TATIK MUFLIHAH, NAILUL AUTHAR
Implication of English Vocabulary Instruction through Pictures for Elementary Students

NOVI RAHMANIA AQUARIZA, SYAFI'UL ANAM, PRATIWI RETNANINGDYAH
10 Minutes Extensive Reading and Its Effect for Learnerss' Writing and Speaking Skill

ROSI ANJARWATI, IMA CHUSNUL CHOTIMAH, LAILATUS SA'ADAH
Students' Order Thinking Skill in Learning English

DANIAR SOFENY
Self Assessment in Writing Skill of Introverted Students

KHUSNUL KHOTIMAH
A Study of Language Styles Used in the Queen Movie

LAILI MAHBUBAH, FATIH AL FAUZI, DIHLIZA BASYA
Examining Guided Note Taking Method to Assist Listening Skill at Madrasah Aliyah Arrisalah Curah Kates Ajung

MUHAMMAD MUJTABA MITRA
Origami: An Alternative Media to Teach Procedure Text in Speaking

EXAMINING GUIDED NOTE TAKING METHOD TO ASSIST LISTENING SKILL AT MADRASAH ALIYAH ARRISALAH CURAH KATES AJUNG

Laili Mahbubah, Fatih Al Fauzi, Dihliza Basya
layliemahbubah12@gmail.com, fatih.alfauzi@uij.ac.id, basya.9.moya@gmail.com
FKIP, Universitas Islam Jember

ABSTRACT

The researcher decide to conduct a research about examining guided note taking method to assist listening skill by the research problem: how can guided note taking can assist their achievement in listening skill at Madrasah Aliyah Arrisalah Curah Kates Ajung. The design in this research is Classroom Action Research (CAR). The subject of the research is X grade of Aliyah Arrisalah Curah Kates Ajung in the 2018/2019 academic years which consist of 25 students in a class. The research was done on 2 – 28 February 2019. The data was mainly obtained through test. The test is objective matching from the text. The data was analyzed using formula $E = n / N \times 100\%$. The result of the score of the analysis, the percentage of the students who got ≥ 70 was 40% in cycle 1 and 76% in cycle 2. The way that researcher used to assist the students' listening comprehension is by modificating audio-visual media. So the guided note taking will help the students organize their idea, focus the energy, create and empty space in braind and make the students be confident. Guided note taking can increase their stock of knowledge to the students.

Key Words : *Listening Skill, Guided Note Taking Method*

INTRODUCTION

In classroom, students have to listen carefully and attentively to teacher and class discussion. Some of students who are familiar with listening feel the lesson is easy but tricky at the same time. Listening is one of skill in English lesson that is difficult but ignored. That is why listening needed intensive training because when the students listen, students cannot control the speed of the speaker on audio, lack of vocabularies that make it difficult for students to understand what the main of listening is.

Heward (2013) said " guided notes are instructor-prepared handouts that provide all students with background information and standard cues with specific spaces to write keys facts, concepts, and/or relationships during the lecture". Guided note taking most commonly is used to record oral presentations, however, note taking strategies may also be used to record notes from written sources. Efficient note taking is necessary for students to have a record of lectures for future study and review. Note taking helps you to concentrate on what the lecturer is saying and provides you with a summary.

Based on the explanations above, it is choose Guide Note Taking method that is appropriate with the condition of students. Guided Note Taking begins, by providing the students with a handout then provided blank part in the handout that must be complete by the students. Guided Note Taking will help the students organize them idea, focus the energy, make time effectively, create and empty space in brain, brings a sense of satisfaction and make the students be confidence. Guided Note Taking can increase stock of knowledge to the students and can overcome the problems faced by students while studying listening.

Based on the researcherr looks like, the researcher tries to reduce the problem of the students' listening ability and intend to find out the solution for the students difficulty in listening. Researcher has initiative to make their learning more enjoy. That is why the researcher would use titled "Examining Guided Note Taking Method To Assist Listening Skill At Madrasah Aliyah Arrisalah Curah Kates Ajung Academic Year 2018/2019 ".

Based on the research background above. The research problem is : How can guided note taking assist their achievement in listening skill at Madrasah Aliyah Arrisalah Curah kates Ajung?

.
Listening

Listening skill is a process in language skill that needs practice by using audio/technology such as research done by Embi and Latiff (2004) in using E-Learning as a tool for learning ESL. Many students are less to apply knowledge gotten from school to face their daily life problems since they cannot give some prove about some concepts and its connection to their problem.

Three approaches to teach listening skills, which are top-down, bottom-up, and interactive models, have been extensively used over the past decades. In the top-down processing, listener get the gist and main ideas of the listening passage. In button-up processing, listener focus on individual words and phrases, achieve understanding by combining the details together to build up the whole context (Harmer, 2001).

According to (El Khafaifi, 2005; Kao, 2006) argued that the teachers should provide materials that are familiar or relevant to students' interests and give various listening inputs, including different type of speaker, speeches, model of presentations, and situations. When learners listen to unfamiliar topics with the same speed that native speaker talk, they can barely catch the meaning from them and only hear an almost continuous chain of sounds. Because in listening also need many words to more understand the students what the speaker say.

Difficulties Of Listening

Listening is usually hard skill to master by the students. The first reason is the students do not have text in front of them to look at what the speaker saying if they do not understand the information. The second reason is the accent and intonation of the speaker. In addition, each country has dialect and accent which different. It will make the listeners confuse. These make listening learning no surprise that the students can find the difficulties. Some of students feel difficult in learning listening such as : trouble with sounds have to understand with the word, cannot understand fast and natural speech, need to hear more than one.

The other problem in learning listening is the students have no control over the speech of what they are listening and cannot go back the listen again. Although in class, listening material are recorded and can be played again to the students, it is usually under the control because the speed of the speaker are fast. Students feel that the teacher ask to the students to understand all of the message on speaker and some time students forget about what they could not catch. Its mean students did not understand.

Guided Note Taking

Heward (2013: 2) said "Guided note taking are instructor to prepared handouts that provide all students with background information and standard cues with specific spaces to write key facts, concepts, and/or relationships during the lecture". Lopiccolo (April : 29-30) said "Guided note are instructor-produced form, guide or incomplete framework based on the lecture topic that prompts students to fiil in key concepts in blank spaces designed into the note while the professor is teaching". Jacobs (2008 : 119) said " Guided note provide a framework for students to locate information in a text or lecture by using prompts such as fill in the blank statement or partial outline".

The presents an outline from a teacher to their students while addressing According to Konrad (2011) said "an alternative to traditional note-taking is a method called guided notes, which has been found to improve the accuracy of students notes, increase the frequency of sudents responses, and improve students' quiz and test performance." Climenhaga (2011 : 4) said " Note taking is synonymous with secondary education, it has long been the tradition for teachers to speak and students to write down those points".

Based on the explanation above can be said that Guided Note Taking are method that begins, by providing the students with a handout then provided blank part in the handout that must be complete by the students with background information and standard cues with specific spaces to write key facts, concepts, and relationships during the learning. Guided note taking can be the students concentrate during teaching and learning.

Advantages of Guided Note Taking

Guided Note Taking has advantages the following explanation from Heward (2013 : 1) :

a. It is the efficient method to use the time. It is versatile. It can be used with large or small groups, for any curriculum area, and can last from a few minutes to several hours.

b. The instructor has complete control of course content. When lecturing, the instructor has complete control over the level of detail and degree of emphasis with which course content is covered.

c. It enables coverage of content not available in published form. For example, findings from just-completed or on-going research projects may be presented to students via lecture.

d. The method can be used to supplement or elaborate course content. Content that is particularly important or difficult for students to learn directly through text-, web-, or field-based activities can be highlighted during the lecture.

e. The method provides flexibility. The instructor can prove students' understanding and make on-the-spot adjustments to the lecture if warranted.

f. It can be personalized. Instructors can customize lectures to meet students' interests and backgrounds.

It can be motivating for students. Students can see and hear their instructor's level of enthusiasm for and commitment to the discipline.

METHOD

The design of this research is Classroom Action Research (CAR) to collect the data which assist to reach the aim of this research. According to Kemmis and Mc Taggart in Arikunto (2010:9) Classroom Action Research (CAR) has some steps there are as follow : (1) planning, (2) action and observing, and (3) reflecting.

The research variable in this study is use of guided note taking method to assist listening skill at Mardsah Aliyah Curahkates Ajung. To collect the data use some steps as follow:

1. Test

Test is the main method used to get the main data about the tenth grade students' listening skill. In this research, the test is used to measure the students' listening skill after they are taught listening by using guided note taking method.

In applying the achievement test, this research uses teacher made test in the form of objective test. The students must complete the handout. In addition, the researcher made the test by consulting to the English teacher.

2. Interview

In this research, researcher choose informal conversation interview because the interview can be matched to individual and condition. English teacher also being interview to find out the problem. also the students interviewed by the researcher. some of them answered the same answer when the researcher ask the same question in the students.

Data analysis process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and enable them to present what they learned to others. The result of listening test were analyzed by using the following formula to find the percentage score :

$$E = \frac{n}{N} \times 100\%$$

Where :

E : the percentage of the students who are active

n : the total number of the students who categorized as active students

N : the total number of the students

DISCUSSION

Based on the score from pre test and post test in two cycles, the researcher could analyze them to look for the result of this research. First,

Test	Score
Pre test	54
Post test cycle 1	62,5
Post test cycle 2	72,4

From table above, we know that there was a significant different among the score of students listening skill in pre test and post test in cycle 1 and cycle 2. In additional, the result could be seen by analyzing the percentage of students listening achievement.

Test	Percentage
Pre test	20%
cycle 1	40%
cycle 2	76%

Furthermore from the observation in two cycle, students looked more enjoy, they were eenthusiast, and it made them motivated in learning listening.

CONCLUSION

The cause of this matter investigated the result of the investigation showed that the students felt confused with the steps of teaching learning process. The students were lazy to follow the learning processss, the students participation still low, the students still had difficulties in learning listening and need more time to study.

In condition to make the students more active in learning and improve the outcomes of learning in the next cycle, the researcher conducted an alternative way to be better in the previous cycle. It is done by the teacher taken the problem in cycle 1 into consideration, the researcher made some modification to the way of teaching listening by using guided note taking to the students. The students give punishment that note active and give reward to the students that active in learning process. %. It shows that the students listening skill have improved in each test. In the other hand, the use of guided note taking method can improve the students listening skill.

REFERENCES

Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Climenhaga, Sandra Jane. 2011. "The Effect Of Using Guided Notes For at Risk High School Science Students." *Science Education: Montana Stae University.*

Elkhafaifi, H. 2005. "Listening Comprehension and Anxiety in The Arabic Language Classroom." *Modern Language Journal, 89(2):206-220.*

Embi and Latiff in Arono. 2014. "Improving Students Listening Skill through Interacive Multimedia in Indonesia." *Journal of Language Teaching and Research.* 5(1):53-69.

Harmerr, J. 2001. "The Practice of English Language Teaching." *Harlow. Pearson Education.*

Jacobs, Keil. 2008. "A Comparison of Two Note Taking Methods in A Secondary English Classroom." *Proceedings of the 4th Annual GRASP Symposium.*

Kao, C. C. 2006. "EFL Listening Comprehension Strategies Used By Students at The Southerm Taiwan University of Tecnology." *Unpublished doctoral dissertation, university of South Dakota, Minnesota.*