

ABSTRACT

Avinia Prismantikasari, 2025. *Impoving Students' Listening Comprehension Through Note-taking Techniques*. Thesis. English Language Education Program. Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Tanzil Huda, M.Pd. (2) Fitrotul Mufaridah, M.Pd

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Listening comprehension is a fundamental skill in language learning, yet many students struggle to process and retain auditory information effectively with understanding spoken information due to cognitive overload, difficulty identifying key points, and ineffective note-taking strategies. This difficulties is also found in Class XI D at MAN 2 Jember that many students experienced difficulties in identifying main ideas and often felt overwhelmed by the need to listen, understand, and write simultaneously. This research seeks to answer the question: "How can the implementation of note-taking techniques improve students' listening comprehension?". It aimed to improve students' listening comprehension through the implementation of note-taking techniques, specifically sentence and abbreviation note-taking by Classroom Action Research (CAR). The research was involved two cycles, each consisting of planning, acting, observing, and reflecting stages. The instrument that used is observation and istening comprehension test. The findings indicate that note-taking techniques significantly improved students' ability to extract key points from spoken texts. In Cycle 1, students demonstrated an initial improvement in listening comprehension; however, challenges such as phonological interference, difficulty managing simultaneous listening and writing, and ineffective classroom arrangements limited their progress. Modifications were implemented in Cycle 2, including structured guidance on note-taking, audio segmentation, and phonological awareness exercises.

These adjustments resulted in a substantial increase in students' listening comprehension scores, surpassing the success criteria of an average score of 70 increased from 52.5 to 75.9, reflecting a significant 44.3% improvement from the pre-test results. This study concludes that incorporating sentence and abbreviation note-taking techniques enhances students' listening comprehension by helping them organize, summarize, and retain key information. The findings suggest that teachers should integrate structured note-taking strategies into listening instruction to improve students' engagement and comprehension. Further research is recommended to explore the effectiveness of note-taking across different proficiency levels and learning contexts.