mastery at the Grade XI Students of SMA Islam Terpadu Darul Hasan Padangsidempuan”.

B. Identification of the Problems

Listening is a process of taking information through hearing. People will collect information from listening then re-tell the information based on their own knowledge. It is a very important and helpful skill in learning language.

Applied Linguistics and Language Research 5, no. 1 (2018): p. 280, <https://pdfs.semanticscholar.org/bc61/95cb9e3ad0d079cad0c4c612cab7e5151605.pdf>.

⁵ A Majid Hayati and Corresponding Author, “The Impact of Note-Taking Strategies on Listening Comprehension of EFL Learners,” *English Language Teaching* 02, no. 01 (2009): p. 105, <http://www.ccsenet.org/journal/index.php/elt/article/view/344%0A>.

Based on the background above, there are some factors which affect the students' listening mastery, such as: physical factors, psychological factors, experience, attitude, motivation, gender, environmental factors (physical and social environment), and strategies. Strategies here refer to teacher's strategy in teaching listening which is called note-taking strategy.

C. Limitation of the Research

There are some factors which affect the students' listening mastery, such as: physical factors, psychological factors, experience, attitude, motivation, gender, environmental factors (physical and social environment), and strategies.

Based on the background above, there are so many kinds of strategy which can be applied in teaching listening like; language awareness, advanced preparation, directed attention, selective attention, self-management, self-monitoring, self-assessment, utilization of resources, repetition, induction, deductive reasoning, analysis, imagination, hearing recurrence, using the key words, connection between old and new knowledge, migration, reasoning, , summary, restructuring, translation, identifying and using the fixed language collocation, listening to real corpora, cultivating interest, relieving anxiety, encouraging yourself, exchanging position, clarifying issues, cooperative learning and note-taking strategy. Not all the strategies will discuss in this research. The researcher will use note-taking strategy in teaching listening, and only focus to teach the material that limit into sub-topic news item.

The reason why the researcher chooses note-taking strategy is to make students easier in learning process. It is also give the simple method than the other strategies and it will appropriate for the students.

D. Formulation of the Problems

Based on the background and identification of the problem above, the researcher formulated the research questions as:

1. How is the students' listening mastery before learning by using note-taking strategy at the XI grade in SMA IT Darul Hasan Padangsidimpuan?
2. How is the students' listening mastery after learning by using note-taking strategy at the XI grade in SMA IT Darul Hasan Padangsidimpuan?
3. Is there any significant effect of note-taking strategy to students' listening mastery at the XI grade in SMA IT Darul Hasan Padangsidimpuan?

E. Objectives of the Research

Based on the formulation of the problem above, the purposes of the research are:

1. To find out the students' listening mastery before learning by using conventional strategy at the XI grade in SMA IT Darul Hasan Padangsidimpuan?

2. To find out the students' listening mastery after learning by using note-taking strategy at the XI grade in SMA IT Darul Hasan Padangsidempuan..
3. To find out whether there is any significant effect of using note-taking strategy to students' listening mastery at the XI grade in SMA IT Darul Hasan Padangsidempuan?

F. Significances of the Research

The significances of the research are for the large purposes in context of education. The significances of the research are:

1. Headmaster of SMA IT Darul Hasan Padangsidempuan, to consider whether the strategy can be applied in teaching listening or not in his school.
2. English teachers of SMA IT Darul Hasan Padangsidempuan, especially for the XI grade teachers; to add their references about strategy in teaching listening.
3. The readers and researchers, to add their information about the result, and do the better research in the future.

G. Outline of The Research

Systematically, the process of writing this research is divided into five chapters. There are many sub-chapters which show the detail of each chapter as follows:

Chapter one discusses about introduction. It consist of background of the problem, identification of the problem, limitation of the research,

formulation of the problem, objectives of the research, significances of the research, and outline of the research.

Chapter two discusses about literature review which explains about listening comprehension, note-taking, review of related finding, conceptual framework, and hypothesis.

Chapter three discusses about methodology of the research. It will show about place and time of the research, research design, population and sample, definition of operational variables, instrument of collecting data, validity and reliability of the instrument, procedures of collecting data and technique of data analysis.

Chapter four discusses about result of the research. It will show the detail about description of data, hypothesis testing, discussion, and threats of the research.

The last is chapter five which discusses about conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Listening Comprehension

a. Definition of Listening Comprehension

Listening is a process of receiving language through the ears. It is a process of identifying the sounds of speech and processing them into words and sentences.⁶ According to Saricoban, “Listening is a receptive skill because it is an ability to identify and understand what others saying”.⁷ Rost also stated that; “Listening is a complex process of interpretation in which listeners match what they hear with what they already know”.⁸ Finally, Pourhosein Gilakjani & Sabouri add that; “Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy”.⁹ Based on the definitions above, listening is receptive skill; it is a process of receiving, interpreting and understands what the speaker says.

⁶ F. Khoirunnisah, Fitriadi Lubis, Sojuangon Rambe, “Improving Listening Mastery by Using Dictogloss Technique at the VIII Grade Students of SMP Negeri 2 Batang Angkola,” *English Education* 06, no. 02 (2018), <http://jurnal.iain-padangsidempuan.ac.id/>.

⁷ Arif Saricoban, “The Teaching of Listening,” *TESL Journal* 05, no. 02 (2000), <http://iteslj.org/>.

⁸ M. Rost, *Teaching and Researching Listening* (London: Longman, 2002).

⁹ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, “The Significance of Listening Comprehension in English Language Teaching,” *Theory and Practice in Language Studies* 06, no. 08 (2016), <http://www.academypublication.com/>.

Even if listening looks easy to do in daily life, listener needs to comprehend and understand the spoken language. In spoken language, there are many aspects like speech sounds, individual words, syntax of the sentences, utterances, and so on. It needs a more than listening to understand all of them. Just like Nadig said; “Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented”.¹⁰ Rost add that; “Listening comprehension is an interactive process in which listeners are involved in constructing meaning”.¹¹ The last, Gilakjani and Ahmadi state that, ”listening comprehension is viewed theoretically as an active process in which entities focus on nominated aspects of aural input, form meaning from passages, and associate what they hear with current knowledge”.¹² It means listening comprehension is a complex process of understanding interpreting and making sense the meaning the part of spoken language.

¹⁰ Aparna Nadig, *Listening Comprehension* (New York: Springer, 2013), <https://doi.org/https://doi.org/10.1007/978-1-4419-1698-3>.

¹¹ Rost, *Teaching and Researching Listening*.

¹² Monireh Ajir and Azadeh Asgari, “The Impact of Note-Taking Strategy on Self-Regulated and Non- Self- Regulated Iranian EFL Learners ’ Listening Comprehension,” *Journal of Applied Linguistics and Language Reseaarch* 5, no. 1 (2018): p. 271, <https://pdfs.semanticscholar.org/bc61/95cb9e3ad0d079cad0c4c612cab7e5151605.pdf>.

b. Purpose of Listening Comprehension

Listening is very important, especially for students in learning process. The purpose is to take all the important information from the teacher as the speaker. Based on Nadig, there are some purposes of listening:

- 1) To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
- 2) To gain a full and accurate understanding into the speakers point of view and ideas.
- 3) To critically assess what is being said
- 4) To observe the non-verbal signals accompanying what is being said to enhance understanding.
- 5) To show interest, concern and concentration.
- 6) To encourage the speaker to communicate fully, openly and honestly.
- 7) To develop an selflessness approach, putting the speaker first.
- 8) To arrive at a shared and agreed understanding and acceptance of both sides views.¹³

Meanwhile based on the curriculum for Senior High School students, there are some purposes of listening:

- 1) Students are able to listen to monologues and dialogues to answer questions and fill in gaps.
- 2) Students are able to listen to monologues and arranged jumbled sentences to form a paragraph.
- 3) Students are able to listen to monologues to infer the topics and information.
- 4) Students are able to identify social function, structure, and language features of explanation texts.¹⁴

¹³ Nadig, *Listening Comprehension*.

¹⁴ M. Sudarwati and Eudia Grace, *Pathway to English 3 for Senior High School Grade XII. General Program*, ed. Achmad Taupik (Jakarta: Erlangga, 2013), p. 137.

Based on the explanation above, the purpose of listening can be conclude that the students are able to listen and identify the function, structure, and language features of explanation texts of the monologues to complete the task.

c. Types of Listening Comprehension

An effective listening will give the students more benefit. It needs to be appropriate with the students. Based on Brown, there are six types of listening:

1) Reactive Listening

This type of listening is very limited. It is not generating all the meaning, but only focus on pronunciation.

2) Responsive Listening

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

3) Selective Listening

Listener stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is being able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, news items from TV or Radio, or stories).

4) Intensive Listening

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

5) Extensive Listening

Listener develops a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

6) Interactive Listening

It is a complete listening, because all the five kinds above are combining in this type of listening.¹⁵

In addition, there are four types of listening according to

Rinella:

1) Comprehensive listening

Comprehensive listening is when listener make judgments based on what the other person says and determine the truthfulness of the statements they hear. Also known as critical listening or evaluative listening, listener may also judge what the person says compared to what they values are and decide if they're good or bad.

2) Therapeutic listening

This type of listening is when speaker discuss their problems to listener, and the listener give emotions, respond and advice to speaker based on their problem. Usually use for listening the advice.

3) Full listening

This type of listening is where listener aim to fully understand what the content of the conversation is. Listener may pause and then summarize what listener just heard or use paraphrasing.

4) Deep listening

Deep listening is more involved than full listening. Deep listening requires listener and the other speaker to understand each other's sides. Listener must carefully pay attention to the details of a conversation and pick up on many cues. These cues can include watching body language, identifying biases and preferences, figuring out goals and needs and perceiving values and beliefs.¹⁶

Based on quotation above, it can conclude that the students will use the type of the listening based on their knowledge and the

¹⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Paedagogy*, Second Edi (San Fransisco: Longman Pearson ESL, 2000), p. 255.

¹⁶ Bernard B. Rinella Jr., "Note-Taking," Miami University, 2016, <https://miamioh.edu/>.

material. In this discussion, the students will perform selective listening because it will be appropriate for the material news item.

d. Steps of Listening Comprehension

In daily activity, it can be said that the listener did not need any special steps or process to listen. But in context of studying or learning process, listening to the teacher can be difficult. Some of the students did not know how to solve the problem. So, these are the step to do the effective listening in the learning process;

- 1) Receiving
Isolating the messages from all other sounds and interpreting what have been said.
- 2) Understanding
Comprehend the messages by asking questions to fill any information gaps.
- 3) Evaluating
Determine if the information from the speaker is well constructed or disorganized, biased or unbiased, and valid.
- 4) Responding
The listener indicates their involvement in the conversation through either verbal or non-verbal cues.¹⁷

The students need to follow these steps to get the effective listening during the learning process. Because there are so many distractions in a class during the learning process which cannot be tolerant. As a good student, the listener will not missing every single of information that the teacher gave.

e. Listening Assessment

¹⁷ Roby Willson, "Listening and Note Taking. Anything Done Well Is the Result of Persistency, Consistency, and Practice.," n.d., <https://www.cuesta.edu/>.

Listening assessment is an important way to measure the students' listening mastery in a class. The method used for assessing depends on the purpose of the assessment. The good assessment will give a good result for the teacher to collect the students' information and knowledge. Nancy stated that, "the listening stimuli should represent typical oral language, and not consist of simply the oral reading of passages designed to be written material. To ensure fairness, topics should be grounded in experience common to all students".¹⁸ In other words, the assessment must be appropriate to the students' knowledge and also the purpose of the assessment.

The assessment needs the scoring rubric to measure how exactly the score or the ability of the students. Here below the scoring rubric for assessing listening:

Table 1
Scoring Rubric for Assessing Listening adapted from
Nancy A. Mead and Donald L. Rubin.¹⁹

Indicators	Score	Criteria
Ability to Focus	4	VERY GOOD: The student was able to concentrate fully and listen very attentively throughout the assessment.
	3	GOOD: The student was mostly attentive and usually able to listen with good concentration.
	2	NEEDS WORK: The student found it difficult to concentrate on the listening task, but was able to attend occasionally.
	1	AREA OF CONCERN: The student was not able to concentrate on the listening task and was easily distracted and inattentive.

¹⁸ Nancy A. Mead and Donald L. Rubin, "Assessing Listening and Speaking Skills," ERIC Clearinghouse on Reading and Communication Skills Urbana IL, 2006, <https://www.ericdigests.org/>.

¹⁹ Mead and Rubin.

General Understanding	4	VERY GOOD: The student showed a very good general understanding of all vocabulary and information, completing all the questions.
	3	GOOD: The student showed a good general understanding of the vocabulary and information, with most questions completed.
	2	NEEDS WORK: While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.
	1	AREA OF CONCERN: Student did not understand enough vocabulary or information to answer the questions.
Listening for Details	4	VERY GOOD: The student included all the specific information and details in his/her answers.
	3	GOOD: The student was able to include most specific information and details in his/her answers.
	2	NEEDS WORK: Although the student showed a limited ability to listen for details, specific information was occasionally included.
	1	AREA OF CONCERN: Student was unable to grasp specific details when listening, and did not include them in the answers.
Accuracy of Answers	4	VERY GOOD: The content was always accurate and related to the information given.
	3	GOOD: Answers were mostly accurate and related to the information given, with a only a few errors.
	2	NEEDS WORK: The student included a small amount of information, however, a lot was left out or was not accurate.
	1	AREA OF CONCERN: The student's answers were mostly left out or unrelated to the information given.

In this research, the rubric scoring will be customized based on the curriculum. It can be seen in this table below:

Table 2
Scoring Rubric for Assessing Listening based on Curriculum

Indicators	Score	Criteria
General Understanding	5	Excellent
	4	Very Good
	3	Good
	2	Needs work
	1	Area of Concern/Fail
Listening for Details	5	Excellent
	4	Very Good
	3	Good
	2	Needs work
	1	Area of Concern/Fail
Accuracy of Answer	1	True
	0	False

Source: Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris, Kementetian Pendidikan dan Kebudayaan, tahun 2017.²⁰

f. The material of Teaching Listening

The material of teaching listening here refers to news item. The material can be limit based on the teacher guidance for teaching news item to senior high school students from the government, which is related to curriculum 2013²¹, the material will be explained as follows:

a) Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer

²⁰ Rahmad Husein and Anni Holila Pulungan, "Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris," Kementetian Pendidikan dan Kebudayaan, 2017, <https://doi.org/10.1108/add-02-2016-0003>.

²¹ Husein and Pulungan.

about events of the day that are considered newsworthy or important.

b) Generic Structure of News Item

- 1) Main event, it recounts the event in summary.
- 2) Elaboration or background events(background, participant, time, place), it elaborates what happened, to whom, and in what circumstances
- 3) Resource of information comments by participants in, witnesses to and authorities' expert on the event.

c) Language Feature of News Item

- 1) Focusing on circumstances
- 2) Short, telegraphic information about story captured in headline
Use of material Processes to retell the events
- 3) Use of projecting verbal processes in sources stage.

d) Examples and Structure of News Item

Town 'Contaminated	
Main event	Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town
Elaboration	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock. The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to

	secrecy.
Source	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock. 3 The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

Source: Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris, Kementetian Pendidikan dan Kebudayaan, tahun 2017.²²

2. Note-Taking Strategy

a. Definition of Note-Taking Strategy

Note-taking is an important skill which can be applied in many situations. Especially in studying or lecturing. Taking notes while listening to a lecture is a tradition commonly adopted by college students for a lecture presentation. Note-taking is generally considered to promote the process of learning and retaining lecture material.²³ It means there are a lot of students do this while studying or listening to a lecture. This is one of a traditional ways to get the material from lecturer.

According to Ferris and Tagg in A. Majid Hayati, “lack of note-taking skills and problems with note-taking as well as listening comprehension are troublesome areas most often reported by

²² Husein and Pulungan.

²³ Huei-chun Teng, “Exploring Note-Taking Strategies of EFL Listenerst,” *Procedia - Social and Behavioral Sciences* 15 (2011): p. 480–84, <https://doi.org/10.1016/j.sbspro.2011.03.126>.

international students”.²⁴ Consequently, students’ lack of comprehension may make them silent in the classroom discussions. A good reason to take notes is that you can never re-listen to speech or a presentation from very important speaker.

Note-taking is an easy strategy to learn. It is a strategy which already applied for many years ago. As Terry Click had stated in Reny Wisna, “note-taking is a study skills strategy that can be taught and utilized in all content areas”.²⁵ Moreover, it can be taught or studied by students’ themselves. So, they can apply this into multiple duties and tasks during the learning process

b. Aim of Note-Taking Strategy

Note-taking is a skill that is of utmost importance in school, but it is also ability that will be valuable in students’ daily life. An effective note-taking will be so helpful for the students. Bernard said that; “the primary purpose of note taking is to encourage active learning and to prepare study materials for exams. Developing note taking skills should help students organize information into an understandable format that will assist in studying process.”²⁶ In addition, there are four aim of note-taking strategy, they are:

²⁴ A Majid Hayati and Jalilifar Alireza, “The Impact of Note-Taking Strategies on Listening Comprehension of EFL Learners,” *English Language Teaching* 02, no. 01 (2009): p. 101–11, <http://www.ccsenet.org/journal/index.php/elt/article/view/344%0A>.

²⁵ Wisna, “The Effect of Using Note Taking Strategy Toward Listening Comprehension of The Second Year Students at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency,” p. 20.

²⁶ Jr., “Note-Taking.”

- 1) Encourage you to listen carefully and critically to what is being communicated.
- 2) Increase comprehension and retention.
- 3) Help you create a concise and complete outline of important topics, subtopics, and supporting ideas.
- 4) Clarify ideas and embellish the material presented.²⁷

In other words, it is appropriate for the students' to be prepared by using their note-taking skill during the learning process and before the exams.

c. Kinds of Note-Taking Strategy

Note-taking or taking some note while listening to the teacher can be done in multiple ways. There are 5 kinds of note-taking as follow:

1. Cornell Method

According Majid Hayati and Alireza, "the Cornell Method was developed by Pauk in 1974 to assist Cornell students in their lecture classes to improve the organization of their notes".²⁸ The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue." The advantages of this method is organized and systematic for recording and reviewing notes, easy format for pulling out major concept and ideas, simple and

²⁷ Janice Smith, "Note-Taking," 2017, <http://tutorials.istudy.psu.edu/notetaking/>.

²⁸ Hayati and Jalilifar, "The Impact of Note-Taking Strategies on Listening Comprehension of EFL Learners," 102.

efficient and also saves time and effort. It can be used in any lecture situation.

Figure 1
Cornell Note-Taking Form

Cue/ Keywords	Note
Summary	

Source: The Use Of Cornell Note Taking Technique To Improve Listening Comprehension Of Senior High School Students. *Journal of English Language Teaching* 6, no. 1 (2017)²⁹

2. Outlining Method

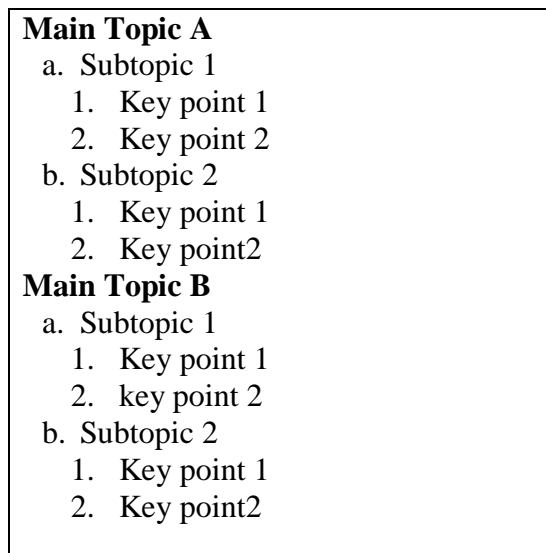
This format can be most effective when the students' note-taking skills are super and sharp and they can handle the outlining regardless of the note-taking situation.³⁰ The information which is most general begins at the left with each more specific group of facts indented with spaces to the right. The relationships between

²⁹ Yayang Anjarsit, Aryuliva Adnan, and Universitas Negeri Padang, "The Use Of Cornell Note Taking Technique To Improve Listening Comprehension Of Senior High School Students," *Journal of English Language Teaching* 6, no. 1 (2017): 9–15, <http://ejournal.unp.ac.id>.

³⁰ Harvard Law School, "Common Note-Taking Methods," University of Tennessee at Chattanooga, 2012, <https://www.utc.edu/center-academic-support-advisement/tips-for-academic-success/note-taking.php>.

the different parts are carried out through indenting. No numbers, letters, or Roman numerals are needed. The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed.

Figure 2
Outlining Form



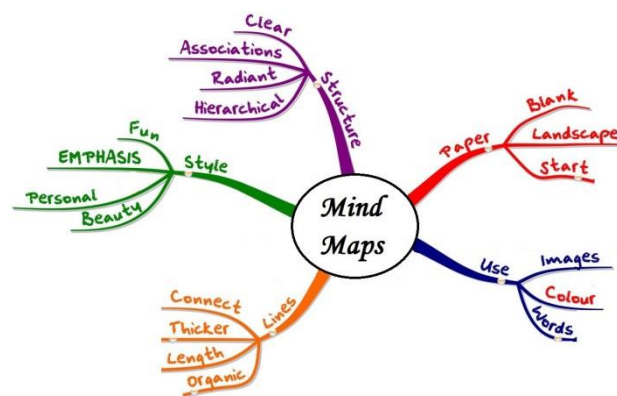
Source: The outlining note-taking method by Oxford Learning. <https://www.oxfordlearning.edu>

3. Mind Mapping Method

Mind mapping is a method that uses comprehension/concentration skills and evolves in a note-taking form which relates each fact or idea to every other fact or idea. Mind mapping is a graphic representation of the content of a

lecture.³¹ It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking. This format helps the students to visually track lecture regardless of conditions. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date. The students may not hear changes in content from major points to facts. Use when the lecture content is heavy and well-organized. May also be used effectively when the students have a guest lecturer and have no idea how the lecture is going to be presented.

Figure 3
Mind-Mapping Form



Source: The mind-mapping note-taking method by Oxford Learning. [https://.www.oxford learning.edu](https://www.oxfordlearning.edu)

4. Charting Method

If the lecture format is distinct (such as chronological), the students may set up their paper by drawing columns and labeling

³¹ School.

appropriate headings in a table.³² Helps them track conversation and dialogues where they would normally be confused and lose out on relevant content. Reduce amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships. Few disadvantages except learning are how to use the system and locating the appropriate categories. The students must be able to understand what's happening in the lecture.³³ The students want to get an overview of the whole course on one big paper sequence.

Figure 4
Charting Form

Skills	Description	Advantages	Disadvantages
Listening			
Speaking			
Reading			
Writing			

Source: The charting note-taking method by Oxford Learning. <https://www.oxfordlearning.edu>

5. Sentence Method

Use when the lecture is somewhat organized, but heavy with content which comes fast.³⁴ They can hear the different points, but they do not know how they fit together. The instructor

³² John Frustiante, "Listening Note-Taking Strategy," n.d., <https://student.unsw.edu.au/note-taking-skills>.

³³ Ika Kana Trisnawati, "Developing Students' Note Taking Skills through Cornell Format" (Banda Aceh, September 2018), <http://jurnal.unsyiah.ac.id/AICS-Social/article/download/12684/9791>.

³⁴ Willson, "Listening and Note Taking. Anything Done Well Is the Result of Persistence, Consistency, and Practice."

tends to present in point fashion, but not in grouping such as “three related points.” Slightly more organized than the paragraph. Get more or all of the information. Thinking to tract content is still limited. Can’t determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

Figure 5
Sentence Form

<p>Main Topic</p> <ol style="list-style-type: none"> 1. Sentence 1, covering key detail of the topic. 2. Sentence 2, covering key detail of the topic. 3. Sentence 3, covering key detail of the topic.

Source: The mind-mapping note-taking method by Oxford Learning. <https://www.oxfordlearning.edu>

6. Use of Note-Taking Strategy

There are some reasons why Note-taking is very important and very useful for the students while listening, especially listening to the teacher or another important spoken message or information.

They are:

1. Notes are a useful record of key information, and the source of that information.
2. Notes inscribe information kinesthetically and help you remember what you heard.
3. Taking notes helps you to concentrate and listen effectively.
4. Selecting what to note down increases your understanding.
5. Notes create a resource for exam preparation.

6. Notes taken in classes often contain information that can't be found elsewhere.³⁵

So, note-taking is a very helpful to collect and record information during the learning process.

Ferit and Derya stated that there are some reasons why the students need the note-taking strategy during the class, they are:

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.³⁶

Based on the points above, it is really helpful for the students in learning process, especially on listening. It is can be done on many purposes like the experts have mentioned above. Therefore, the students should teach by this strategy.

7. Procedure of Note-Taking Strategy

The researcher chooses the Cornell Method as the best method for Note-taking strategy. Yayang Anjarsit and Aryuliva Adnan state that “this technique can be used in curriculum 2013 by combining the steps of Cornell note taking technique with scientific approach which is used in curriculum 2013”.³⁷ This is very appropriate for the new era of teaching and learning process.

³⁵Frustiante, “Listening Note-Taking Strategy.”

³⁶ Ferit Kiliçkaya and Derya Çokal Karadas, “The Effect of Note-Taking on University Students’ Listening Comprehension of Lectures,,” *Online Submission* 17, no. 1 (2009): 49, <https://files.eric.ed.gov/fulltext/ED570171.pdf>.

³⁷ Anjarsit, Adnan, and Padang, “The Use Of Cornell Note Taking Technique To Improve Listening Comprehension Of Senior High School Students.”

Yayang also gives the procedure to implement the Cornell method:

1. In implementing Cornell method, the first stage is recording. But before the students record the information, the teacher has to give them a blank form of Cornell note taking to make them easier in taking a note. This is aimed to make the students aware with the form of Cornell.
2. After the students get the forms, the teacher will play the audio from the text. Here, the students require to record any information that they think it is important. In recording the information, the students have to write down the information in the note taking area.
3. After taking a note, the students have to think about the note that they have taken. The students have to understand their note and analyze it by questioning their note. The students can form any question about information that they do not know or they can also use WH questions to help them in forming a questions.
4. In the process of questioning, the students fill the cue column area with several question and also key words that will help them later in understanding the information. In questioning stage, the students have to formulate their question information that they have heard.
5. After formulating a question, the students are allowed to work in pair and discuss what they have written with their friends. Here the students can analyze, give a comment and clarify the information that they have gotten by comparing their note.
6. The next step is reciting the information. Here the students have to link the information that they have gotten. They have to connect the cue column and answer the question that they have after completing their note to help them understanding the information.
7. Reflecting the information that the students have gotten and discussing it with the teachers will give the students deeper understanding about the information. In this stage, the students have to communicate their finding in their note by explaining understanding about the information orally.
8. The last think that can be used to see how far the students understand the information is by seeing their summary. The students have to explain their understanding on their

own words, so there is no copying or re-writing, but it purely comes from their mind.³⁸

The best techniques of Note-Taking strategy will give the good result or benefit for the students. There are some techniques of Note-Taking strategy:

- 1) Write phrases, not full sentences. Take the important things only.
- 2) Take notes in your own words. Paraphrase what you hear so it makes sense to you.
- 3) Structure your notes with headings, subheadings and numbered lists. It will help to distinguish major from minor points and as a clear way of indicating the structure of lecture information.
- 4) Code your notes—use colour and symbols to mark structure and emphasis.
- 5) Use colour to highlight major sections, main points and diagrams. You can also use different colours to classify and link concepts or information by topic.
- 6) Underline, circle, star, etc. to identify key information, examples, definitions, or other important materials. Devise your own marking code to indicate each type.
- 7) If you miss something, write key words, skip a few spaces, and get the information later. Leave a space on the page for your own notes and comments.
- 8) Use Symbols and Abbreviations.³⁹

8. Advantages and Disadvantages of Note-Taking Strategy

There are some advantages of Note-Taking during the learning process:

- 1) Keeps you alert and increase your sensitivity to the information.
- 2) Engages your mind. Listening carefully and deciding what to include in notes keeps your mind actively involved with what you hear.

³⁸ Anjarsit, Adnan, and Padang, 12–13.

³⁹ Frustiante, “Listening Note-Taking Strategy.”

- 3) Emphasizes and organizes information.
- 4) Creates a condensed record for study.⁴⁰

Based on the explanation above, it can be concluded that note-taking have some advantages which can be used during the learning process for the students. Even though note-taking is very helpful for the students, it has some disadvantages too:

- 1) Losing vital eye contact. Make the listener focus on paper not the speaker.
- 2) Losing the train of the conversation. Make some misunderstanding between the speaker and listener.
- 3) Making the interviewee hesitant to speak when notes are being made.
- 4) Causing excessive attention to facts and too little attention to feelings and opinions.⁴¹

Based on the explanation above, there are also some disadvantages which can be the new problem for the students. It is also can be the students' weakness during the listening process.

B. Teaching Listening by Using Note-Taking Strategy

Note-taking strategy is one the best strategy for teaching listening. It can be uses for various materials or topics, especially news item. The researcher will apply Cornell note-taking strategy based on Yayang Anjarsit and Aryuliva Adnan's procedure. It will be divided into three phases of teaching; pre-teaching, while-teaching, and post-teaching.

The three phases of teaching listening by using note-taking strategy can be seen on the table below:

⁴⁰ Austin Community, "Taking Effective Notes," n.d., <https://sites.austincc.edu/>.

⁴¹ Community.

Table 3
Teaching Listening Activity by Using Note-Taking Strategy

Teacher's activity	Procedures	Students' activity
<i>Pre-teaching</i>		
1. Teacher opens the class with <i>salam</i> .		1. Students answer the <i>salam</i> from the teacher.
2. Teacher asks the students to pray.		2. One student leads the other students to pray together.
3. Teacher checks the students' attendance.		3. Students raise their hand and say "presence".
4. Teacher asks the student about the last material and then compares it to the new material.		4. Students tell the teacher about the last material.
5. Teacher gives the students the blank form of Cornell Note-taking.	1. Introduction. To make students aware with the form of Cornell.	1. Students take the blank form. 2. Students write their names
<i>While-teaching</i>		
1. Teacher plays the audio.	2. Recording. The students require recording any information.	1. Students listen to the audio carefully. 2. Students check the form.
2. Teacher asks the students to form a question.	3. Questioning. The students have to understand their note and analyze it.	1. Students form the question using WH questions. 2. Students pay attention to detail of the messages.
4. Teacher asks the students to make a note for any information.	4. The students have to formulate their question.	1. Students fill the cue column area with several question and also key words that will help them later in understanding the information. 2. Students identify the keyword.

5. The teacher asks the students to work in pair.	5. The students are allowed to work in pair and discuss what they have written with their friends.	<ol style="list-style-type: none"> 1. Students work in pair. 2. Each student writes their answer. 3. Students share their opinion and answer.
6. The teacher asks the students to discuss what they have with their pair.	6. The students can analyze, give a comment and clarify the information that they have gotten by comparing their note.	<ol style="list-style-type: none"> 1. Students link the information that they have gotten with their pairs. 2. Students conclude their answer
7. The teacher asks the students to perform what they have write in-front of the class.	7. Reflecting. The students have to communicate their finding by explaining about the information orally.	<ol style="list-style-type: none"> 1. Students come to the in front of the class and perform what they write orally. 2. The other students check their answer, and note the missing information.
Post-teaching 1. Teacher asks the students to conclude the lesson.	8. Concluding. To see how far the students understand the information is by seeing their summary.	<ol style="list-style-type: none"> 1. Students conclude the lesson and explain it by their understanding on their own words. 2. Students write the conclusion on their notes.
2. Teacher gives the students homework.		<ol style="list-style-type: none"> 1. The students write the instruction about the homework from the teacher.
3. Teacher asks the students to pray.		<ol style="list-style-type: none"> 1. One student leads the other students to pray together.
4. Teacher closes the lesson with <i>salam</i> .		<ol style="list-style-type: none"> 1. The students answer the teacher' <i>salam</i>.

C. Conventional Strategy (Teacher's Strategy)

a. Definition of Conventional Strategy

Conventional Strategy is a common way which used by a teacher during the teaching process. This strategy only take a small activities like; questions and answer, teacher writes on the blackboard, and dictating the. In many English language classrooms, students learn the language through a conventional lecture that ends with question- and-answer format and during the lecture, the teacher writes on the blackboard and students simply jot down whatever is written on it.⁴² Generally, it is based on the agreement from the school or the government. The syllabus, teaching materials, and the student assessment are from the school. Because of this condition, the student had forced to be more passive and the class becomes so boring. According to Mokhtar, “conventional teaching methods make students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and do poorly in tests”.⁴³ Teachers need to be more creative to create the new strategy and the new conditions for teaching English class. The result, in the last few years, teaching English have

⁴² Numa Markee, “Language in Development: Questions of Theory, Questions of Practice,” *TESOL Quarterly: Teachers of English to Speakers of Other Languages* 36, no. 03 (2002), <https://www.jstor.org/stable/3588413>.

⁴³ Farha Alia Mokhtar, “Rethinking Conventional Teaching In Language Learning And Proposing Edmodo As Intervention: A Qualitative Analysis,” *Malaysian Online Journal of Educational Technology* 04, no. 02 (2016): 22–37, <https://files.eric.ed.gov/fulltext/EJ1096025.pdf>.

changed from conventional to a more comprehensive, communicative and technological way.

b. Procedures of Conventional Strategy

Ms. Ayu Lestari, as one the English teacher in SMA IT Darul Hasan Padangsidimpuan uses one strategy which is based on the school agreement. It is called scientific approach during the teaching process. The procedures for this strategy are:

- 1) Teacher explains about the material using book and laptop
- 2) Teacher asks the students to discuss the material.
- 3) Teacher asks the students opinion about the material.
- 4) Teacher guides the students to complete the examples of the task from the audio in the book.
- 5) Teacher gives the assessment about the material.

Based on the procedures above, it can be seen that the teachers have change the old conventional strategy into the technology way in purpose to make the students more interested in learning English.

D. Review of Related Finding

There are some findings which are related to this research. The first, A. Majid Hayati and Alireza Jalilifar have found that, “the participants who received instruction and benefited from the Cornell note-taking strategy

scored higher in listening comprehension than those who received no instruction and took notes in their own usual manners”.⁴⁴

The second, Kiliçkaya, Ferit and Derya Çokal Karadas have found that, “when the experimental group was allowed to take notes, the students in this group performed significantly better than the participants in the control group who were not allowed to take notes”.⁴⁵

The third, Liu Boran and Hu Yi have found that, note-taking is significantly facilitative to listening comprehension in terms of better performance in the summary test.”⁴⁶

The fourth, Reny Wisna had found that, “there is significant difference between Note Taking strategy and Conventional strategy on student’s listening comprehension at the second year students of SMAN 3 Taluk Kuantan Kuantan Singingi Regency”.⁴⁷

The last, Martyn Clark and friends have found another result which is different with the four researches above. They found that, “no evidence

⁴⁴ Hayati and Jalilifar, “The Impact of Note-Taking Strategies on Listening Comprehension of EFL Learners,” p. 104.

⁴⁵ Ferit Kiliçkaya and Derya Çokal Karadas, “The Effect of Note-Taking on University Students’ Listening Comprehension of Lectures.,” *Online Submission* 17, no. 1 (2009): p. 53, <https://files.eric.ed.gov/fulltext/ED570171.pdf>.

⁴⁶ Boran Liu and Yi Hu, “The Effect of Note-Taking on Listening Comprehension for Lower-Intermediate Level EFL Learners in China,” *Chinese Journal of Applied Linguistics* 35, no. 4 (2012): p. 513, <https://doi.org/10.1515/cjal-2012-0036>.

⁴⁷ Wisna, “The Effect of Using Note Taking Strategy Toward Listening Comprehension of The Second Year Students at State Senior High School 3 Taluk Kuantan Kuantan Singingi Regency,”p. 63.

that would suggest that allowing note taking would impact performance on the DLPT”.⁴⁸

Based on the results above, the researcher will conduct the similar research in different time and place.

E. Conceptual Framework

Listening is a process of receiving information through hearing. It means, teaching and learning listening must be done in effective situation and condition. In fact, teaching and learning listening still face the problems during the process itself. The problems can be from the students, even from the teacher. Based on the problems above, the researcher will apply a strategy called note-taking. The first things that the researcher do is analyze the students' problems. After that, the researcher will give a pre-test for the students in purpose to find out how is the students' listening mastery before learning by using note-taking strategy.

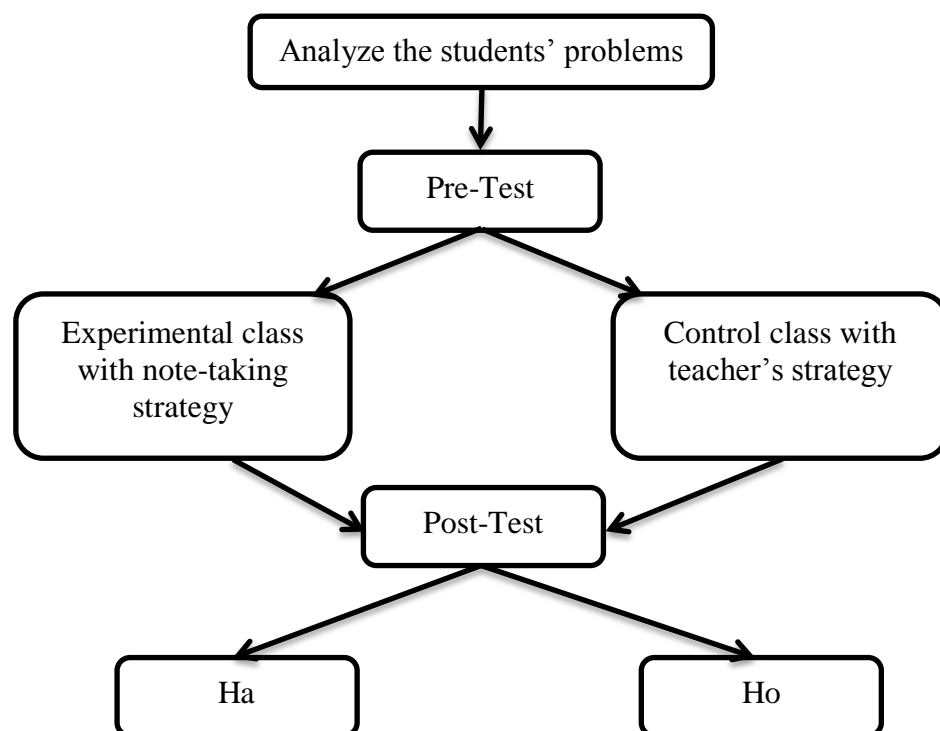
The second, after obtaining the pre-test result, the researcher divided the students into two classes. The first class is experimental class that taught by using note-taking strategy. The second class is control class that taught by using teacher's strategy.

The last, after divided the students and complete the treatment, the researcher give the post-test for both of the class. in purpose to find out how is the students' listening mastery after learning by using note-taking strategy. After that, the researcher analyzes the post-test result from both

⁴⁸ M Clark et al., “The Effects of Note Taking on Foreign Language Listening Comprehension,” *University of Maryland Center for Advanced Study of Language*, no. September 2013 (2014):p. 24, <https://www.govtilr.org/Publications/otetaking.pdf>.

classes to find whether note-taking strategy affect the students' listening mastery or not. This can be known after testing the hypothesis. The process can be seen in the figure below:

Figure 6
Conceptual Framework



F. Hypothesis

The hypotheses of the research are:

1. Ha: There is a significant effect of Note-Taking strategy on the students' listening mastery at the grade XI students of SMA IT Darul Hasan Padangsidimpuan.
2. Ho: There is no significant effect of Note-Taking strategy on the students' listening mastery at the grade XI students of SMA IT Darul Hasan Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The place of the research was in SMA IT Darul Hasan Padangsidempuan. It stands on Jl. Ompu Huta Tunjul, Gg. At-Taubah I, Sabungan Jae, Kec. Hutaimbaru, Kota Padangsidempuan North Sumatera. It is 5.6 km away from the center to the west of the city, it takes about 11 minutes by public transportation. The process of the research started from 11th of November 2020 until the end of the research.

B. Research Design

The design of this research was quantitative design in experimental form. According to Aliaga and Anderson, “Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analysed using mathematically based methods e.g. in particular statistics”.⁴⁹ In other words, it is kind of research which contain the numerical data and can be scientifically analyzed. While experimental research is a research which the independent variable can be manipulated and observe the effect on the dependent variable. Based on Halland, “Experimental research is a study where the variable can be manipulated, measured, and compared by the researcher.”⁵⁰ The researcher used true experimental design with pretest-posttest control group design. In this kind of design, there were two classes;

⁴⁹ Martha Aliaga and Brenda Gunderson, *Interactive Statistics* (Michigan: Sage Publication, 2002), p. 26.

⁵⁰ Darci J. Halland, “An Introduction to Experimental Research,” 2005, <https://doi.org/https://cemast.illinoisstate.edu/>.

control and experimental class. Both of them were given a pre-test to find out the students' condition before the treatment. After that, the experimental class was given the treatment called note-taking strategy while the control class was not. Finally, both of the classes were given the post-test and the result was measured and compared to find out the effect of the treatment on the experimental class. The design of the research can be seen below:

Table 4
Pretest-Posttest Control Group Design

E	O_1	X	O_2
P	O_1	-	O_2

Source: Suharsimi Arikunto, *Manajemen Penelitian*, Tahun 2003⁵¹

Where: E = Symbol for experimental class
 P = Symbol for control class
 X = Symbol for treatment
 O_1 = Symbol for pre-test
 O_2 = Symbol for post-test

In this model, both of classes were given pre-test (O_1). Then, the experimental group was given a treatment (X) but the control class was not. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

1. Population

The population of this research is the XI grade students of SMA IT Darul Hasan Padangsidimpuan. They are all of the XI grade students of SMA IT Darul Hasan Padangsisimpuan.

⁵¹ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003).

Table 5
Population of the Research

No	Class	Students
1	XI MIA 1	19 Students
2	XI MIA 2	23 Students
Total Population		42 Students

Source: Students Data Administration of SMA IT Darul Hasan Padangsidempuan.

The XI grade students of SMA IT Darul Hasan Padangsidempuan consist of 2 classes; XI MIA 1 and XI MIA 2. XI MIA 1 consists of 19 students, and XI MIA 2 consists of 23 students. Total of the population is 42 students.

2. Sample

The researcher used the simple total sampling for the sampling technique. The researcher used all the population as the sample. It is because the total of the students (population) at the XI grade of SMA IT Darul Hasan is less than 100 students and only consist 2 classes. Therefore, the sample of the research was the whole students at the XI grade of SMA IT Darul Hasan Padangsidempuan.

Table 6
Sample of the Research

Experimental Class	Control Class
XI MIA 2 23 Students	XI MIA 1 19 Students
Total Sample = 42 Students	

The researcher chose XI MIA 2 which consists of 23 students as the experimental class, XI MIA 1 which consists of 19 students as the control class.

D. Definition of Operational Variables

Based on the title of this research, it was consisted of two variables. To avoid misunderstanding, the definition of the variables as follows:

1. Note-Taking (Variable X)

Note-taking is the writing the important information activity which done while the students are listening. In this research, note-taking will be done during the listening class.

2. Listening Mastery (Variable Y)

Listening is the activity of paying attention to and understanding the information through what the students have heard. Meanwhile listening mastery is the complete control or superiority over listening during the learning and teaching process.

E. Instrument of Collecting Data

In any scientific research, the instrument is very important. Instrument is a tool for the researcher to collect the valid and reliable data. It will be a good research if the research has a good instrument. The researcher used a couple of test as an instrument; they were pre-test and post-test. The kind of the test which used in this research is listening test. There are some listening tests like; testing phoneme discrimination, discriminating stress and intonation, understanding, sentences and dialogues, tasks using visual

materials, tasks involving talks and lectures, and comprehension monologue or dialogue.⁵² This research used comprehension monologue or dialogue as the test.

Listening test involves a variety of skills. At the lowest level, it involves discrimination among sounds, discrimination among intonation and stress patterns, and comprehension of short and long listening texts.⁵³ In comprehending the monologue or dialogue, students need to pay attention. It is kind of the test which needs a general knowledge of the monologue or dialogue texts in the test. The students need to be prepared well before the test begin.

To find out how the students' listening ability is, there are some aspects in listening test as the consideration. According to Mead and Rubin, "there are some aspects in listening comprehension such as; general understanding, listening to details, and accuracy of answer."⁵⁴ In this case, the indicators used to focus based on the Senior High School curriculum. It can be seen in the table below:

Table 7
Indicators of Listening Test based on Curriculum

Indicators	Score	Criteria
General Understanding	5	Excellent
	4	Very Good
	3	Good
	2	Needs work
	1	Area of Concern/Fail

⁵² S. Kathleen and Kenji Kitao, "Testing Listening," *The Internet TESL Journal*, 2015, <http://iteslj.org/>.

⁵³ Kathleen and Kitao.

⁵⁴ Nancy A. Mead and Donald L. Rubin, "Assessing Listening and Speaking Skills," ERIC Clearinghouse on Reading and Communication Skills Urbana IL, 2006, <https://www.ericdigests.org/>.

Listening for Details	5	Excellent
	4	Very Good
	3	Good
	2	Needs work
	1	Area of Concern/Fail
Accuracy of Answer	1	True
	0	False

Source: Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris, Kementerian Pendidikan dan Kebudayaan, tahun 2017.⁵⁵

For rubric scoring and criterion value, it is also based on the curriculum. It is based on the indicators which have been mentioned above. It is can be seen in table below:

Table 8
Rubric Scoring of Listening Test

Section	Aspects	Score
Part A	Correct answer (Accuracy of answer)	2
	Incorrect answer/no response	0
	Total score	2x10 = 20
Part B	Correct Answer	4
	Incorrect answer/no response	0
	Total score	4x5 = 20
Part C	Correct answer: 1. Listening to Details	1-10
	Incorrect answer/no response	0
	Total score	10x6 = 60
Final score	Part A + Part B + Part C = 100	
Section	Description	Score
Part A	Correct answer (Accuracy of answer)	2
	Incorrect answer/no response	0
	Total score	2x10 = 20
Part B	Correct Answer	2
	Incorrect answer/no response	0
	Total score	2x10 = 20

⁵⁵ Rahmad Husein and Anni Holila Pulungan, "Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris," Kementerian Pendidikan dan Kebudayaan, 2017, <https://doi.org/10.1108/add-02-2016-0003>.

Part C	Correct answer: 1. Listening to Details	1-10
	Incorrect answer/no response	0
	Total score	10x6 = 60
Final score	Part A + Part B + Part C = 100	

Table 9
Criteria of value

No	Number of Score	Predicate
1.	80-100	A (Very Good)
2.	60-79	B (Good)
3.	40-59	C (Enough)
4.	0-39	D (Less/Failed)

F. Validity and Reliability of the Instrument

Validity and reliability are the most important things to complete before giving a test or assessment. A good test or assessment must be valid and reliable in purpose to measure all of the aspects

1. Validity

In this test, the researcher used construct validity. Construct validity used to measure how far the test measured what is claimed, or intended to be measured. The test was essay test. It used to measure students' listening mastery on news item. The test was taken from the text book and has been checked by the English teacher of SMA IT Darul Hasan Padangsidempuan to make it sure that the test was valid.

2. Reliability

The instrument must be reliable to create a good test in the research. Reliable is a degree of consistency of a measure. The test is reliable when it gives the same results in the same condition.

G. Procedures of Collecting Data

The researcher used test to collect the data during the research. There were two tests in the research, pre-test and post-test. After the pre-test, the researcher gave the treatment.

1. Pre-Test

Pre-test is a first test which given to the students in both classes, experimental and control class. The aim of this test is to know and measure the students listening mastery in particular material and level. The steps of the pre-test can be seen as follows:

- 1) The researcher gave the material of the test. The material has been taken from the students' English book. It was an audio which can be scanned from the book and listen it through the smartphone.
- 2) The researcher explained the material and guided the students to the context of the test.
- 3) The researcher gave the students the answer sheets.
- 4) The researcher explained the instruction of the test and also for using the answer sheet.
- 5) The researcher asked the students to make groups. Each group consisted of two students.
- 6) The researcher gave the test and the students listened to the audio.
- 7) The students answered the test on the answer sheet in 30 minutes.
- 8) The researcher collected the students' answer sheet.

9) The researcher checked the students' answer sheet and observe the result.

2. Treatment

After giving the pre-test and observe the result, the researcher gave the treatment to the experimental class. The treatment is Cornell note-taking strategy. In the other condition, the control class taught by the conventional method or teachers' strategy.

3. Post-Test

After the treatment has done, the researcher gave the post-test for both classes. The aim of this test is to know and measure how the students listening mastery after taught by note-taking strategy and taught by teachers' strategy.

4. Technique of Data Analysis

Experimental research design is being done through experimental class and control class. The experimental treatment has been given to the experimental class. After experimental process, two of classes were tested by using technique of these tests:

1. Requirement Test

a. Normality Test

Normality test used to know whether the data of research is normal or not. To know normality test, the researcher used *Chi-Square* formula. The formula is:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

$$\begin{aligned} x^2 &= \text{Value of Chi- Square} \\ f_o &= \text{Observed Frequency} \\ f_h &= \text{Expected Frequency} \end{aligned}$$

To calculate the result of *Chi-Square*, this research used significant level 5%. If the result $x^2_{\text{count}} < x^2_{\text{table}}$, it can be concluded that the data is distributed normal.

b. Homogeneity test

The test used to know whether both experimental class, have the same variant or not. If both classes were same, it can be called homogenous. To find the homogeneity, the researcher will use *Harley test*.

The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypotheses is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$

Hypothesis is rejected if $F \leq F(n_1, 1) (1 = n_2 - 1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is $(n_1 - 1)$, while a dk denominator is $(n_2 - 1)$.

2. Hypothesis Test

The techniques of the data analysis that used in this research were Independent T-test formula. The hypothesis test started as: There is a

significant effect of note-taking strategy on the students' listening mastery and there is no significant effect of note-taking strategy on the students' listening mastery. The formula that the researcher use as follow:⁵⁶

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : The value which the statistical significant
- \bar{X}_1 : The average score of the experimental class
- \bar{X}_2 : The average score of the control class
- s_1^2 : Deviation standard of the experimental class
- s_2^2 : Deviation standard of the control class
- n_1 : Number of experimental class
- n_2 : Number of control class

If t_{test} is higher than t_{table} , the researcher can conclude that h_a is accept and h_o is reject. It means that there is significant effect of note-taking strategy on the students' listening mastery. If t_{test} is lower than t_{table} , the researcher can conclude that h_a is reject and h_o is accept. It means there is no significant effect of note-taking strategy on the students' listening mastery at the grade XI students of SMA IT Darul Hasan Padangsidimpuan.

⁵⁶ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis, Revisi 1 (Padangsidimpuan: Perdana Publishing, 2015), 86.

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of note-taking strategy on students' listening mastery, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It was done to know the effect of word search puzzle game to vocabulary mastery. Next, researcher described the data as follow:

A. Description of the Data

Pre-test score was obtained in the first meeting before teaching in experimental and control class. It can be explain as follows:

1. Description of the Data Before Using Note-Taking Strategy

a. Pre-Test Score for the Experimental Class

As the experimental class, the researcher took class XI-2. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' score on listening test (essay and multiple choice test). The researcher has calculated the students' score in appendix 6 and 7. The score of pre-test for experimental class can be seen in the following table:

Table 10
Pre-Test Score for the Experimental Class

Descriptive	Statistic
Total score	1660
Highest score	80
Lowest score	50
Mean	68.15
Median	65.2
Modus	62
Range	30
Interval	5
Standard deviation	10.2
Variant	72.61

Based on the above table, the total score of pre-test for experimental class was 1660, mean was 68.15, standard deviation was 10.2, variant was 72.61, median was 65.2, range was 30, modus was 62, and interval class was 5. The researcher got the lowest score was 50 and highest score was 80. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follow:

Table 11
Frequency Distribution of the Variables

Interval Class	Mid-Point	Frequency	Percentages
50-54	52	3	11.53%
55-59	57	2	7.69%
60-64	62	7	26.92%
65-69	67	6	23.07%
70-74	72	5	19.23%
75-79	77	0	0%
80-84	82	3	11.53%
$i = 5$		26	100%

From the table above, the students' score in class interval between 50-54 was 3 students (11.53%), class interval between 55-59 was 2 students, (7.69%), class interval between 60-64 was 7 students (26.92%), class interval between 65-69 was 6 students (23.07%), class interval between 70-74 was 5 students (19.23%), class interval between 75-79 was 0 student (0%), and the last class interval between 80-84 was 3 students (11.53%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

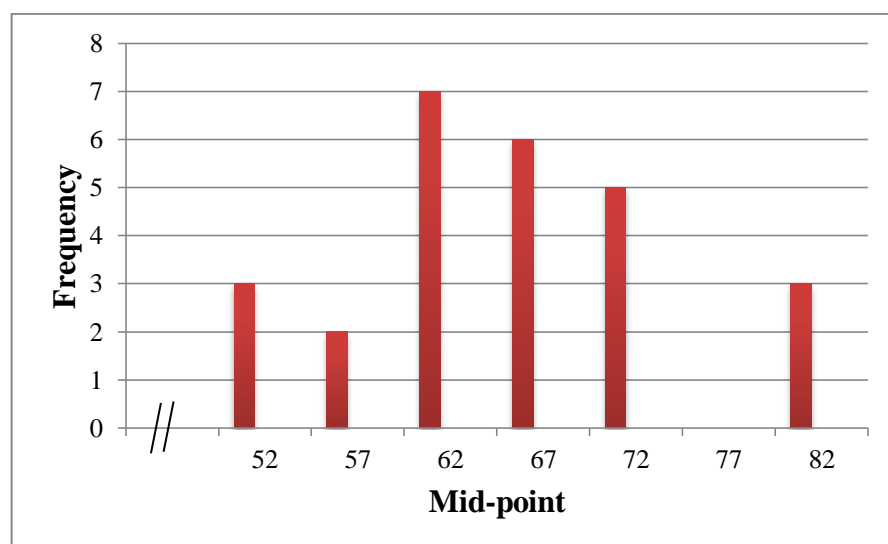


Figure 7: Description Data of Students' Listening Mastery in Experimental Class (Pre-Test)

b. Pre-Test Score for the Control Class

As the control class, the researcher took class XI-1. In pre-test for control class, the researcher calculated the result that had been gotten by the students' score on listening test (essay and multiple choice test). The researcher has calculated the students' score in

appendix 6 and 7. The score of pre-test for control class can be seen in the following table:

Table 12
Pre-Test Score for the Control Class

Descriptive	Statistic
Total score	975
Highest score	65
Lowest score	45
Mean	49.05
Median	50.74
Modus	50.18
Range	20
Interval	4
Standard deviation	5.68
Variant	35.67

Based on the above table, the total score of pre-test for control class was 975, mean was 49.05, standard deviation was 5.68, variant was 35.67, median was 50.74, range was 20, modus was 50.18, and interval class was 4. The researcher got the lowest score was 45 and highest score was 65. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follow:

Table 13
Frequency Distribution of the Variables

Interval Class	Mid-Point	Frequency	Percentages
45-48	46.5	5	26.31%
49-52	50.5	8	42.10%
53-56	54.5	4	21.05%
57-60	58.5	0	0%
61-64	62.5	0	0%
65-69	66.5	2	10.52%
$i = 4$		19	100%

From the table above, the students' score in class interval between 45-48 was 5 students (26.31%), class interval between 49-52 was 8 students, (42.10%), class interval between 53-56 was 4 students (21.05%), class interval between 57-60 was 0 students (0%), class interval between 61-64 was 0 students (0%), and the last class interval between 65-69 was 2 students (10.52%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

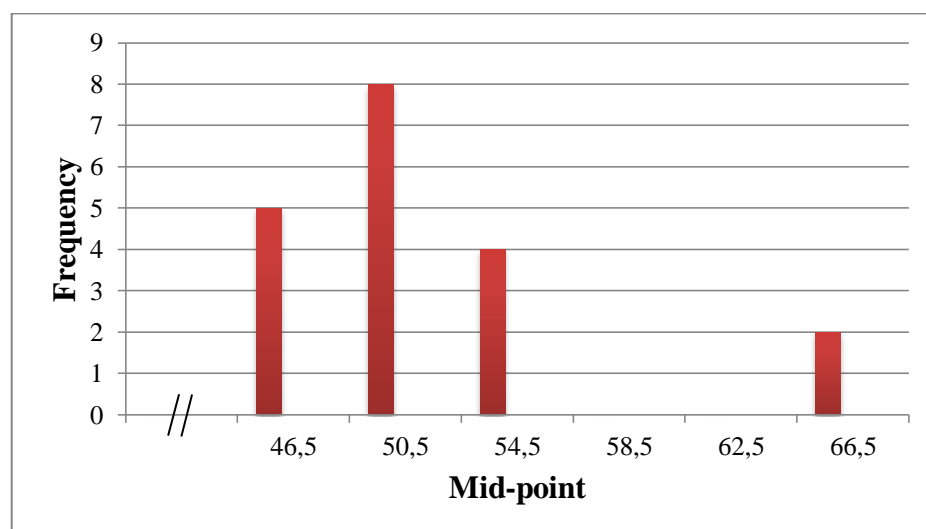


Figure 8: Description Data of Students' Listening Mastery in Control Class (Pre-Test)

2. Description of the Data After Using Note-Taking Strategy

a. Post-Test Score for the Experimental Class

In post-test for experimental class, the researcher calculated the result that had been gotten by the students' score on listening test (essay and multiple choice test). The researcher has calculated the

students' score in appendix 9 and 10. The score of pre-test for experimental class can be seen in the following table:

Table 14
Post-Test Score for the Experimental Class

Descriptive	Statistic
Total score	2430
Highest score	100
Lowest score	85
Mean	88.66
Median	91.8
Modus	90
Range	15
Interval	3
Standard deviation	3.3
Variant	25.53

Based on the above table, the total score of post-test for experimental class was 2430, mean was 88.66, standard deviation was 3.3, variant was 25.53, median was 91.8, range was 15, modus was 90, and interval class was 3. The researcher got the lowest score was 85 and highest score was 100. Next, the calculation of how to get it could be seen in appendix 9. Then the calculation of the frequency distribution of the students' score as follow:

Table 15
Frequency Distribution of the Variables

Interval Class	Mid-Point	Frequency	Percentages
83-85	85.5	3	11.53%
86-88	87.5	0	0%
89-91	89.5	9	34.61%
92-94	91.5	0	0%
95-97	93.5	7	26.92%
98-100	95.5	7	26.92%
$i = 3$		26	100%

From the table above, the students' score in class interval between 83-85 was 3 students (11.53%), class interval between 86-88 was 0 students, (0%), class interval between 89-91 was 9 students (34.61%), class interval between 92-94 was 0 students (0%), class interval between 95-97 was 7 students (26.92%), and the last class interval between 98-100 was 7 students (26.92%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

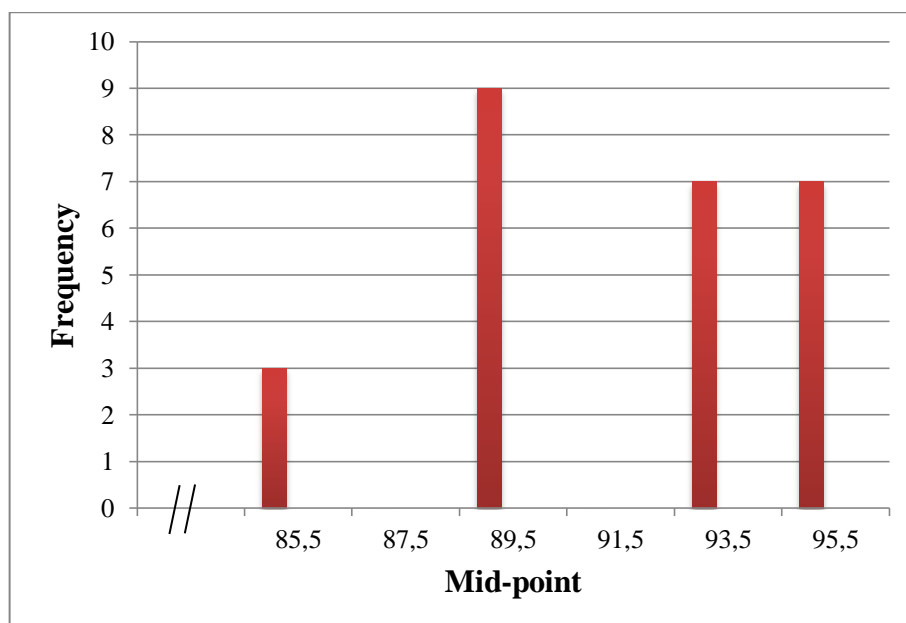


Figure 9: Description Data of Students' Listening Mastery in Experimental Class (Post-Test)

b. Post-Test Score for the Control Class

In post-test for control class, the researcher calculated the result that had been gotten by the students' score on listening test (essay and multiple choice test). The researcher has calculated the

students' score in appendix 9 and 10. The score of pre-test for control class can be seen in the following table:

Table 16
Post-Test Score for the Control Class

Descriptive	Statistic
Total score	1230
Highest score	75
Lowest score	50
Mean	57.25
Median	62.95
Modus	62.5
Range	25
Interval	5
Standard deviation	7.3
Variant	56.87

Based on the above table, the total score of post-test for control class was 1230, mean was 57.25, standard deviation was 7.3, variant was 56.87, median was 62.95, range was 25, modus was 62.5, and interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 9. Then the calculation of the frequency distribution of the students' score as follow:

Table 17
Frequency Distribution of the Variables

Interval Class	Mid-Point	Frequency	Percentages
50-54	52	1	5.26%
55-59	57	1	5.26%
60-64	62	7	36.84%
65-69	67	4	21.05%
70-74	72	1	5.26%
75-79	77	5	26.31%
$i = 5$		19	100%

From the table above, the students' score in class interval between 50-54 was 1 students (5.26%), class interval between 55-59 was 1 students, (5.26%), class interval between 60-64 was 7 students (36.84%), class interval between 65-69 was 4 students (21.05%), class interval between 70-74 was 1 students (5.26%), and the last class interval between 75-79 was 5 students (26.31%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

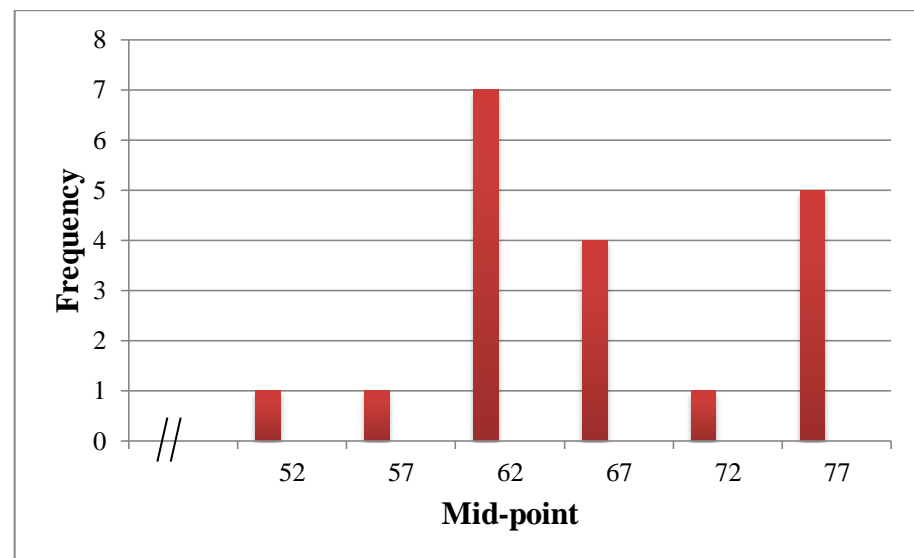


Figure 10: Description Data of Students' Listening Mastery in Control Class (Post-Test)

H. Hypothesis Testing

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "there is a significant effect of Note-Taking strategy on the students' listening mastery at

the grade XI students of SMA IT Darul Hasan Padangsidimpuan.” The calculation can be seen in appendix 11. The result of t-test was as follow:

Table 18
Result of T-test from the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
6.25	2.021	16.39	2.021

The test hypothesis have two criteria. The first, if $t_{count} < t_{table}$, H_0 is accepted. The second, if $t_{count} > t_{table}$, H_a is accepted. Based on researcher’s calculation in pre-test, researcher found t_{count} 6.25 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 19 - 2 = 43$. Cause $t_{count} > t_{table}$ ($6.25 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 16.39 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 19 - 2 = 43$. Because, $t_{count} > t_{table}$ ($16.39 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 68.15 and in post-test was 88.94. Then the mean score of control class in pre-test was 49.06 and in post-test was 57.25. The gain score was 12.6. The calculation can be seen on appendix 12.

I. Discussion

Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 68.15 and in post-test was 88.94, the proof was 20.79. Then the mean score of control class in pre-test was 49.06 and in post-test was 57.25, the improvement was 8.19. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, note-taking strategy had the effect on student's listening mastery.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from A. Majid Hayati and Alireza Jalilifar about note-taking strategy, they found that "the participants who received instruction and benefited from the Cornell note-taking strategy scored higher in listening comprehension than those who received no instruction and took notes in their own usual manners".⁵⁷ Based on the related finding in Reny Wisna's thesis, she found that "there is significant difference between Note Taking strategy and Conventional strategy on student's listening comprehension at the second year students of SMAN 3 Taluk Kuantan Kuantan Singingi Regency". It can be seen from the mean score of experimental class on pre-test was 47.18 and on post-test was 64.68. The proof was 17.5. Meanwhile, the mean score of control class on pre-test was 41.25 and on post-test was 57.18. The proof was 15.93.⁵⁸

⁵⁷ Hayati and Jalilifar, "The Impact of Note-Taking Strategies on Listening Comprehension of EFL Learners," p. 104.

⁵⁸ Reny Wisna, "The Effect Of Using Note Taking Strategy Toward Listening Comprehension Of The Second Year Students At State Senior High School 3 Taluk Kuantan

The next finding based on Ferit Kiliçkaya and Derya Çokal Karadas research on note-taking strategy, they found that there is the difference between students who were allowed take note and not allowed. It can be seen from the mean score of experimental class on pre-test was 10.41 and on post-test was 12.41. The proof was 1.73. Meanwhile, the mean score of control class on pre-test was 9.50 and on post-test was 10.68. The proof was 1.18.⁵⁹

Then, according to Liu Boran and Hu Yi, they found that note-taking has significant effect in students' listening mastery in summary test. They said that, "the total t-test value was 0.034, proving that in general; the note-taking did facilitate the subjects' test performances".⁶⁰ So, note-taking strategy can be applied in listening process during the test or learning process.

Based on the explanation above, note-taking strategy has given the effect on students' listening mastery. It can be seen from the research which has been done by the researcher himself and the other researchers above. The result has shown that note-taking strategy significantly affects the students' listening mastery.

J. Threats of The Research

There were some aspects that could threat for this research like mentioned below:

Kuantan Singingi Regency" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012), p. 63

⁵⁹ Ferit Kiliçkaya and Derya Çokal Karadas, "The Effect of Note-Taking on University Students' Listening Comprehension of Lectures.," *Online Submission* 17, no. 1 (2009): p. 53, <https://files.eric.ed.gov/fulltext/ED570171.pdf>.

⁶⁰ Boran Liu and Yi Hu, "The Effect of Note-Taking on Listening Comprehension for Lower-Intermediate Level EFL Learners in China," *Chinese Journal of Applied Linguistics* 35, no. 4 (2012): 506–18, <https://doi.org/10.1515/cjal-2012-0036>. p. 512

1. Most of the students thought that listening is very difficult when they try to listen to the audio from the native speaker. So they just guessed what the audio said.
2. Most of the students did not use their maximum ability during answering the test. It was because they thought it would not affect their score in the end of the semester. It made some of them cheated each other.
3. The time for taking the data was limited, because the researcher used to share the time with the other researcher for magister program.
4. Some of the students were tricky. They found that the audio for part A, B and C were the same. So, they found the “shortcut” to answer the test, especially for part C.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' listening mastery before learning by using note-taking strategy at the XI grade in SMA IT Darul Hasan Padangsidempuan, the mean score for experimental class in pre-test was in good category, they got 68.15. The mean score for control class was in enough category, they got 49.06.
2. The students' listening mastery after learning by using note-taking strategy at the XI grade in SMA IT Darul Hasan Padangsidempuan, the mean score for experimental class after learning by using note-taking strategy was higher than before. The mean score for experimental class was in very good category, they got 88.94 in post-test. The mean score for control class which taught by conventional strategy was in enough category, they got 57.25 in post-test.
3. There is a significant effect of note-taking strategy on students' listening mastery at the XI grade in SMA IT Darul Hasan Padangsidempuan. The researcher found the research result that t_{count} was higher than t_{table} . The score for t_{count} was 16.39, meanwhile the score of t_{table} was 2.021 ($16.39 > 2.021$). It means H_a was accepted, so there was a significant

effect of note-taking strategy on students' listening mastery at the XI grade in SMA IT Darul Hasan Padangsidempuan.

B. Suggestions

After finishing the research, the researcher got much information in English teaching learning. Therefore, the researcher need to show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. Researcher give the research result to the school as the information for the headmaster to consider whether the note-taking strategy can be applied in teaching and learning English, because this strategy can achieve and affect the students' listening mastery.
2. The English teachers of SMA IT Darul Hasan take the research result as the additional information or additional option for strategy in teaching English, especially to increase the students' listening mastery.
3. The researcher suggests to another researchers to use this strategy to solve another problems which face by students in learning English process. Even the research result would be the reference for the other researcher to conduct this kind of research in other time.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL CLASS)

Satuan Pendidikan : SMA IT Darul Hasan Padangsidimpuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tema/Subtema : Teks berita sederhana (*News item*)
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Mengembangkan perilaku jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4**: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator Pencapaian KD
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran dengan baik. 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran dengan baik.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur dalam kegiatan pembelajaran 2.2.2 Menunjukkan perilaku disiplin dalam pembelajaran. 2.2.3 Menunjukkan perilaku percaya diri dalam berkomunikasi. 2.2.4 Menunjukkan perilaku bertanggung jawab dalam kegiatan pembelajaran.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku peduli terhadap lingkungan sekitar. 2.3.2 Menunjukkan perilaku kerjasama dalam kegiatan pembelajaran. 2.3.3 Menunjukkan perilaku cinta damai dalam kegiatan pembelajaran.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>news item</i> berbentuk berita sederhana dari koran/radio/TV, sesuai	3.9.1 Mengidentifikasi struktur teks berita (<i>News Item</i>). 3.9.2 Mengidentifikasi fungsi masing-masing struktur teks berita (<i>News Item</i>). 3.9.3 Mengidentifikasi ciri-ciri masing-masing Struktur teks berita (<i>News Item</i>).

dengan konteks penggunaannya.	
4.14 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.	4.14.1 Mengidentifikasi gagasan pokok dalam teks berita (<i>News Item</i>). 4.14.2 Mengidentifikasi informasi tertentu dalam teks berita (<i>News Item</i>).

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi gagasan utama dan informasi tertentu dari sebuah teks berita.
2. Peserta didik mampu mengidentifikasi struktur teks berita.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana ciri seseorang, tempat wisata, atau bangunan terkenal.
4. Peserta didik mampu menyusun paragraf acak hingga membentuk teks berita yang benar
5. Peserta didik mampu meningkatkan rasa syukur dalam belajar, meningkatkan sikap sosialnya

D. Materi Pembelajaran

Struktur *news item* adalah:

1) *Newsworthy Events*

Merupakan bagian pembuka (Paragraf pertama) dalam sebuah teks berita yang berfungsi untuk menyajikan ringkasan peristiwa; sehingga pembaca segera mengetahui peristiwa apa yang menjadi topik dalam sebuah teks berita.

2) *Background Events*

Merupakan bagian teks berita yang menyajikan penjelasan rinci tentang peristiwa yang diberitakan, yang meliputi apa yang terjadi (*what*), kapan terjadi (*when*), dimana terjadi (*where*), siapa saja yang terlibat atau pelaku (*who*), kenapa bisa terjadi (*why*) dan bagaimana terjadi (*how*).

3) Sources

Merupakan bagian teks berita dimana kesaksian atau komentar dari pihak-pihak yang berkaitan atau terlibat langsung dalam peristiwa yang diberitakan, misalnya komentar atau pernyataan dari narasumber, saksi, pelaku, pihak yang berwenang atau berwajib, dan sebagainya

E. Alat dan Sumber Pembelajaran

1. Media/Alat: Laptop, *Speaker*, buku, dan Papan Tulis.
2. Sumber: Sudarwati and Grace: *Pathway to English 3 for Senior High School Grade XII. General Program*. Jakarta: Penerbit Erlangga.

F. Metode Pembelajaran

1. Metode/media : *Scientific Approach*
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre-Teaching	<ol style="list-style-type: none">1. Guru memulai kegiatan dengan salam2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai.3. Guru memeriksa kehadiran peserta didik.4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.5. Guru memberi motivasi belajar kepada peserta didik melalui kegiatan warming up.6. Guru mengajukan pertanyaan	15 menit

	<p>tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>7. Guru mengenalkan topik pelajaran, kompetensi dasar, dan tujuan pembelajaran yang akan dicapai.</p> <p>8. Guru menyampaikan cakupan materi dan uraian kegiatan pembelajaran sesuai kompetensi dasar yang akan dicapai.</p>	
While-Teaching	<ol style="list-style-type: none"> 1. Guru menjelaskan pengertian dan struktur dari <i>news item</i>. 2. Guru memberikan contoh dari news item melalui audio yang diputar melalui laptop dan pengeras suara yang telah disediakan oleh guru. 3. Bahan audio didapatkan dari buku pelajaran yang sudah disediakan oleh sekolah. 4. Guru membimbing siswa untuk membahas beberapa pertanyaan yang terkait dengan pengertian dan struktur dari <i>news item</i>. 5. Guru memberikan kesempatan kepada siswa untuk bertanya jika ada masalah ataupun pertanyaan yang tidak bisa dijawab oleh 	55 menit

	<p>siswa.</p> <ol style="list-style-type: none"> 6. Jika tidak ada pertanyaan dari siswa, guru memberikan pertanyaan kepada siswa. 7. Guru membagi siswa ke dalam 4 grup 8. Guru memberikan latihan berupa audio yang sudah tersedia di dalam buku bersama teman sekelompok. 9. Guru memeriksa pekerjaan siswa dan membimbing apabila ada masalah dalam kelompok ataupun soal yang sulit untuk dijawab. 10. Guru menyuruh masing-masing kelompok untuk mengumpulkan hasil pekerjaan ke meja guru. 11. Guru mengajak siswa membahas dan memeriksa bersama hasil dari pekerjaan siswa. 12. Guru menunjuk masing-masing perwakilan setiap kelompok untuk menjawab. 13. Guru memberikan penilaian serta apresiasi kepada siswa. 	
<p>Post-Teaching</p>	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan <i>feedback</i> (umpan balik) kepada siswa tentang pembelajaran. 	<p>20 menit</p>

	<p>3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</p> <p>4. Guru memberikan Pr kepada siswa</p> <p>5. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran.</p> <p>6. Guru menutup pembelajaran dengan salam.</p>	
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H. Penilaian

Teknik : Tes tertulis

Instrumen : News Item about *Tsunami* and *Earthquake*.

Pedoman Penilaian

Aspek Penilaian:

Aspects	Score	Criteria
General Understanding	5	Almost Perfect
	4	There are some mistakes but did not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Listening to Details	5	Almost Perfect
	4	There are some mistakes but did not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Accuracy of answer	2	Almost perfect
	1	There are some mistakes but did not interfere the meaning

Rubrik Penilaian:

Section	Description	Score
Part A	Correct answer (Accuracy of answer)	2
	Incorrect answer/no response	0
	Total score	2x10 = 20
Part B	Correct Answer	4
	Incorrect answer/no response	0
	Total score	4x5 = 20
Part C	Correct answer: 2. General Understanding 3. Listening to Details	1-5 1-5
	Incorrect answer/no response	0
	Total score	10x6 = 60
Final score	Part A + Part B + Part C = 100	

Aspek of Value:

No.	Number of Score	Predicate
1.	90 - 100	A (Very Good)
2.	60 – 79	B (Good)
3.	40 - 59	C (Enough)
4.	0 - 39	D (Less/Failed)

Padangsidempuan, 2021

Mengetahui

Guru Mata Pelajaran

Peneliti

Ayu Lestari, S. Pd.

Ilham Rifandi Siregar
Reg. No. 16 203 00017

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : SMA IT Darul Hasan Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tema/Subtema : Teks berita sederhana (*News item*)
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Mengembangkan perilaku jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4**: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah

abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator Pencapaian KD
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran dengan baik. 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran dengan baik.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur dalam kegiatan pembelajaran 2.2.2 Menunjukkan perilaku disiplin dalam pembelajaran. 2.2.3 Menunjukkan perilaku percaya diri dalam berkomunikasi. 2.2.4 Menunjukkan perilaku bertanggung jawab dalam kegiatan pembelajaran.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku peduli terhadap lingkungan sekitar. 2.3.2 Menunjukkan perilaku kerjasama dalam kegiatan pembelajaran. 2.3.3 Menunjukkan perilaku cinta damai dalam kegiatan pembelajaran.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>news</i>	3.9.1 Mengidentifikasi struktur teks berita (<i>News Item</i>). 3.9.2 Mengidentifikasi fungsi masing-

<p><i>item</i> berbentuk berita sederhana dari koran/radio/TV, dengan konteks penggunaannya.</p>	<p>masing struktur teks berita (<i>News Item</i>).</p> <p>3.9.3 Mengidentifikasi ciri-ciri masing-masing Struktur teks berita (<i>News Item</i>).</p>
<p>4.14 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.</p>	<p>4.14.1 Mengidentifikasi gagasan pokok dalam teks berita (<i>News Item</i>).</p> <p>4.14.2 Mengidentifikasi informasi tertentu dalam teks berita (<i>News Item</i>).</p>

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi gagasan utama dan informasi tertentu dari sebuah teks berita.
2. Peserta didik mampu mengidentifikasi struktur teks berita.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptive sederhana ciri seseorang, tempat wisata, atau bangunan terkenal.
4. Peserta didik mampu menyusun paragraf acak hingga membentuk teks berita yang benar
5. Peserta didik mampu meningkatkan rasa syukur dalam belajar, meningkatkan sikap sosialnya

D. Materi Pembelajaran

Struktur *news item* adalah:

1. *Newsworthy Events*
Merupakan bagian pembuka (Paragraf pertama) dalam sebuah teks berita yang berfungsi untuk menyajikan ringkasan peristiwa; sehingga pembaca segera mengetahui peristiwa apa yang menjadi topik dalam sebuah teks berita.
2. *Background Events*
Merupakan bagian teks berita yang menyajikan penjelasan rinci tentang peristiwa yang diberitakan, yang meliputi apa yang

terjadi (*what*), kapan terjadi (*when*), dimana terjadi (*where*), siapa saja yang terlibat atau pelaku (*who*), kenapa bisa terjadi (*why*) dan bagaimana terjadi (*how*).

3. *Sources*

Merupakan bagian teks berita dimana kesaksian atau komentar dari pihak-pihak yang berkaitan atau terlibat langsung dalam peristiwa yang diberitakan, misalnya komentar atau pernyataan dari narasumber, saksi, pelaku, pihak yang berwenang atau berwajib, dan sebagainya

E. Alat dan Sumber Pembelajaran

1. Media/Alat: Laptop, *Speaker*, buku, dan Papan Tulis.
2. Sumber: Sudarwati and Grace: *Pathway to English 3 for Senior High School Grade XII. General Program*. Jakarta: Penerbit Erlangga.

F. Metode Pembelajaran

1. Metode : *Cornell Note-taking*
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre-Teaching	<ol style="list-style-type: none"> 1. Guru memulai kegiatan dengan salam 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai. 3. Guru memeriksa kehadiran peserta didik. 4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 5. Guru memberi motivasi belajar kepada peserta didik melalui kegiatan warming up. 6. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya 	15 menit

	<p>dengan materi yang akan dipelajari.</p> <p>7. Guru mengenalkan topik pelajaran, kompetensi dasar, dan tujuan pembelajaran yang akan dicapai.</p> <p>8. Guru menyampaikan cakupan materi dan uraian kegiatan pembelajaran sesuai kompetensi dasar yang akan dicapai.</p>	
While-Teaching	<p><i>Introduction.</i></p> <p>1. Guru memberikan lembar kosong berbentuk Cornell Note-taking serta menjelaskan kepada siswa mengenai Note-taking.</p> <p><i>Recording.</i></p> <p>2. Guru memutar audio yang sudah disediakan.</p> <p><i>Questioning.</i></p> <p>3. Guru menginstruksikan siswa agar membuat beberapa pertanyaan.</p> <p>4. Guru menginstruksikan siswa untuk membuat catatan mengenai informasi yang mereka dapat dari audio.</p> <p>5. Guru menyuruh siswa untuk berpasangan,</p> <p>6. Guru menyuruh siswa untuk mendiskusikan apa yang mereka dapat dengan pasangan mereka.</p> <p><i>Reflecting,</i></p> <p>7. Guru menyuruh siswa untuk mempresentasikan hasil kerja mereka di</p>	55 menit

	depan kelas.	
Post-Teaching	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan <i>feedback</i> (umpan balik) kepada siswa tentang pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru memberikan PR kepada siswa 5. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 6. Guru menutup pembelajaran dengan salam. 	

H. Penilaian

Teknik : Tes tertulis

Instrumen : News Item about *Paris' Champs-Elysees to be 'Extraordinary Garden'*.

Pedoman Penilaian

Aspek Penilaian:

Aspects	Score	Criteria
General Understanding	5	Almost Perfect
	4	There are some mistakes but did not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Listening to Details	5	Almost Perfect
	4	There are some mistakes but did not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Accuracy of answer	2	Almost perfect
	1	There are some mistakes but did not interfere the meaning

Rubrik Penilaian:

Section	Description	Score
Part A	Correct answer (Accuracy of answer)	2
	Incorrect answer/no response	0
	Total score	2x10 = 20
Part B	Correct Answer	2
	Incorrect answer/no response	0
	Total score	2x10 = 20
Part C	Correct answer:	
	2. General Understanding	1-5
	3. Listening to Details	1-5
	Incorrect answer/no response	0
	Total score	10x6 = 60
Final score	Part A + Part B + Part C = 100	

Criteria of value:

No.	Number of Score	Predicate
1.	90 – 100	A (Very Good)
2.	60 – 79	B (Good)
3.	40 – 59	C (Enough)
4.	0 – 39	D (Less/Failed)

Padangsidempuan, 2021

Mengetahui

Guru Mata Pelajaran

Ayu Lestari, S. Pd.

Peneliti

Ilham Rifandi Siregar
Reg. No. 16 203 00017

APPENDIX 3

THE INSTRUMENT

(PRE-TEST)

Class : XI
Subject : English (News Item)
Time Allotment : 60 minutes
Name :

Class :

Instruction :

1. Write down your name and class on the top of the answer sheet.
2. Check and read your questions text.
3. Listen to the audio.
4. Write down your answer on the answer sheet.

2. Listen to the following short speech about the causes of tsunamis, and then fill in the blank spaces.



The word a) _____ has now become familiar even to children over a short span of time, due to its b) _____. But what does tsunami mean and how is it caused by c) _____?

A tsunami is a d) _____ train, or series of waves, generated in a body of water by a spontaneous disturbance that vertically e) _____ the water column. Tsunamis can be caused by earthquakes, volcanic f) _____, g) _____, h) _____, and even the impact of i) _____ materials, such as j) _____.

3. Listen to a dialogue between a scientist and a reporter about the term *tsunami*. Identify the correct answers to complete the following statements.



- a. Tsunami is _____ and it means "harbour wave".
A. a Japanese word
B. an English word
- b. _____, tsunamis have been referred to as "tidal waves" or "seismic sea waves".
A. Recently
B. In the past
- c. The terms _____ are misleading.
A. "tidal waves or seismic sea waves"
B. "tsunamis" and "coastlines"
- d. Tsunamis are _____ to the tides.
A. closely related
B. not related
- e. Tides result from the _____ of the moon, sun and planets.
A. gravitational influences
B. non-seismic events

Two of the most devastating earthquakes to have occurred recently are the 2004 Indian Ocean earthquake and the 2010 Haiti earthquake. Listen to a recording about the 2004 Indian Ocean earthquake and read the following text about the 2010 Haiti earthquake. Compare the two earthquakes by filling in the table.



2010 Haiti Earthquake



On 12 January 2010, at 4.53 p.m. local time, a magnitude 7.0 earthquake struck the Republic of Haiti, with an epicentre located approximately 25 km south and west of the capital city of Port-au-Prince. Near the epicentre of the earthquake, in the city of Léogâne, it is estimated that 80–90% of the buildings were critically damaged or destroyed. The metropolitan Port-au-Prince region was also severely affected. According to the Government of Haiti, the earthquake left more than 316,000 dead or missing, 300,000 injured, and over 1.3 million homeless. According to the Inter-American Development Bank (IDB), the earthquake was the most destructive event any country has experienced in modern times, when measured in terms of the number of people killed as a percentage of the country's population.

	2004 Indian Ocean earthquake	2010 Haiti earthquake
Date, Year		
Location		
Scale		
Affected areas		
Number of victims		
Impacts		

APPENDIX 4

THE INSTRUMENT

(POST-TEST)

Class : **XI**
Subject : **English (News Item)**
Time Allotment : **60 minutes**
Name :
Class :
Instruction :

1. Write down your name and class on the top of the answer sheet.
2. Check and read your questions text.
3. Listen to the audio.

Write down your answer on the answer sheet.

A. Listen to the audio and fill in the gaps.

The mayor of Paris, (1) _____, has said there are ambitious plans to transform Paris' famous street the Champs-Elysees. She said she wants to turn the 1.9km avenue into an (2) _____ garden. The Champs-Elysees is in the (3) _____ of the French capital. It joins the Place de la Concorde with the Arc de Triomphe. It is often called "the most beautiful avenue in the world". However, many Parisians believe it looks old. They want it to look more (4) _____. Ms Hidalgo said she wants to reduce the amount of traffic on the avenue. She wants to cut the number of car lanes to make more (5) _____ for pedestrians. She also wants to plant more trees to make it (6) _____ and more attractive.

The Champs-Elysees once showed how sophisticated and elegant Paris was. There were many car showrooms full of (7) _____, and chic designer fashion stores. It was a magnet for rich people who wanted to buy the latest brands. Today, it looks like many other streets in the world. It is full of international chain stores, fast food restaurants and coffee shops. It will take a (8) _____ to beautify the Champs Elysees. Work will start on it after the 2024 (9) _____.

Ms Hidalgo said: "We will redo the Place de la Concorde before the Olympic Games, then the full length of the avenue afterwards. It will be an extraordinary garden." The budget for the project is around (10) _____.

B. Listen carefully and chose the correct answer.

1. The mayor of Paris, Anne Hidalgo, has said there _____
 - a. are ambitious plants
 - b. are ambitious plans
 - c. are ambitious planes
 - d. are ambitious plan
2. She said she wants to turn the 1.9km avenue into _____
 - a. an "extraordinary gardener"
 - b. an "extraordinary garden"
 - c. an "extraordinary gardens"
 - d. an "extraordinary gardened"
3. The Champs-Elysees is in the heart of _____
 - a. the French capital
 - b. the French cap it all
 - c. the French cap italic
 - d. the French capitals
4. She wants to cut the number of car lanes to make more _____
 - a. room for pedestrians
 - b. roomy for pedestrians
 - c. roomed for pedestrians
 - d. roomer for pedestrians
5. She also wants to plant more trees to make it greener _____
 - a. and more attractively
 - b. and more attraction
 - c. and more attractive
 - d. and more attentive
6. The Champs-Elysees once showed how sophisticated and _____
 - a. elegantly Paris was
 - b. elegance Paris was
 - c. elephant Paris was
 - d. elegant Paris was
7. There were many car showrooms full _____
 - a. if luxury cars
 - b. off luxury cars
 - c. of luxury car
 - d. of luxury cars
8. It was a magnet for rich people who wanted to buy _____
 - a. the latest bands
 - b. the latest brands
 - c. the latest bland
 - d. the latest bards
9. Fast food restaurants and coffee shops. It will take a _____
 - a. decade at beautify
 - b. decade of beautify
 - c. decade from beautify

- d. decade to beautify
10. We will redo the Place de la Concorde before the Olympic Games, then _____
- the full lengthen
 - the full length
 - the full lengths
 - the full lengthens

C. Listen carefully and fill in the table.

1.	What is happen?	
2.	Who gets involved?	
3.	2 of 3 reasons why it is happen?	1.
		2.
4.	When it starts?	
5.	How much does it cost?	

Padangsidempuan, 20 Desember 2020
Validator

Ayu Lestari, S. Pd.
English Teacher

APPENDIX 5

Score of Experimental Class and Control Class on Pre-Test

a. Score of Experimental Class

No.	Students Initial Name	Pre-Test	X ²
1	AN	80	6400
2	AD	60	3600
3	DFP	65	4225
4	DF	60	3600
5	DPA	50	2500
6	FAW	70	4900
7	IPH	80	6400
8	MA	65	4225
9	MH	70	4900
10	NAZ	70	4900
11	NA	50	2500
12	NZA	60	3600
13	NY	60	3600
14	NH	65	4225
15	NAS	65	4225
16	PS	80	6400
17	RR	50	2500
18	RH	65	4225
19	SA	65	4225
20	SH	70	4900
21	SA	55	3025
22	SHA	60	3600
23	SYA	60	3600
24	YA	70	4900
25	ZS	60	3600
26	ZM	55	3025
Total		1660	107800

b. Score of Control Class

No.	Students Initial Name	Pre-Test	X²
1	AAL	55	3025
2	ASP	50	2500
3	AM	55	3025
4	ABA	45	2025
5	FH	50	2500
6	FHR	45	2025
7	DAS	65	4225
8	HA	50	2500
9	IA	65	4225
10	MAD	45	2025
11	MAY	50	2500
12	MM	50	2500
13	RK	50	2500
14	RA	55	3025
15	RAW	50	2500
16	R	45	2025
17	RBA	50	2500
18	SHF	45	2025
19	TJD	55	3025
Total		975	50675

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of the Normality Test of XI-2 in Pre-Test

1. The score of XI-2 class in pre-test from low to high score:

50	55	60	65	65	70	80
50	60	60	65	65	70	80
50	60	60	65	70	70	
55	60	60	65	70	80	

2. High = 80

Low = 50

Range = High – Low

= 80 – 50

= 30

3. Total Classes = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (26)$
 = $1 + 3.3 (1.41)$
 = $1 + 4.65$
 = 5.65
 = 6

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{30}{6} = 5$

5. Mean

Interval Class	F	Mid-Point	x	fx	x ²	fx ²
50-54	3	52	+3	9	9	27
55-59	2	57	+2	4	4	8
60-64	7	62	+1	7	1	7
65-69	6	67	0	0	0	0
70-74	5	72	-1	-5	1	5
75-79	0	77	-2	0	4	0
80-84	3	82	-3	-9	9	27
<i>i</i> = 5	26			6		74

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 67 + 5 \left(\frac{6}{26} \right)$$

$$= 67 + 5 (0.23)$$

$$= 67 + 1.15$$

$$= 68.15$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 5 \sqrt{\frac{74}{26} - \left(\frac{6}{26}\right)^2}$$

$$= 6 \sqrt{2.84 - (0.23)^2}$$

$$= 6 \sqrt{2.84 - 0.05}$$

$$= 6 \sqrt{2.79}$$

$$= 6 \times 1.67$$

$$= 10.02$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of Score	Real Upper Limit	z-score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - fh)}{fh}$	
	84.5	1.63	0.4484					
80-84				0.07	1.82	3	0.65	
	79.5	1.13	0.3708					
75-79				0.13	3.38	0	-1	
	74.5	0.63	0.2357					
70-74				0.18	4.68	5	0.06	
	69.5	0.13	0.0517					
65-69				-0.3	-7.8	6	1.76	
	64.5	-0.36	0.3594					
60-64				0.16	4.16	7	0.68	
	59.5	-0.86	0.1949					
55-59				0.1	2.6	2	-0.23	
	54.5	-1.36	0.0869					
50-54				0.05	1.3	3	1.3	
	49.5	-1.86	0.0314					
X²								3.22

Based on the table above, the researcher found that $x^2_{\text{count}} = 3.22$, while $x^2_{\text{table}} = 7.815$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.22 < 7.815$) with degree of freedom (dk) = $6-3 = 3$ and significant level $\alpha = 5\%$. So, distribution of XI-2 classroom (pre-test) is normal.

6. Median

Interval Class	Fm	Fk
50-54	3	3
55-59	2	5
60-64	7	12
65-69	6	18
70-74	5	23
75-79	0	23
80-84	3	26

Position of Me in the interval of classes is number 4, that:

$$Bb : 59.5$$

$$Fk : 5$$

$$fm : 7$$

$$i : 5$$

$$n : 26$$

$$1/2n : 13$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 59.5 + 5 \left[\frac{26/2 - 5}{7} \right]$$

$$Me = 59.5 + 5 \left[\frac{13 - 5}{7} \right]$$

$$Me = 59.5 + 5 \left[\frac{8}{7} \right]$$

$$Me = 59.5 + 5(1.14)$$

$$Me = 59.5 + 5.7$$

$$Me = 65.2$$

7. Modus

Interval Class	Fm	Fk
50-54	3	3
55-59	2	5
60-64	7	12
65-69	6	18
70-74	5	23
75-79	0	23
80-84	3	26

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$L = 59.5$$

$$d_1 = 5$$

$$d_2 = 4$$

$$i = 5$$

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$Mo = 59.5 + \frac{5}{5+4} 5$$

$$Mo = 59.5 + \frac{5}{9} 5$$

$$Mo = 59.5 + (0.5)5$$

$$Mo = 59.5 + 2.5$$

$$Mo = 62$$

B. Result of the Normality Test of XI-1 in Pre-Test

1. The score of XI-1 in pre-test from low score to high score:

45	45	50	50	55
45	50	50	55	65
45	50	50	55	65
45	50	50	55	

2. High = 65
 Low = 45
 Range = High – Low
 = 65 – 45
 = 20
3. Total Classes = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (19)$
 = $1 + 3.3 (1.27)$
 = $1 + 4.19$
 = 5.19
 = 5
4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{20}{5} = 4$

5. Mean

Interval Class	F	Mid-Point	x	fx	x ²	fx ²
45-48	5	46.5	+1	5	1	5
49-52	8	50.5	0	0	0	0
53-56	4	54.5	-1	-4	1	4
57-60	0	58.5	-2	0	4	0
61-64	0	62.5	-3	0	9	0
65-69	2	66.5	-4	-8	16	32
<i>i</i> = 4	19			-7		41

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 50.5 + 4 \left(\frac{-7}{19} \right) \\
 &= 50.5 + 4 (-0,37) \\
 &= 50.5 + (-1.44) \\
 &= 49.06
 \end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 4 \sqrt{\frac{41}{19} - \left(\frac{-7}{19}\right)^2} \\
&= 4 \sqrt{2.15 - (-0.36)^2} \\
&= 4 \sqrt{2.15 - 0.13} \\
&= 4 \sqrt{2.02} \\
&= 4 \times 1.42 \\
&= 5.68
\end{aligned}$$

Interval of Score	Real Upper Limit	z-score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - fh)}{fh}$
	69.5	3.60	0.4999				
65-69				0.003	0.06	2	3.23
	64.5	2.72	0.4967				
61-64				0.01	0.19	0	-1
	60.5	2.01	0.4778				
57-60				0.07	1.33	0	-1
	56.5	1.30	0.4032				
53-56				0.17	3.23	4	0.24
	52.5	0.60	0.2258				
49-52				0.01	0.19	8	4.11
	48.5	-0.80	0.2119				
45-48				-0.22	-4.18	5	-2.19
	44.5	-0.09	0.4641				
X²							3.39

Based on the table above, the researcher found that $x^2_{\text{count}} = 3.39$, while $x^2_{\text{table}} = 5.591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.39 < 5.591$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$. So, distribution of VIII-2 classroom (pre-test) is normal.

6. Median

Interval Class	Fm	Fk
45-48	5	5
49-52	8	13
53-56	4	17
57-60	0	17
61-64	0	17
65-69	2	19

Position of Me in the interval of classes is number 4, that:

$$Bb : 48.5$$

$$Fk : 5$$

$$Fm : 8$$

$$i : 4$$

$$n : 19$$

$$1/2n : 9.5$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 48.5 + 4 \left[\frac{19/2 - 5}{8} \right]$$

$$Me = 48.5 + 4 \left[\frac{9.5 - 5}{8} \right]$$

$$Me = 48.5 + 4 \left[\frac{4.5}{8} \right]$$

$$Me = 48.5 + 4(0.56)$$

$$Me = 48.5 + 2.24$$

$$Me = 50.74$$

7. Modus

Interval Class	Fm	Fk
45-48	5	5
49-52	8	13
53-56	4	17
57-60	0	17
61-64	0	17
65-69	2	19

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$L = 48.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$i = 4$$

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$Mo = 48.5 + \frac{3}{3+4} 4$$

$$Mo = 48.5 + \frac{3}{7} 4$$

$$Mo = 48.5 + (0.42)4$$

$$Mo = 48.5 + 1.68$$

$$Mo = 50.18$$

APPENDIX 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

a. Variant of XI-2 class is:

No.	Students Initial Name	Xi	Xi ²
1	AN	80	6400
2	AD	60	3600
3	DFP	65	4225
4	DF	60	3600
5	DPA	50	2500
6	FAW	70	4900
7	IPH	80	6400
8	MA	65	4225
9	MH	70	4900
10	NAZ	70	4900
11	NA	50	2500
12	NZA	60	3600
13	NY	60	3600
14	NH	65	4225
15	NAS	65	4225
16	PS	80	6400
17	RR	50	2500
18	RH	65	4225
19	SA	65	4225
20	SH	70	4900
21	SA	55	3025

22	SHA	60	3600
23	SYA	60	3600
24	YA	70	4900
25	ZS	60	3600
26	ZM	55	3025
Total		1660	107800

$$N = 26$$

$$\sum x_i = 1660$$

$$\sum x_i^2 = 107800$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{26(107800) - (1660)^2}{26(26-1)} \\
 &= \frac{2802800 - 2755600}{26(25)} \\
 &= \frac{47200}{650}
 \end{aligned}$$

$$S^2 = 72.61$$

b. Variant of XI-1 class is:

No.	Students Initial Name	Xi	Xi ²
1	AAL	55	3025
2	ASP	50	2500
3	AM	55	3025
4	ABA	45	2025
5	FH	50	2500
6	FHR	45	2025
7	DAS	65	4225
8	HA	50	2500
9	IA	65	4225
10	MAD	45	2025
11	MAY	50	2500
12	MM	50	2500
13	RK	50	2500
14	RA	55	3025
15	RAW	50	2500
16	R	45	2025
17	RBA	50	2500
18	SHF	45	2025
19	TJD	55	3025
Total		975	50675

$$n = 19$$

$$\sum x_i = 975$$

$$\sum x_i^2 = 50675$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{19(50675) - (975)^2}{19(19-1)} \\
 &= \frac{962825 - 950625}{19(18)} \\
 &= \frac{12200}{342}
 \end{aligned}$$

$$S^2 = 35.67$$

The formula was used to test hypothesis was:

1. XI-2 and XI-1:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{72.61}{35.67}$$

$$F = 2.03$$

After doing the calculation, researcher found that $F_{\text{count}} = 2.03$. From the distribution list F, cause $F_{\text{count}} < F_{\text{table}}$ ($2.03 < 4.18$). So, there is no difference the variant between the XI-2 class and XI-1 class. It means that the variant is homogenous.

APPENDIX 8

Score of Experimental Class and Control Class on Post-Test

a. Score of Experimental Class

No.	Students Initial Name	Post-Test	X ²
1	AN	100	10000
2	AD	90	8100
3	DFP	95	9025
4	DF	90	8100
5	DPA	85	7225
6	FAW	100	10000
7	IPH	90	8100
8	MA	95	9025
9	MH	90	8100
10	NAZ	95	9025
11	NA	85	7225
12	NZA	90	8100
13	NY	90	8100
14	NH	95	9025
15	NAS	100	10000
16	PS	90	8100
17	RR	95	9025
18	RH	100	10000
19	SA	85	7225
20	SH	100	10000
21	SA	95	9025
22	SHA	90	8100
23	SYA	100	10000
24	YA	95	9025
25	ZS	100	10000
26	ZM	90	8100
Total		2430	227750

b. Score of Control Class

No.	Students Initial Name	Post-Test	X²
1	AAL	65	4225
2	ASP	60	3600
3	AM	60	3600
4	ABA	75	5625
5	FH	60	3600
6	FHR	75	5625
7	DAS	75	5625
8	HA	60	3600
9	IA	75	5625
10	MAD	60	3600
11	MAY	65	4225
12	MM	75	5625
13	RK	65	4225
14	RA	60	3600
15	RAW	65	4225
16	R	60	3600
17	RBA	55	3025
18	SHF	50	2500
19	TJD	70	4900
Total		1230	80650

APPENDIX 9

RESULT OF NORMALITY TEST IN POST TEST

A. Result of the Normality Test of XI-2 in Post -Test

1. The score of XI-2 class in pre-test from low to high score:

85	90	90	95	100	100	100
85	90	95	95	100	100	100
85	90	95	95	100	100	
90	90	95	95	100	100	

2. High = 100

Low = 85

Range = High – Low

= 100 – 85

= 15

3. Total Classes = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (26)$
 = $1 + 3.3 (1.41)$
 = $1 + 4.65$
 = 5.65
 = 6

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{15}{6} = 2.5 = 3$

5. Mean

Interval Class	F	Mid-Point	x	fx	x ²	fx ²
83-85	3	85.5	+2	6	4	12
86-88	0	87.5	+1	0	1	0
89-91	9	89.5	0	0	0	0
92-94	0	91.5	-1	0	1	0
95-97	7	93.5	-2	-14	4	28
98-100	7	95.5	-3	-21	9	63
<i>i</i> = 3	26			-29		103

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 89.5 + 3 \left(\frac{-29}{103} \right)$$

$$= 89.5 + 3 (-0.28)$$

$$= 89.5 + (-0.84)$$

$$= 88.66$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\ &= 2 \sqrt{\frac{103}{26} - \left(\frac{-29}{26}\right)^2} \\ &= 2 \sqrt{3.96 - (-1.11)^2} \\ &= 2 \sqrt{3.96 - 1.23} \\ &= 2 \sqrt{2.73} \\ &= 2 \times 1.65 \\ &= 3.3 \end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of Score	Real Upper Limit	z-score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - f_h)}{f_h}$
	100.5	3.85	0.4999				
98-100				0.02	2.48	3	4.77
	97.5	2.05	0.4798				
95-97				0.02	2.48	0	-1
	94.5	1.68	0.4535				
92-94				0.17	4.42	9	1.03
	91.5	0.77	0.2794				
89-91				-0.16	-4.16	0	-1
	88.5	-0.13	0.4483				
86-88				0.29	7.54	7	-0.07
	85.5	-1.04	0.1492				
83-85				0.12	3.12	7	1.24
	82.5	-1.95	0.0256				
X²							4.97

Based on the table above, the researcher found that $x^2_{\text{count}} = 4.97$, while $x^2_{\text{table}} = 7.815$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($4.97 < 7.815$) with degree of freedom (dk) = $6 - 3 = 3$ and significant level $\alpha = 5\%$. So, distribution of XI-2 classroom (post-test) is normal.

6. Median

Interval Class	Fm	Fk
83-85	3	3
86-88	0	3
89-91	9	11
92-94	0	11
95-97	7	18
98-100	7	26

Position of Me in the interval of classes is number 4, that:

$$Bb : 88.5$$

$$Fk : 3$$

$$fm : 9$$

$$i : 3$$

$$n : 26$$

$$1/2n : 13$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 88.5 + 3 \left[\frac{26/2 - 3}{9} \right]$$

$$Me = 88.5 + 3 \left[\frac{13 - 3}{9} \right]$$

$$Me = 88.5 + 3 \left[\frac{10}{9} \right]$$

$$Me = 88.5 + 3(1.1)$$

$$Me = 88.5 + 3.3$$

$$Me = 91.8$$

7. Modus

Interval Class	Fm	Fk
83-85	3	3
86-88	0	3
89-91	9	11

92-94	0	11
95-97	7	18
98-100	7	26

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$L = 88.5$$

$$d_1 = 9$$

$$d_2 = 9$$

$$i = 3$$

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$Mo = 88.5 + \frac{9}{9+9} 3$$

$$Mo = 88.5 + \frac{9}{18} 3$$

$$Mo = 88.5 + (0.5)3$$

$$Mo = 88.5 + 1.5$$

$$Mo = 90$$

B. Result of the Normality Test of XI-1 in Post-Test

1. The score of XI-1 in pre-test from low score to high score:

50	60	65	70	75
55	60	65	75	75
60	60	65	75	75
60	60	65	75	

$$\begin{aligned}
2. \text{ High} &= 75 \\
\text{Low} &= 50 \\
\text{Range} &= \text{High} - \text{Low} \\
&= 75 - 50 \\
&= 25
\end{aligned}$$

$$3. \text{ Total Classes} = 1 + 3.3 \log (n)$$

$$\begin{aligned}
&= 1 + 3.3 \log (19) \\
&= 1 + 3.3 (1.27) \\
&= 1 + 4.19 \\
&= 5.19 \\
&= 5
\end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$$

5. Mean

Interval Class	F	Mid-Point	x	fx	x ²	fx ²
50-54	1	52	+2	2	4	4
55-59	1	57	+1	1	1	1
60-64	7	62	0	0	0	0
65-69	4	67	-1	-4	1	4
70-74	1	72	-2	-2	4	4
75-79	5	77	-3	-15	9	45
<i>i</i> = 5	19			-18		58

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 62 + 5 \left(\frac{-18}{19} \right) \\
&= 62 + 5 (-0.95) \\
&= 62 + (-4.75) \\
&= 57.25
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
&= 5 \sqrt{\frac{58}{19} - \left(\frac{-18}{19} \right)^2} \\
&= 5 \sqrt{3.05 - (-0.95)^2} \\
&= 5 \sqrt{3.05 - 0.9} \\
&= 5 \sqrt{2.15} \\
&= 5 \times 1.46 \\
&= 7.3
\end{aligned}$$

Interval of Score	Real Upper Limit	z-score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - f_h)}{f_h}$	
	79.5	3.04	0.4988					
75-79				0.008	0.5	1	1	
	74.5	2.36	0.4909					
70-74				0.04	0.76	1	0.31	
	69.5	1.68	0.4535					
65-69				0.12	2.28	7	2.07	
	64.5	0.99	0.3389					
60-64				0.21	3.99	4	0.002	
	59.5	0.31	0.1217					
55-59				-0.23	-4.37	1	-1.22	
	54.5	-0.37	0.3557					
50-54				0.21	3.99	5	0.27	
	49.5	-1.06	0.1446					
X²								2.43

Based on the table above, the researcher found that $x^2_{\text{count}} = 2.43$,

while $x^2_{\text{table}} = 5.591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($2.43 < 5.591$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha = 5\%$. So, distribution of VIII-2 classroom (post-test) is normal.

6. Median

Interval Class	Fm	Fk
50-54	1	1
55-59	1	2
60-64	7	9
65-69	4	13
70-74	1	14
75-79	5	19

Position of Me in the interval of classes is number 4, that:

Bb : 59.5

Fk : 2

fm : 7

i : 5

n : 19

1/2n : 9.5

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 59.5 + 5 \left[\frac{19/2 - 2}{7} \right]$$

$$Me = 59.5 + 5 \left[\frac{9.5 - 2}{7} \right]$$

$$Me = 59.5 + 5 \left[\frac{4.75}{7} \right]$$

$$Me = 59.5 + 5(0.69)$$

$$Me = 59.5 + 3.45$$

$$Me = 62.95$$

7. Modus

Interval Class	Fm	Fk
50-54	1	1
55-59	1	2
60-64	7	9
65-69	4	13
70-74	1	14
75-79	5	19

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59.5$$

$$d_1 = 6$$

$$d_2 = 3$$

$$i = 5$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 59.5 + \frac{6}{6+3} 5$$

$$Mo = 59.5 + \frac{6}{9} 5$$

$$Mo = 59.5 + (0.6)5$$

$$Mo = 59.5 + 3$$

$$Mo = 62.5$$

APPENDIX 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by note-taking strategy and variant of the second class as control class sample by using conventional strategy are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

a. Variant of the XI-2 class is:

No.	Students Initial Name	Post-Test	X ²
1	AN	100	10000
2	AD	90	8100
3	DFP	95	9025
4	DF	90	8100
5	DPA	85	7225
6	FAW	100	10000
7	IPH	90	8100
8	MA	95	9025
9	MH	90	8100
10	NAZ	95	9025
11	NA	85	7225
12	NZA	90	8100
13	NY	90	8100
14	NH	95	9025
15	NAS	100	10000
16	PS	90	8100
17	RR	95	9025
18	RH	100	10000
19	SA	85	7225

20	SH	100	10000
21	SA	95	9025
22	SHA	90	8100
23	SYA	100	10000
24	YA	95	9025
25	ZS	100	10000
26	ZM	90	8100
Total		2430	227750

$$n = 26$$

$$\sum x_i = 2430$$

$$\sum x_i^2 = 227750$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{26(227750) - (2430)^2}{26(26-1)} \\
 &= \frac{5921500 - 5904900}{26(25)} \\
 &= \frac{16600}{650}
 \end{aligned}$$

$$S^2 = 25.53$$

b. Variant of the XI-1 class is:

No.	Students Initial Name	Post-Test	X ²
1	AAL	65	4225
2	ASP	60	3600
3	AM	60	3600
4	ABA	75	5625
5	FH	60	3600
6	FHR	75	5625
7	DAS	75	5625
8	HA	60	3600
9	IA	75	5625
10	MAD	60	3600
11	MAY	65	4225
12	MM	75	5625
13	RK	65	4225
14	RA	60	3600
15	RAW	65	4225
16	R	60	3600
17	RBA	55	3025
18	SHF	50	2500
19	TJD	70	4900
Total		1230	80650

$$n = 19$$

$$\sum x_i = 1230$$

$$\sum x_i^2 = 80650$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{19(80650) - (1230)^2}{19(19-1)} \\
 &= \frac{1532350 - 1512900}{19(18)} \\
 &= \frac{19450}{342}
 \end{aligned}$$

$$S^2 = 56.87$$

The formula was used to test hypothesis was:

1. XI-2 and XI-1:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{56.87}{25.53}$$

$$F = 2.22$$

After doing the calculation, researcher found that $F_{\text{count}} = 2.22$. From the distribution list F, cause $F_{\text{count}} < F_{\text{table}}$ ($2.22 < 4.18$). So, there is no difference the variant between the XI-2 class and XI-1 class. It means that the variant is homogenous.

APPENDIX 11

T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{65.2 - 50.74}{\sqrt{\left(\frac{(26 - 1)72.61 + (19 - 1)35.67}{26 + 19 - 2}\right) \left(\frac{1}{26} + \frac{1}{19}\right)}}$$

$$t = \frac{65.2 - 50.74}{\sqrt{\left(\frac{(25)72.61 + (18)35.67}{43}\right) (0.03 + 0.05)}}$$

$$t = \frac{65.2 - 50.74}{\sqrt{\left(\frac{1815.25 + 642.06}{43}\right) (0.08)}}$$

$$t = \frac{65.2 - 50.74}{\sqrt{\left(\frac{2457.31}{43}\right) (0.08)}}$$

$$t = \frac{65.2 - 50.74}{\sqrt{(57.15)(0.08)}}$$

$$t = \frac{14.46}{\sqrt{4.57}}$$

$$t = \frac{14.46}{2.13}$$

$$t = 6.78$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that $t_{\text{count}} = 6.25$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 19 - 2 = 43$, researcher found that $t_{\text{table}} = 2.021$ cause $t_{\text{count}} > t_{\text{table}}$ ($6.48 > 2.021$). So, H_a was accepted, it means that there was the difference in average between experimental class and control class in pre-test.

T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{91.8 - 62.95}{\sqrt{\frac{(26 - 1)25.53 + (19 - 1)56.87}{26 + 19 - 2} \left(\frac{1}{26} + \frac{1}{19}\right)}}$$

$$t = \frac{91.8 - 62.95}{\sqrt{\frac{(25)25.53 + (18)56.87}{43} (0.03 + 0.05)}}$$

$$t = \frac{91.8 - 62.95}{\sqrt{\frac{638.25 + 1023.66}{43} (0.08)}}$$

$$t = \frac{91.8 - 62.95}{\sqrt{\frac{1661.91}{43} (0.08)}}$$

$$t = \frac{91.8 - 62.95}{\sqrt{38.64(0.08)}}$$

$$t = \frac{28.85}{\sqrt{3.1}}$$

$$t = \frac{28.85}{1.76}$$

$$t = 16.39$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that $t_{\text{count}} = 16.39$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 19 - 2 = 43$, researcher found that $t_{\text{table}} = 2.021$ cause $t_{\text{count}} > t_{\text{table}}$ ($16.39 > 2.021$). So, H_a was accepted, it means that there was the difference in average between experimental class and control class in post-test. It can be conclude that there is the significant effect of note-taking strategy to students' listening mastery at the XI grade students in SMA IT Darul Hasan Padangsidempuan.

APPENDIX 12

GAIN SCORE OF EXPERIMENTAL AND CONTROL CLASS

Class	Pre-Test Score	Post-Test Score	Enhancement	Gain Score
Experimental	68.15	88.94	20.79	12.6
Control	49.06	57.25	8.19	

APPENDIX 13

DOCUMENTATION

1. Pre-Test in Experimental Class



2. Pre-Test in Control Class



3. Treatment in Experimental Class



4. Post-Test in Experimental Class



5. Post-Test in Control Class



CURRICULUM VITAE



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Religion : Islam
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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18 September 2019

Nomor : 129/In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

- 1. Dr. Fitriadi Lubis, M. Pd.** (Pembimbing I)
- 2. Sri Rahmadhani Siregar, M.Pd.** (Pembimbing II)

di –Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Ilham Rifandi Siregar
NIM : 1620300017
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF NOTE-TAKING STRATEGY ON LISTENING MASTERY AT THE GRADE XI STUDENTS OF SMA ISLAM TERPADU DARUL HASAN PADANGSIDIMPUAN

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

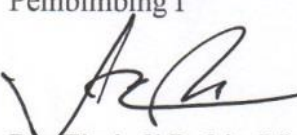
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Penyelesaian Skripsi.

15 Oktober 2021

Yth. Kepala SMA Islam Terpadu Darul Hasan Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

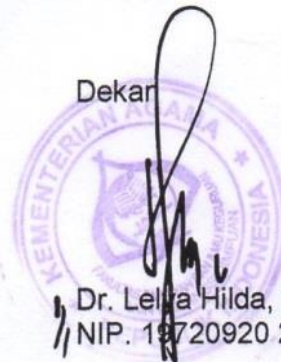
Nama : Ilham Rifandi Siregar
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Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Note-Taking Strategy on Listening Mastery at the Grade XI Students of SMA Islam Terpadu Darul Hasan Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan



Dr. Lella Hilda, M.Si.
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YAYASAN DARUL HASAN KOTA PADANGSIDIMPUAN
SMA ISLAM TERPADU DARUL HASAN

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Nomor : 198/SMAIT-DH/X2021

Saya yang bertanda tangan di bawah ini:

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Hutaimbaru

Menerangkan bahwa nama di bawah ini :

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Program Studi : Tadris / Pendidikan Bahasa Inggris

Dengan adanya surat keterangan ini kami menyatakan menerima data diatas tersebut untuk melakukan penelitian di SMA Swasta IT Darul Hasan Kota Padangsidempuan.

Demikian surat ini dibuat dengan sebenarnya dan untuk dapat digunakan seperlunya.

Padangsidempuan, 26 Oktober 2021

Kepala SMA Swasta IT
Darul Hasan



Jamal Siregar, M.Pd