

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research, research problem, research objective, operational definition, significance of the research, scope of the research.

1.1 Background of The Research

Listening is one of the four basic English skills, alongside writing, reading, and speaking. Listening is a receptive language skill and a tool required for developing spoken language ability (Namaziandost et al., 2019). This term refers to the understanding of spoken language that helps people share ideas with others through communication, which requires interpreting the speaker's context in addition to expressing the meaning, it is more than just taking in information passively to interpret meaning and respond. Listening comprehension is an active process in which people focus on specific elements of auditory information, get meaning from the parts, and relate what they hear to prior knowledge.

Developing listening comprehension in an active process can be done with a combination of practices and strategies to enhance your ability to comprehend and retain auditory information. There are six ways to developing listening comprehension, such as (1) understanding the meaning of the conversation, (2) understanding haste, (3) understanding one's own intentions, (4) paying attention to differences in language usage, (5) its nature, (6) understanding the speaker (Bridgeman & Morgan, (1996) as cited in Umiyati et al., (2022)). To assist this

development, there is a technique for enhancing listening comprehension called note-taking techniques involve actively recording key points of information presented in spoken form. This technique can help listeners in developing listening comprehension, especially in understanding the meaning of conversation and haste. Note-taking techniques can make connections between concepts taught in various lectures and lessons, accurately summarise important ideas in one's own words and list down any questions that come to mind to improve (Abualzain, 2024). To be effective, note-taking is used in the listener's words rather than memorizing to understand the meaning and information, such as encouraging deeper audio material processing and improving listening class comprehension of the subject matter.

Note-taking techniques have various types, such as outline note-taking, charting note-taking, mapping note-taking, sentence note-taking, cornell note-taking, and sketch noting method (Thomas, 2021). Apart from that, there is a type of note-taking that can be used in language learning, named abbreviation. From the two existing note techniques, sentence and abbreviation note-taking are essential for enhancing language acquisition and listening comprehension. Sentence note-taking is using notes in sentences and highlighting the main ideas or points. This technique works well in language learning because it helps students retain more information and comprehend the context of what they hear. However, abbreviations reduce important points so listeners can quickly note them, facilitating note-taking and speeding up the process.

There is a challenges on note-taking techniques and listening comprehension, based on previous research by Abualzain (2024), many students

struggle in listening classes due to a lack of awareness about the link between note-taking strategies and academic success because of their carelessness in the area of focusing and concentration, especially with the Cornell note-taking technique. This research also states, “This indicates the need for teachers to dedicate time to note-taking practice and for syllabus designers to include more note-taking topics”. This issue is particularly evident among senior high school students at MAN 2 Jember. The researcher chose Class XI D as the setting based on observations and experiences during the student internship program. While observing English classes involving listening sections, the researcher noted that many students had difficulty identifying the main ideas and felt overwhelmed by focusing and concentration during listening sections.

To confirm these findings, the researcher conducted an interview with the English teacher at MAN 2 Jember. The teacher affirmed that listening was one of the most difficult skills for students in Class XI D because they rarely practice on listening skill. The students frequently lost focus, missed important details, and showed low motivation during listening activities. These case were supported by a preliminary listening comprehension test, The pre-test result showed the average of class XI D at MAN 2 Jember is 52.5 this result indicates that the students' listening comprehension skills were relatively low before the research intervention, highlighting the need for an instructional improvement strategy.

Based on the problems commonly found in listening activities, previous studies have suggested that note-taking techniques can be an effective strategy to improve students' listening comprehension. There is one research claimed that taking strategic notes leads to higher academic performance, it can be seen from

Salame & Thompson's (2020) findings that “note-taking improves students recall of material presented by instructors, increases students understanding of the content,” it facilitates more profound engagement with the material, ultimately contributing to better academic outcomes. Another study claimed that note-taking had a positive effect on students’ immediate comprehension especially in recalling the information in the audio (Gur et al., 2013).

Furthermore, the difference between this research and the previous studies is the type of note-taking used and the purpose of this method, which can be seen from the researcher's methodology. Previous research found that students often struggle in listening classes in implementing Cornell note-taking techniques (Abualzain, 2024) using descriptive qualitative methods and two study that found the impact of note-taking techniques by (Salame & Thompson, 2020) and (Gur et al., 2013) using quantitative experiments. Cornell's note-taking technique is unsuitable for the school listening section because, in Indonesia, it uses selective listening that focuses on the main ideas or tries to extract information for certain details. While in that kind of note-taking, if students miss key information during the main note-taking process, the cue column and summary section might lack clarity or coherence. In different methods, this study uses Classroom Action research to systematically address and overcome those challenges and improve students’ listening comprehension through note-taking techniques, especially using two specific kinds of techniques, such as sentence and abbreviation note-taking techniques suitable for selective listening. For those purposes, the researcher is particularly interested in choosing the topic with the

title “**Improving Students’ Listening Comprehension through Note-Taking Techniques**”.

1.2 Research Problem

Based on the problem in the background, the researcher identifies the following research questions: “How can the implementation of note-taking techniques improve students' listening comprehension?”.

1.3 Research Objective

Based on the problem in the background, this research is to find out the research objective: “To improve the students’ listening comprehension through the implementation of note-taking technique”.

1.4 Operational Definition

In this thesis, this operational definition is expected to help the understanding of the discussion as follows:

1. Listening Comprehension

Listening comprehension is an individual's ability to analyze, interpret, and understand information conveyed orally. it might be more challenging because listeners must recognize and understand language that may not be taught explicitly in a formal language school.

2. Sentence Note-Taking

Sentence note-taking techniques entail taking notes on sentences to highlight essential concepts while listening. This technique makes it possible to accurately and thoroughly capture the material, which improves listening comprehension of the context and key ideas.

3. Abbreviation Note-Taking

Abbreviation note-taking uses a note style that reduces words by 4-5 letters and has important like must be consistent. Inconsistent usage of abbreviations, such as rotating between "etc." and "et cetera" or different abbreviation styles within a single document, can lead to misunderstandings and detract from the writing's professionalism and clarity.

1.5 Significances of the Research

1. For the teacher

This study can help teachers enhance their teaching methods by incorporating sentence and abbreviation note-taking techniques into listening comprehension, especially for teachers with the same learning problem.

2. For the headmaster

The headmasters can use the study's insightful recommendations to direct their professional development and raise the standard of instruction throughout the school. Headmasters might use the data to facilitate professional development programs to teach instructors effective note-taking strategies, enhancing students' listening comprehension skills.

3. For other researcher

For other researchers, this study serves as a foundation for further research by offering insights into how specific note-taking techniques can positively impact students' listening comprehension. Additionally, this study exemplifies Classroom Action Research as an effective methodology for exploring and addressing targeted educational challenges, encouraging other researchers to apply similar methods in their research.

1.6 Scope of the Research

In this research, the purpose sample is the students enrolled in XI D at MAN 2 Jember. This study will examine the use of two note-taking techniques, namely sentence and abbreviation note-taking techniques.

