

CHAPTER I

INTRODUCTION

A. Background

Language is very important for our communication. Here, especially English. The role of English as an international language has been unmatched by any other foreign languages. English is the international language taught in schools around the world. There are four skills of the English language, they are listening, speaking, reading, and writing.

Listening is our understanding in listening English, whether it is directly or through media such as music, movies, etc. Listening is an essential material in English because we should be able to find out what people are saying to us. To be able to master the listening we have to really understand the words which we hear. “English, especially listening, is often seen as a difficult lesson for most students. But, in fact at the classroom, students always do more listening than speaking (Brown, 1994:233)”. Students have high ability to learn language through exposure towards language from what they see and hear.

One of the problems found at tenth grade students of MA Andalusia is in listening skill. It was found that they got difficulties to understand the words they listened. The difficulties that found from they are minim vocabulary, no understand the meaning of the word, rarely to listen, etc. One of the other factors is because of learning technique. The teacher less explores various techniques in teaching English, especially in its listening skill. As the result, the students feel bored and reluctant to learn. It is concluded that the problem is not only the



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students but also uninteresting technique. Therefore, learning requires an effective learning activity. Technique is the way a person does in order to implement a technique.

According to Suprijono (2012:105), Guided Note-Taking technique is developed to get students' attention to the speech method which is carried by the teacher. So, the students must be concentrating in the learning process. Guided Note-Taking is a technique used for increasing teaching English; especially listening. Teacher uses Guided Note-Taking as a technique in teaching English in order students are not bored in studying English which often they regard difficult. Hopefully, this research can increase of students' learning process in listening.

Based on the explanation above, so that will conduct a research entitled "THE EFFECTIVENESS OF TEACHING ENGLISH USING GUIDED NOTE-TAKING TECHNIQUE TO INCREASE STUDENTS' LISTENING SKILL" (A Quasi-Experimental Study at Grade Ten of MA Andalusia, Cilograng, Lebak-Banten).

B. The Research Question

Related to some problems, the questions of the research are formulated as follow:

3. How is the students' achievement of listening skill using Guided Note-Taking technique?
4. How is the students' achievement of listening skill without using Guided Note-Taking technique?



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How is the effectiveness of Guided Note-Taking technique to increase listening skill at Islamic senior high school students?

1. The Purpose of Research

To know the students' achievement of listening skill using Guided Note-Taking technique.

To know the students' achievement of listening skill without using Guided Note-Taking technique.

To know the technique of Guided Note-Taking effective to increase listening skill at Islamic senior high school students.

2. The Significance of Research

The students can be enthusiastic to study English in listening skill by using Guided Note-Taking technique.

To help teachers in teaching English, especially to Islamic senior high school students in order to be effective, and interesting.

Technique Guided Note-Taking will make students focus on studying English especially listening skill.

3. Rationale

According to Tarigan (1984:1-3), "English language skill has four components; listening, speaking, reading, and writing skills. All of them should be

mastered by students. Listening is ability to identify and understand what others are saying. Listening is more than just hearing; it's deciding what we listen to and how this can be done most effectively.



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According to Suprijono (2012:105), Guided Note-Taking is a technique that emphasizes the increasing ability to capture the important points of the direct-text which they heard, by providing guidance shaped lattice such as questions or statements were not perfect. The learning process with this method will lead concentration learners in taking the important points of the teaching materials they listen. In the present research, it applies a Guided Note-Taking as a technique in increasing English listening skill achievement.

In this research, it takes two classes as sample to be investigated. The first class is an experimental group and the second class is as a control group. The experimental group is as “X” variable and the control group is as “Y” variable. From the explanation above, that can depict it in the following chart:



Get rid of some terminology or definition and key words.



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The Effectiveness of Teaching English Using Guided Note-Taking Technique to

Increase Students' Listening Skill

Experimental Group

Control Group

Pre-Test

Pre-Test

Increasing Listening Skill by using

Increasing Listening Skill without

Guided Note-Taking technique

using Guided Note-Taking

work

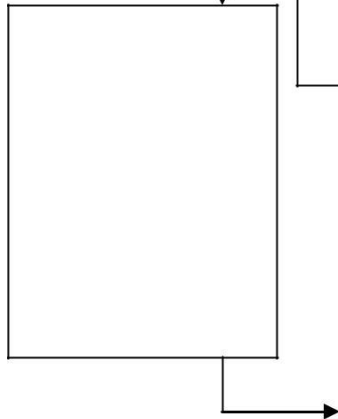
• Comprehensive

3. Conversation

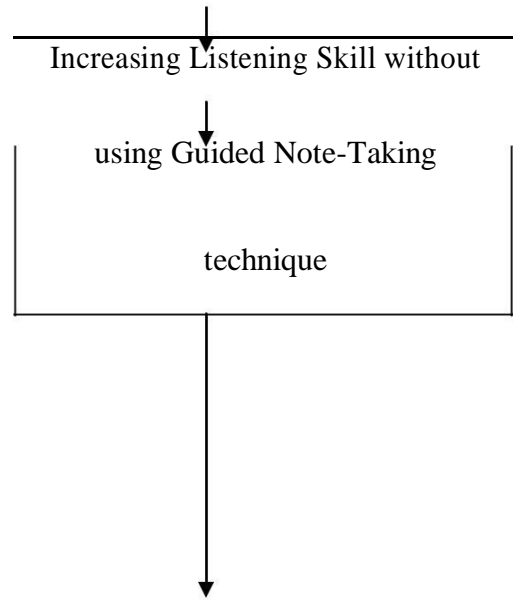
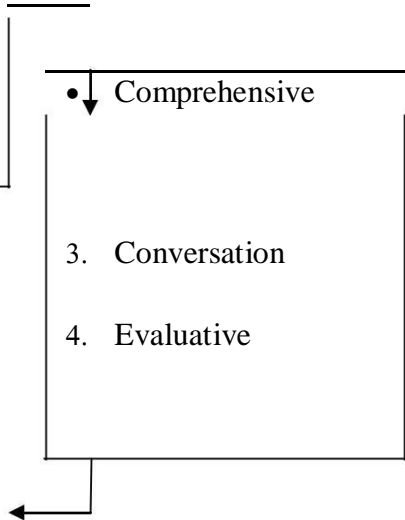
4. Evaluative

technique

Figure 1.1



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Evaluation
Post-Test

Evaluation
Post-Test

Student's Ability in Increasing English Listening Skill

F. Hypothesis

Hypothesis is a temporary answer to the problem of research, until proven by the data collected (Arikunto, 2010:110). Hypothesis study is indicated the relationships between two or more variables, in the form of sentence statement, briefly defined, deep and clear (Aen, 2009:17). Hypothesis must be logical and give aim to data collection, so hypothesis can be making clear of questions will be research.

The explanation above can be formatted a hypothesis of using Guided Note-Taking technique to increase listening skill at Islamic senior high school students is effective. The hypothesis can be explained as follows:

Ha = There is an effective of using Guided Note-Taking technique to increase listening skill at tenth grade students of MA Andalusia, Ciligrang, Lebak.

Ho = There is no effective of using Guided Note-Taking technique to increase listening skill at tenth grade students of MA Andalusia, Ciligrang, Lebak.

G. Research Methodology

1. Method of Research

This research uses quantitative method. Post-test is conducted for collecting data. Quantitative method is the data in form of numbers and analyzed using statistic (Sugiyono, 2009:13). By using this method, it is expected to find several possibilities to solve problems because the phenomena still exist at present. It is reasonable why the researcher uses this method.



In this design, there are two groups taken as the investigated groups. One group is for the experimental group that will be treated by using Guided Note-Taking technique, while another group is for the control group which doesn't use Guided Note-Taking technique.

This research uses a Quasi-Experimental Study because the sample is taken from the entire population grade ten at MA Andalusia Cilograng, Lebak-Banten. The differences between True-Experimental and Quasi-Experimental are that true-experimental is a research by using random sampling, however quasi-experimental is a research which all of population is used a sample (Sugiyono, 2012:75-77). Thus, in this research, the researcher uses a quasi-experimental study because the population of grade ten of MA Andalusia is only two classes so that all of them are as sample.

2. Variable of Research

According to Arikunto (2010:162) in experiment research, there are two variables that will be manipulated; they are independent variable (X) which is manipulated to determine the effectiveness of teaching English using Guided Note-Taking technique and dependent variable (Y) which is measured to determine the effect of independent variable. This research will take the experimental group as variable X and control group as variable Y.

3. Subject of Research

a. Population

According to Arikunto (2010:173), population is all of subject research. If researcher wants to research all elements in the research area, the research



indicates population research. The research takes grade ten students of MA Andalusia, Ciligrang, Lebak. It consists of two classes include 60 students. And in this research takes all of ten grade students consist of class X-1 and class X-2. This research is held at MA Andalusia which located in Ciligrang, Lebak-Banten.

b. Sample

According to Arikunto (2010:174), sample is a part population that will be investigated. The research takes of the tenth grade students of MA Andalusia, Ciligrang, Lebak. Sample takes through non-equivalent control group design. This research will be taken class X-1 which consists of 30 students as the experimental group and class X-2 consist of 30 students as a control group.

From the population of tenth grade students at the MA Andalusia would be taken all of them. The reason why choosing MA Andalusia as research object is because there are students who want to study at the school, but the learning process still has lack using method as a technique for teaching-learning, especially English.

Dividing the Group

There are the experimental and control group of students. The experimental group consists of the students who learn English by using Guided Note-Taking technique, whereas the control group is students who learn English without using

Guided Note-Taking technique. The design of experimental and control group in this investigation is describing in the following table:



Table 1.1

Design of Experimental and Control Group

Experimental Group			Control Group		
Using Guided Note-Taking technique	Treatment	Score	Without using Guided Note-Taking technique	Treatment	Score

Preparation

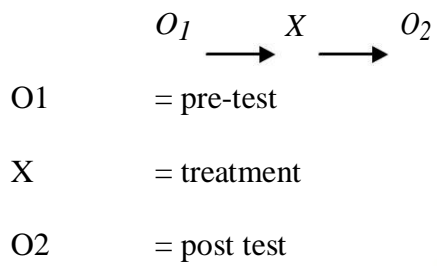
a. Choosing Method

Quantitative method used an experimental to get some data which are needed to analyze in this investigation. According to Sugiyono (2009:13), “quantitative method is the data in form of numbers and analyzed using statistic”. The basic idea behind experimental method is to account for the influence of a method as a technique which is given to the students.

b. Choosing Kinds of Experiment

The experimental is divided into the two groups. Those are pre-test and post-test. Design research used quasi-experimental consists of experimental and control group. They are experimental types which a single group has a quasi-experimental

evaluation, then is influenced by the variable, and finally is evaluated after the experiment. The paradigm for this type of research is represented as follows:



Guided Note-Taking technique used in English teaching learning process to know effectively in increasing listening skill to Islamic senior high school students. In English learning process, students are treated through method and variant learning form of the same standardized test determine how many progress they have English teaching learning process through one of cooperative learning methods especially Guided Note-Taking technique.

c. Choosing Guided Note-Taking Technique

In English teaching learning process, especially to increase students listening skill is needed some techniques and complete media to gets some aims of learned need. The technique and media of English teaching learning process that have most contributed to increase students' skill. Here, Guided Note-Taking chooses as a technique to increase students' English listening skill at ten grade of Islamic senior high school.

4. Technique of Collecting Data

In process of collecting data, some steps used in order to get authentic data from the field research as follows:

1. Test

Pre-test

The implementation of pre-test is conducted in class as standardized test which has the requirement of validity and reliability test. Besides, the questionnaire as the instrument between both of groups must be homogeneous to get balancing quality of the two groups researched. In this pre-test, students would be given a handout that must be answered



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appropriate with their ability. It is objective test which needs forty minute duration, which is related to the subject material. The pre-test is used to measure the intelligent of students on their listening skill before they are given the treatment of research.

Treatment

The implementation of two groups, there are the experimental and control groups of students. The experimental group consists of the students who learn English listening skill by using Guided Note-Taking technique, whereas the control group is students who learn English listening skill without using Guided Note-Taking technique.

Post-test

Post-test is last result of the students after they are given the treatment of experiment and the purpose of it's to know the effectiveness of

Guided Note-Taking technique to increase of the students on English listening skill. (Variable X that uses the technique of Guided Note-Taking and variable Y does not use technique of Guided Note-Taking).

3. Non-Test

1. Observation

It is important to do an observation, because this technique is used by an observer directly to observe things, condition, situation, process and attitude in the field research. The research's observation at grade ten of the MA Andalusia Ciligrang about three meetings, it can collect data



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on location of the school, number of students and teachers, school facilities, etc.

Interview

The researcher does interviewing to the headmaster, teachers, and administrative staffs to get more information about the school.

3. Analysis of Data

Analysis of Variable X_1 , X_2 , and Y

b. Testing the normality for pre-test in experiment group (variable X) and control group (variable Y) conducting the procedure as follows:

1). Determining the class interval (K) with

formula: $K = 1 + 3.3 \log n$

K = total of the class

n = total of data (frequency)

3.3 = number of constant

(Subana, 2000)

2). Determining the range of data (R) by using formula:

$R = \text{the Highest Score} - \text{the Smallest Score} + 1$

(Subana, 2000)

3). Determining the length of class (P) by using formula:

$$P = R / K$$

(Subana, 2000)

4). Making the table of frequency distribution:

Class Interval	F_i	X_i	$f_i X_i$
1	2	3	4	5	6	7

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5). Determining the mean (\bar{X}) by using formula:

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i}$$

(Subana, 2000)

6). Looking for standard of deviation by using formula:

$$s = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{\sum f_i}}$$

(Subana, 2000)

7). Arranging the distribution of observation and expectation frequency by

using the tables as follow:

<i>Class Limit</i>	<i>Z_{count}</i>	<i>Z_{table}</i>	<i>L</i>	<i>O_i</i>	<i>E_i</i>	<i>(O_i-E_i)²</i>
1	2	3	4	5	6	7

8). To determine χ^2 (chi square) by using formula:

$$\chi^2 = \sum \underline{\hspace{2cm}}$$

(Subana, 2000)

9). To determine the degree of freedom by using formula:

10). Looking for *table* with the significance level 5 %

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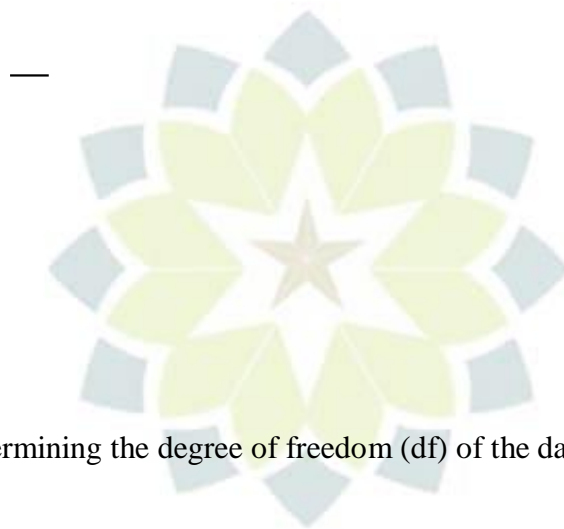
(Subana, 2000)

(Sugiyono, 2012)



a. Determining the homogeneity two variance by conducting the following steps:

1). Determining score F by using the formula:



(Subana, 2000)

2). Determining the degree of freedom (df) of the data:

$$df = n_1 - 1$$

$$df = n_2 - 1$$

3). Determining the homogeneity of data with criterion:

It is called homogeneous data if $>$ It is

called not homogeneous data if

$<$

(Subana, 2000)

b. Testing the hypothesis of experimental and control class

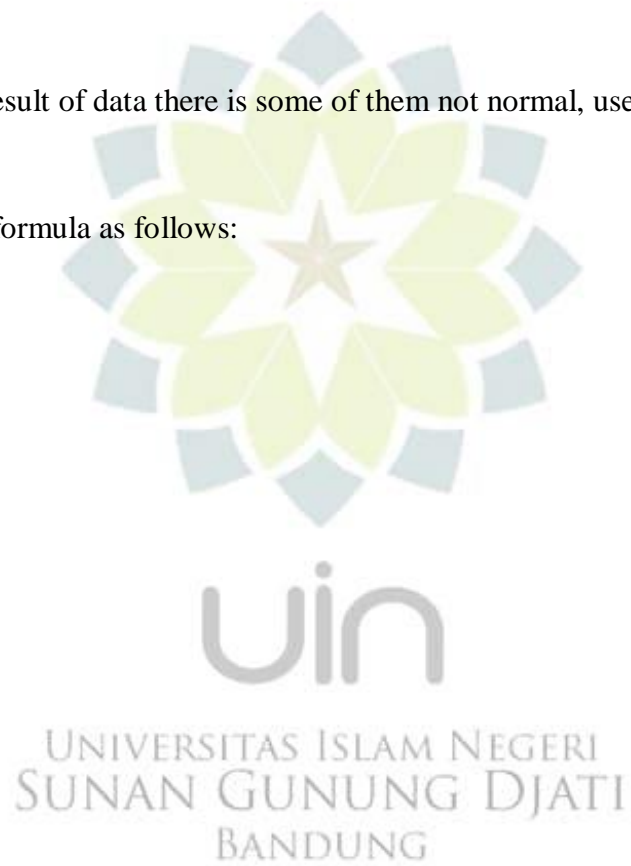
If result of data is normal, can be looked for the t-test by using formula:

$$\frac{\sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}}{\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}}$$

(Subana, 2000)

If the result of data there is some of them not normal, use the *Wilcoxon* test

by the formula as follows:



$$z = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

(Sugiyono, 2013)

d. Research Procedures

The procedures of the research can be described as follows:

Organizing teaching procedures in experimental and control group class;

Administering pre-test for both group in order to find out the initial abilities between the two groups;

Giving the Guided Note-Taking technique to the experimental group;

Administering post-test for both group in order to find out the result of treatment;

Analyzing the data collected from pre-test