

**IMPROVING STUDENTS' LISTENING SKILL THROUGH  
NOTE-TAKING EXERCISE STRATEGIES IN CLASS X ODD  
SEMESTER STUDENTS OF SMK MUHAMMADIYAH 2  
BONTOALA**



**A THESIS**

*Submitted to the Faculty Training and Education Universitas Muhammadiyah  
Makassar in Part Fulfillment of the requirements for the Degree of Education in  
English Education Department*

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Exercise Strategies in Class X Odd Semester Students of SMK  
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| 22/0/2024  | IV      | <ul style="list-style-type: none"> <li>* Mendeskripsikan sebarang data di pendeng</li> <li>* pindahkan data yg terdapat ke appendix, cukup di deskripsikan dan berikan ke appendix</li> <li>* semua data harus dibahas mulai dari pra-his, siklus I, sampai siklus II</li> <li>* Di Discussion hanya membahas data, tidak menyebutkan data</li> </ul> |      |

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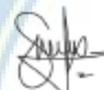
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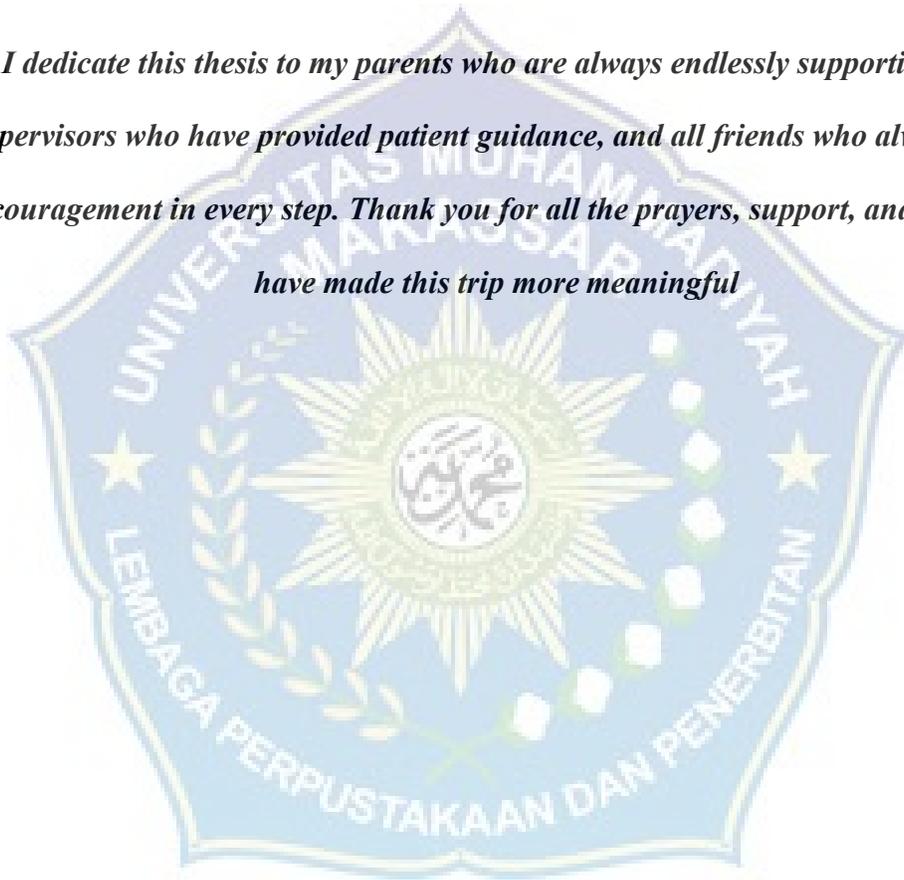
Selvi

## **MOTTO**

*"The journey to success is not about how fast we get there, but how diligently we go"*

## **DEDICATION**

*I dedicate this thesis to my parents who are always endlessly supportive, the supervisors who have provided patient guidance, and all friends who always give encouragement in every step. Thank you for all the prayers, support, and love that have made this trip more meaningful*



## ABSTRACT

**Selvi, 2024. Improving Students' Listening Skill Through Note-Taking Exercise Strategies in Class X Odd Semester Students of SMK Muhammadiyah 2 Bontoala.** Thesis of the Department of United Kingdom Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Guided by (Erwin Akib and Muh. Arief Muhsin).

This research focuses on efforts to improve students' listening skills through the application of note-taking practice strategies. The focus of this study is to explore how note-taking strategies can help students in understanding and organizing information from listening material delivered orally. The purpose of this study is to find out how effective the note-taking strategy is in improving students' listening skills. This research was carried out using the Classroom Action Research (PTK) approach which was carried out in two cycles. The instrument used in this study is a listening test designed to measure students' listening ability before and after the implementation of note-taking strategies.

The results showed a significant improvement in students' listening skills after the implementation of the note-taking strategy. In the first cycle, the average listening score of students increased from 45.00% to 56.00%, while in the second cycle the average score increased further to 66.97%. In which in listening for detail the average score is 32.73 and accuracy for answer is 34.45. These findings indicate that note-taking strategies are effective in improving students' ability to absorb and understand information conveyed orally. Thus, this study concludes that note-taking strategies are an effective method to improve students' listening skills and can be implemented in United Kingdom language learning to help students develop better listening skills.

**Keywords:** listening skill, note-taking strategies, classroom action research.

## ABSTRACT

**Selvi, 2024. Meningkatkan kemampuan mendengarkan siswa melalui strategi latihan mencatat pada siswa kelas X semester ganjil SMK Muhammadiyah 2 Bontoala.** Skripsi Program Studi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh (Erwin Akib dan Muh. Arief Muhsin).

Penelitian ini berfokus pada upaya peningkatan keterampilan mendengarkan siswa melalui penerapan strategi latihan mencatat (Note-Taking). Fokus utama penelitian ini adalah mengeksplorasi bagaimana strategi note-taking dapat membantu siswa dalam memahami dan mengorganisasikan informasi dari materi listening yang disampaikan secara lisan. Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif strategi note-taking dalam meningkatkan kemampuan listening siswa. Penelitian ini dilakukan dengan menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Instrumen yang digunakan dalam penelitian ini adalah tes listening yang dirancang untuk mengukur kemampuan mendengarkan siswa sebelum dan sesudah penerapan strategi note-taking.

Hasil penelitian menunjukkan peningkatan yang signifikan dalam keterampilan listening siswa setelah penerapan strategi note-taking. Pada siklus pertama, rata-rata skor listening siswa meningkat dari 45.00% menjadi 56.00%, sedangkan pada siklus kedua rata-rata skor meningkat lebih lanjut menjadi 66.97% yang mana pada listening for detail nilai rata-ratanya adalah 32.73 dan accuracy for answer adalah 34.45. Temuan ini mengindikasikan bahwa strategi note-taking efektif dalam meningkatkan kemampuan siswa untuk menyerap dan memahami informasi yang disampaikan secara lisan. Dengan demikian, penelitian ini menyimpulkan bahwa strategi note-taking merupakan metode yang efektif untuk meningkatkan keterampilan listening siswa, dan dapat diimplementasikan dalam pembelajaran bahasa Inggris untuk membantu siswa dalam mengembangkan kemampuan mendengarkan secara lebih baik.

**Keywords:** keterampilan mendengarkan, strategi note-taking, penelitian tindakan kelas.

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This thesis was written to meet the requirements for obtaining a Bachelor's degree in the Department of United Kingdom Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

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The researcher know that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis, Finally, the researcher hope this research was helpful for the future and the interest of readers and future researchers.



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language is a communication channel in sharing feelings or thoughts with others. English, as one of the most widely spoken languages in the world, has a great influence in many fields, one of the important skills in learning and using English is listening skills. Good listening plays a very important role in communicating effectively in English, Alzamil, (2021).

In learning a language, listening is often overlooked by most people. In the era of communication in English, the skills most desired by students are always related to understanding, use and speaking. However, apart from that, listening is one of the skills in English that is very important because it is not the easiest language skill, Yurko & Styfanyshyn, (2022). Listening is not just about hearing the words spoken by others, but also involves a complex process that includes affective, cognitive, and behavioral aspects. Affective process It includes motivation to listen. This motivation can come from curiosity, empathy, or a desire to build good relationships with others. Without enough motivation, it is likely to be less effective in listening.

The Cognitive Process includes the ability to pay attention to, understand, receive, and interpret content and relational messages conveyed by others. It involves the ability to focus on what the other person is saying, understand its meaning, and interpret the message. Then the Behavioral Process It includes the response given to others after listening, both in the

form of verbal and nonverbal feedback. This response is important to show that we are really listening and paying attention to what the other person is saying. These three processes are interrelated and influence each other in ensuring effective communication.

Listening skills are especially important in Education, given that they are often used both in educational and social life. However, in the world of education in schools, students often tend to ignore listening skills in language classes, Tayşi,(2019). This can be due to several factors, such as a lack of understanding of the importance of listening skills, difficulty paying attention in crowded situations, or a lack of practice in active listening. The importance of the listening process is that it will affect student success in many areas, listening attitudes develop in a positive direction.

The explanation can be explained that having a Better Understanding will help students understand the subject matter better. They can absorb information more effectively, which can have a positive impact on their academic results. Good listening skills can help build students' communication skills. They learn how to respond well and respond appropriately to other people's ideas. Good listening is also an important social skill, it can help develop students' critical thinking skills. They learn to evaluate the information they receive and draw conclusions that are based on good understanding. Thus, good listening can make a significant contribution to student success in many areas, as well as help listening attitudes develop in a positive direction.

Krivosheyeva & Shodiyeva, (2020) state that among the other four skills in English, listening is the most forgotten and overlooked skill in English Lessons. In English language learning, proficiency is often seen as the ability to speak and

proficiency in writing English. One of the reasons for this can be said to be due to the characteristic demands of listening skills. It is well known that Most student activities are required to listen. However, this is often underestimated, and this skill is the most overlooked among others. In accordance with this explanation, it can be clarified that most student activities, both inside and outside the classroom, require good listening skills. However, many students take these skills for granted and prefer to focus on other skills such as speaking or writing. This may be due to a lack of understanding of the importance of listening skills in the learning process. Many students may assume that just by listening alone, they will not get much benefit or progress in their learning. In addition, problems such as lack of motivation, lack of attention, or low self-confidence in listening ability can also be contributing factors.

In overcoming students' listening comprehension problems, one of the important processes that can be done in an English listening class is to use note-taking strategies, Al-Ghazo, (2023). Note-taking is one of the important processes that can be done in an English listening class. This strategy helps students to closely follow, understand, and record important information conveyed in English. In an educational context, taking notes helps students to focus and listen intently. There are a variety of strategies that learners can use to take notes effectively while studying. The student needs to focus on the object he must listen to recognize what is important and point out important information. Komilova M, (2021) state that almost 80% of students take notes in listening materials. In reality, no one can store all the contents of a subject in his memory without taking notes. Students will take notes until they can remember key points later when needed. In his opinion, he also said that several steps in recording are

listening, understanding, analyzing, selecting, and writing in the form of recording. A particular way will involve a broader process encompassing cognitive processes such as evaluation, interpretation, decision-making, and summarizing. Learning strategies are needed to improve the quality of learning; therefore, the author tries to find listening skill learning strategies using note-taking carried out at school.

Based on the explanation above related to note-taking strategies in improving students' listening skills, the purpose of the research that the researcher will examine is to investigate the effectiveness of various note-taking practice strategies in improving students' listening skills. Specifically, this study aims to identify note-taking exercise strategies that are most effective in increasing students' understanding of orally delivered material, measuring the impact of using these strategies on students' listening skills, and analyzing students' perceptions of note-taking strategies used and the extent to which these strategies help them in the learning process. This approach involves collaboration between researchers and education practitioners (e.g., teachers) to understand and improve teaching practices in the real context of the classroom. Thus, the study will be conducted iteratively, where note-taking practice strategies will be applied in class, the results evaluated, and then re-adapted to improve students' listening skills.

This research was carried out at SMK Muhammadiyah 2 Bontoala. The researcher conducted the research at the school because he had experience teaching at the school and the researcher knew that students still had many difficulties in English lessons, especially in learning Listening.

## **B. Problem Statement**

The formulation of the problem that the researcher wants to propose based on the background of the problem above is follows:

1. How is the improvement of students' listening skill in terms listening for detail through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.
2. How is the improvement of students' listening skill in terms of accuracy for answer through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.

## **C. Objectives of the Research**

Based on the problem statement above, the objective of this research as follows:

1. To analyze the improvement of students' listening skill in terms listening for detail through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.
2. To analyze the improvement of students' listening skill in terms of accuracy for answer through note taking exercise strategy in class 10 odd semester, students of SMK Muhammadiyah 2 Bontoala.

#### **D. Significance of the research**

This research is designed to provide useful benefits to teachers regarding note-taking learning models in listening lessons so that students' listening skills in learning can run effectively and improve students' ability to understand the lessons being listened to. In addition, researchers hope this study can be used as a reference for other studies that focus on the use of note-taking models in English language learning.

#### **E. Scope of the research**

The focus of this research is to improve students' listening skills through note-taking exercise strategies. It was limited to students' comprehension on listening for detail information and listening to accuracy for answer. Listening for detail consisted of finding out the specific information, requires understanding the task and concentrating to capture specific information. While accuracy for answer consisted of finding out the students' or listeners' ability to provide correct answers to the task. It involves understanding the task and vocabulary to arrive at the correct answer.

This research focuses on investigating the impact of the note-taking strategy as the independent variable and its influence on the listening skills of 10th-grade students at SMK Muhammadiyah 2 Bontoala as the dependent variable. The independent variable, the note-taking strategy, is applied through direct teaching methods during listening exercises. The dependent variable, students' listening skills, is measured based on their ability to comprehend and retain auditory information.

## CHAPTER II

### LITERATURE REVIEW

#### A. Some previous study

Several previous studies have examined the relationship between listening skills through note taking exercise strategies.

The first study was conducted by Roesellaningtias (2019). The title of the research is "Improving the student's listening skill by notagy (note taking strategy) for the twelfth graders at SMK PGRI 2 nganjuk". This study aims to analyze how note-taking strategies can improve students' listening skills for twelfth grade students of Accounting at SMK PGRI 2 nganjuk. The research design used is Classroom Action research (CAR) which focuses on specific groups of students in a particular class. The subjects of this study were 31 students.

The results of this study found that the use of note-taking strategies has a positive impact on listening learning, such as increasing the completeness of student scores in each learning cycle. In addition, note-taking strategies can also increase students' learning motivation when listening and make them more interested in listening session material. This shows that note-taking strategies can be an effective method in improving students' listening learning.

Similarly, the second study was conducted by As'ari & Zulfikar (2019). The title of this study is "Learning note-taking techniques to improve listening skills" this research is to determine the performance of lecturers in teaching using note-taking techniques and investigate how effective note-taking

techniques are in improving students' EFL listening skills and how to respond. The purpose of this study is to improve lecturer performance and student skills in learning note-taking techniques, in addition to knowing how students' responses to learning this note-taking technique are carried out on EFL English listening comprehension skills. The research design used was Classroom Action research (CAR).

The subjects in this study were English Language Education students with 19 male and 16 female students. From the results of this study found that students showed interest and positive attitudes towards the application of note-taking techniques in learning to listen to English. Most students agree and are happy with this learning method compared to other methods or do not use any method. This shows that students respond positively to these learning methods, which can have a positive impact on their learning effectiveness and learning motivation.

The third study was conducted by Maulidia (2021) With the title of the study "Using Cornell Note-Taking to Improve Listening Comprehension" the purpose of this study is to find out whether the use of Cornell notes can improve students' listening skills. The method in this study was designed with experimental quantitative research. The sample of this study consisted of 23 students of unit 3, listening classes in the second semester of the English study program. The results of this study show that the use of Cornell note-taking techniques can help students answer the problems they face. After applying Cornell's note-taking technique, students can answer more listening

comprehension questions than ever before. From the results of tests conducted in his research showed a significant difference in the average score of students after applying this technique. Thus, Cornell's note-taking technique can be considered effective in improving students' comprehension and learning performance in listening learning.

Furthermore, the fourth study was conducted by Sukma (2020) with the title "Exploring students' note-taking strategies in listening task" in his research investigates the strategies used by students in answering listening tasks, and to find out strategies for how to record students in a team to refresh them. The research method uses descriptive qualitative by interviewing students who have been selected. The sample in this study only used 10 students using purposive sampling.

The research focuses on students who already have experience or knowledge related to the problems they discuss. From the results of his research, the recording strategy is very helpful in the learning process, especially in terms of listening and digesting information. By taking notes, students can hone listening skills and identify key points of ongoing learning. In addition, note-taking also helps students organize the information they receive, making it easier for them to remember and access the information in the future. So, it can be concluded from his research that students agree with the recording method because it really helps them in working on their listening tasks and improves the accuracy of their listening comprehension.

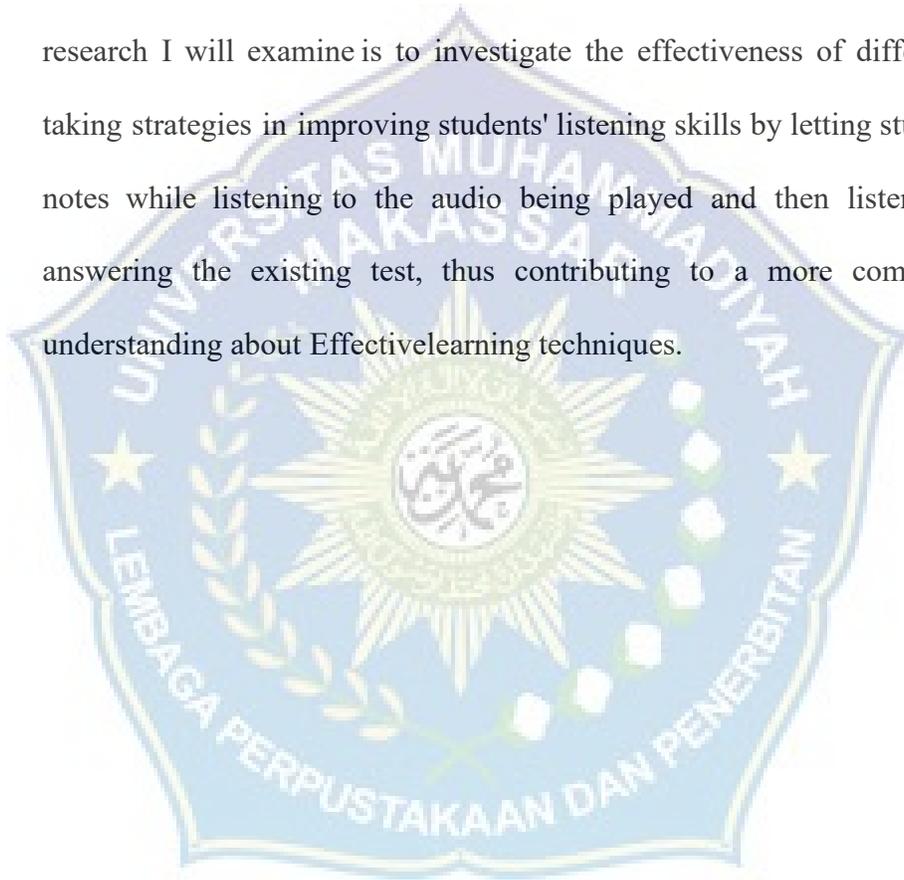
Recent research is Ramadhani et al., (2020) discusses "The effectiveness of using Cornell note-taking strategy to improve students' listening comprehension". This study investigated the effectiveness of using Cornell note-taking strategies in improving students' listening comprehension. Using quantitative experimental research, the study took 30 inserts as samples. The results of his research show that Cornell recording has a positive impact on the influence of student understanding in listening. Students who use Cornell notetaking produce higher grades than those without the note-taking strategy. So, from the research, it can be said that students tend to have a better understanding of the material.

From the study, the study showed that students who used the note-taking method tended to have higher grades than those who did not use the strategy at all. Although many studies have highlighted the importance of note-taking in improving listening comprehension, there is still a lack of information regarding how specific note-taking strategies can affect students' listening comprehension.

Based on the findings of related studies, researchers state that there are similarities and differences between goals and what researchers want to investigate. The difference is, previous studies have tended to place emphasis on listening itself, without paying adequate attention to supportive note-taking techniques. In addition, such studies tend to focus more on the relationship between note-taking and comprehension of material delivered in writing, without paying particular attention to how note-taking can affect students'

listening ability. Previous studies used cornel recording techniques, and many previous studies used experimental research models. While this study used the CAR research model with the aim of finding the level of student learning outcomes using a pre-test through audio listening that was listened to.

From previous research and current research the same uses the same method of taking notes to see listening skills, but the difference from the research I will examine is to investigate the effectiveness of different note-taking strategies in improving students' listening skills by letting students take notes while listening to the audio being played and then listening while answering the existing test, thus contributing to a more comprehensive understanding about Effective learning techniques.



## **B. Some ideas related to the topic**

### **1. Teaching English**

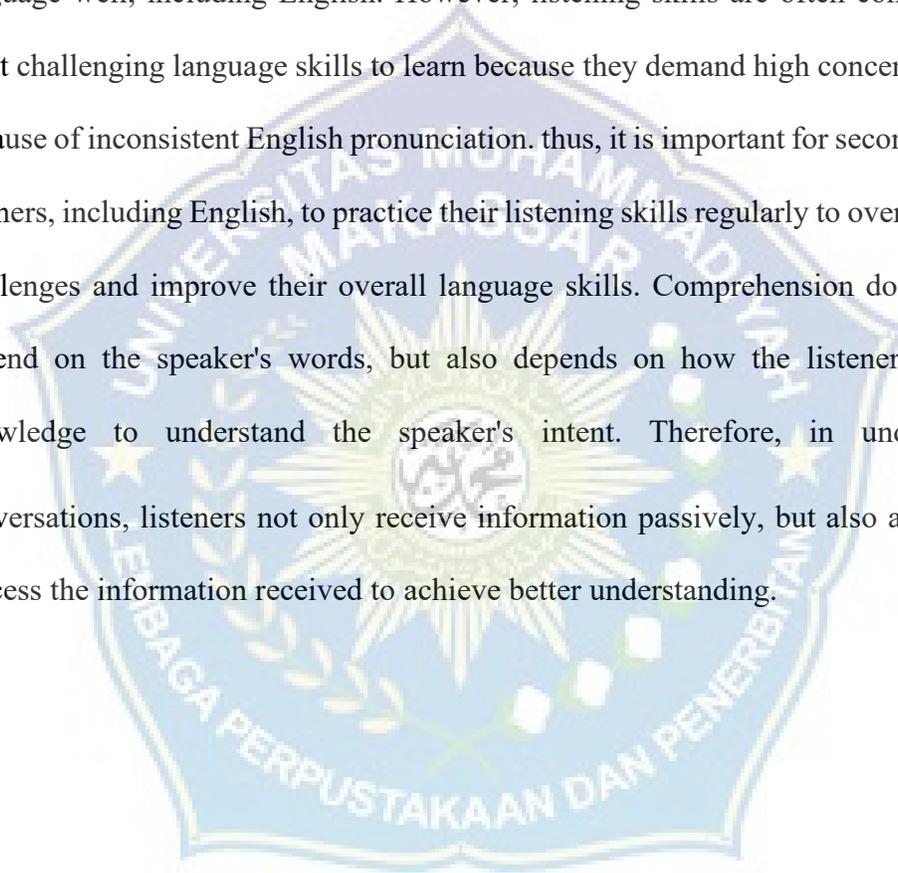
English has become a worldwide international language and is often used as a language of communication across countries. Because of the importance of this language in global communication, it is important for language learning in schools to remain, although not as a primary subject. By understanding and mastering English, students can be better prepared to communicate and interact with people from different countries and cultures. In addition, the ability to speak English also provides an advantage in the world of work where many companies need employees who can communicate in English. Therefore, English language learning in schools is an important investment for students' future in facing global challenges.

Saputra, (2019) found that Teaching English to young learners is not only about teaching language skills, but also paying attention to their social, cognitive, and linguistic development. The students must develop certain characteristics to adapt to the society in which they live.

English language teaching in Indonesia faces many challenges. Some problems in teaching English to students include lack of use of English in everyday life, differences between writing and pronunciation of words in English, and misunderstandings about how students learn, including learning foreign languages. Therefore, an English teacher must create active learning conditions, develop techniques that aid effective communication, and consider appropriate activities for each group of learners. In addition, teachers must also create diversity of knowledge for students, because

teaching is not a simple thing but complex, requires intellectual and practical abilities.

English lessons are very important lessons, especially listening. This is especially important for second language acquisition (L2), Alzamil, (2021). Listening provides language input to second language learners, which is instrumental in language development. Without listening, it will be difficult for a person to acquire a second language well, including English. However, listening skills are often considered the most challenging language skills to learn because they demand high concentration and because of inconsistent English pronunciation. thus, it is important for second language learners, including English, to practice their listening skills regularly to overcome these challenges and improve their overall language skills. Comprehension does not only depend on the speaker's words, but also depends on how the listener uses their knowledge to understand the speaker's intent. Therefore, in understanding conversations, listeners not only receive information passively, but also actively process the information received to achieve better understanding.



## 2. Listening skill

Fitriana (2021) explain that One of the skills in English, is listening skills. Listening skills are very important to have in learning English. Listening skills not only help in understanding words and phrases, but also in capturing intonation, accent, and nuance in conversations. By having good listening skills, one can more easily communicate with English-speaking people, follow instructions better, and understand the context of conversations better. In addition, good listening skills can also help improve one's speaking and writing skills in English. In the explanation, it can be concluded that having good listening skills, a person can more easily communicate with English-speaking people, both in everyday situations and in formal contexts. Good listening skills also help a person to improve their understanding of vocabulary and grammar in English, so that they can be more fluent in speaking and writing in the language. Therefore, it is important to continue to practice and develop listening skills to master English better.

The process of understanding listening English can be broken down into three interconnected phases: perception, analysis, and application. In the initial perception stage, listeners receive spoken symbols and temporarily store them in sensory memory, which lasts for a brief period, typically less than four seconds, before being replaced by new information. During this stage, the human brain selectively focuses on information that is relevant to the current task or is deemed important, such as

keywords, pauses, stresses, and tones, which aid in distinguishing and interpreting meanings. In the subsequent analysis stage, relatively simple propositions are filtered out, and the original word sequence forms a meaningful representation that is stored in working memory. Subsequently, listeners connect the incoming information with their existing knowledge stored in long-term memory during the final application stage. Background knowledge is stored in long-term memory in the form of propositions rather than the original words, while new information establishes connections with this background knowledge by activating these propositions. This perspective highlights the close relationship between listening comprehension and memory retention, Bao (2020).

Says that Successful listening or ways that can be done to improve listening skills are understanding the meaning of speech, understanding haste, understanding one's own intentions, paying attention to differences in language use, one's own nature, understanding the speaker, Umiyati (2022). With this, students can improve their listening skills by providing an understanding of methods that can be used in learning. Apart from that, the study also explained that in listening activities there are several components that need to be known and applied, namely:

### 1. Listening

Listening is a physical part of the listening process, where people who have difficulty hearing require extra effort. This is a basic aspect of the listening process, but many distractions can affect its quality.

## 2. Pay attention.

Pay attention is the next step after physical listening, which involves the psychological process of filtering out the information we want to pay attention to. Our needs, wants, and interests will determine the focus of attention to the information we hear.

## 3. Comprehension

Comprehension is the ability to understand the information conveyed. A common language becomes an important factor in understanding the message, with other factors such as culture, framework, and motivation also playing a role.

## 4. Remember

Remember is the ability to store the information we have received. Information is often forgotten after being heard, but the processes of encoding, storage, and retrieval play an important role in remembering information.

## 5. Respond

Respond is the response given in the process of communication, which becomes the main indicator of the listener's understanding. The right response will determine the success of the communication process.

Teaching strategies in listening are very important. Apart from looking at the five components above, as a teacher, it is also necessary to pay attention to the level of students in listening, choosing the right material, listening while recording important things, and then the most important thing is enjoying the listening is a strategy that can

be used to minimize boredom in listening. In listening learning, teachers must motivate students to enjoy listening activities.

Listening skills are the ability to receive and understand information conveyed by the speaker, Sari Hasibuan et al., (2022). This is an important communication technique because it allows the listener to understand well what is being heard, so that effective and efficient communication can occur between the speaker and the listener. The process of listening involves several stages, namely listening, understanding, remembering, evaluating, and responding. Since the process of listening skills is complex, it is important to apply the right methods for students to develop their listening skills to the fullest.

Saputra, (2019) found that there are four elements that can be measured in listening, namely:

#### 1. The ability to focus

The ability to focus refers to students' or listeners' capacity to concentrate on the audio material. It involves two aspects: focusing ears to listen to the audio and focusing eyes to read and match the text with the audio. However, eyes may struggle to adapt to numerous distractions in a typical classroom and some noisy sounds from outside the classroom.

#### 2. General understanding

General understanding indicates that students or listeners can comprehend the main idea of the content from the text. They are usually quick to grasp the idea and can mentally visualize to capture the general meaning of what they hear.

### 3. Listening for details

Listening for detail also known as listening for specific information, requires understanding the task and concentrating to capture specific information.

### 4. Accuracy of answer

Accuracy of answer pertains to students' or listeners' ability to provide correct answers to the task. It involves understanding the text and vocabulary to arrive at the correct answer.

The explanation above can be concluded that this point is a general understanding in measuring students' listening skills.

One way of learning that can be done in listening learning is to do note-taking exercises. Listening and note-taking skills complement each other in the learning process. Active listening helps live comprehension of the material, while taking notes helps record important information and facilitates the memory process. The two work together to achieve better understanding and more effective application of the material, Ngwoke et al., (2022)

### 3. Teaching strategy

Teaching and strategy have a close relationship in the context of education. say that Teaching is an activity to facilitate students learning directly or indirectly to achieve learning goals, Arya Wiguna (2022). Teaching involves the process of conveying information or knowledge to students, while strategy refers to the methods or plans used to achieve teaching objectives. In the context of teaching, teaching strategy refers to the approach or way used by teachers to organize material, design activities, and facilitate learning to achieve desired results. Based on these opinions, it is concluded that effective teaching strategies help teachers in delivering material in an interesting and easily understood way by students. This can involve the use of specific teaching techniques, the use of relevant learning media, or the application of learning approaches that are appropriate to student needs. By implementing the right teaching strategies, teachers can increase learning effectiveness and help students achieve their learning goals.

Teaching strategy is an important supporting factor in the teaching and learning process. The use of appropriate teaching strategies can help teachers in streamlining student learning activities and make the learning process more effective and interesting. This can also have a significant effect on student motivation and learning success, because with interesting teaching, the learning process in class will not feel boring and learning goals can be achieved, Rafika Hayati et al., (2021). In his opinion also said that teaching strategies are methods or efforts used by teachers to achieve learning objectives. It involves the means, efforts, or methods used by teachers in transferring knowledge to students. Teaching strategy can also be considered as a plan or

arrangement of steps taken by teachers to ensure that the learning process runs effectively. In this case, teaching strategies are very important in facilitating the teaching and learning process and ensuring that students understand the material being taught.



#### 4. Note-taking

(Bao, 2020) state that A note-taking strategy is a way to help remember information in a written way. The theory of how we remember information states that when we record something, it is stored in the form of a schema in our brain. This explains why different people take notes in different ways, because they have different knowledge schemes. Although people use different methods such as underscores, arrows, or acronyms, these methods can mean different things to different people. However, taking notes can help us recall information because the contents of our notes have been integrated into our own knowledge. In this context, taking notes has an important role in helping us retrieve information from long-term memory. In his research also established an assessment of five indices for the content of notes: 1) word count and notation; 2) the number of units of information; 3) the number of test questions that can be answered from the record. 4) completeness of records and 5) efficiency of records

Note-taking is an important element of the educational experience that plays a role in retaining information and encouraging success in understanding the material, Malavska (2017). In his research, he has identified the characteristics of the difficulties that students have faced in taking notes, namely language and speech. In his research, he has studied student notes as a means of insight into the listening comprehension process. From the research of 'Malavska' who has developed listening and note-taking strategies. The three stages of recording are listening, taking notes during the learning process at school, and taking notes after studying at school. In his opinion, he also

emphasized how listening and note-taking skills are difficult to take notes effectively without listening effectively, which is the basic step. Both processes depend on each other because effective listening is a way to improve concentration.

In a series of other opinions explain that several steps of skill are required to listen before pouring information in written form by taking notes.

1. Distinguish sound sounds in individual word forms and coherent speech.
2. Distinguishing stress patterns in words
3. Understanding intonation patterns: the use of tone with respect to tonal variants; interpret
4. The meaning of attitude through variants of tone, pause or tempo.

This shows that before taking notes, students are required to distinguish and interpret words in the flow of conjunction, distinguish and understand the intonation of the teacher's speech, and interpret the meaning of the speech. Listening to the speaker through tone, intonation, and pauses can facilitate much more complex note-taking skills that involve listening, understanding, and note-taking skills.

In other studies, Sert aktug (2021) said that there are five methods that can be done in performing recording techniques. Namely: Cornell Method, Outlining Method, Mapping Method, Charting Method, and Sentence/Paragraph Method and will be presented here in detail. The Cornell Method and the Outlining Method are two note-taking techniques that are useful for students. In the Cornell Method, students use a piece of paper with vertical lines, allocating space specifically for key notes, sign words, and summaries. On the other hand, the Outlining Method requires that students create an outline with general information on the left and specific facts on the right.

Both methods help students remember and summarize lecture material. The Mapping Method and Charting Method are more suitable for visual learners. The Mapping Method emphasizes drawing relationships between ideas in circles, while the *charting method* organizes information into categories and uses charts to visualize it. Although the Sentence Method allows students to record every thought, it is difficult for them to identify key points just from the notes. If students choose this method, they are advised to use abbreviations to keep their notes organized.

According to As'ari & Zulfikar (2019) said that when preparing to take notes, it's important to have a clear goal, strive to identify main ideas, and be ready to select what is most relevant. You can't write down everything that is said unless you can write quickly, but there is a system that students can learn to note down information that will be useful to them. There are six steps for a good note-taking system to use: record, reduce (or question), recite, reflect, recapitulate, and review.

#### 1. Record

Record as many facts and ideas as possible. Feel free to record every word heard and write your notes in correct grammar. Use telegraph sentences or condensed versions of learned subjects by using only key words, abbreviated words, code words, and eliminating unnecessary words, such as articles, auxiliary words, conjunctions, determinants, and most numbers.

#### 2. Subtract (or question)

Once the study session is over and you have some free time, read through your notes. The next step is to simplify important facts and ideas into key words or phrases, or formulate questions based on those facts and ideas. These words and

phrases serve as memory signals so that when you repeat them, you will remember the idea or fact. These questions help clarify the meaning of facts and ideas.

### 3. Read

Reading is a very effective process in retaining information. As opposed to simply rereading, reciting involves saying aloud and using one's own words to express the facts and ideas you want to learn. It is effective because listening to yourself helps stimulate the thought process. Read each keyword or question, then say it loud and clear, using your own words, to remember the information.

### 4. Contemplate

Reflection is the process of reflecting or thinking about information that has been learned. This is a step further than just learning the contents of the notes. Reflection reinforces deeper learning by relating new facts and ideas to existing knowledge. Questions like "How do these facts and ideas fit into what is already known? How to apply for it? Why is this knowledge important? What is the relevance of these facts and ideas?" can enhance reflection.

### 5. Recapitulate

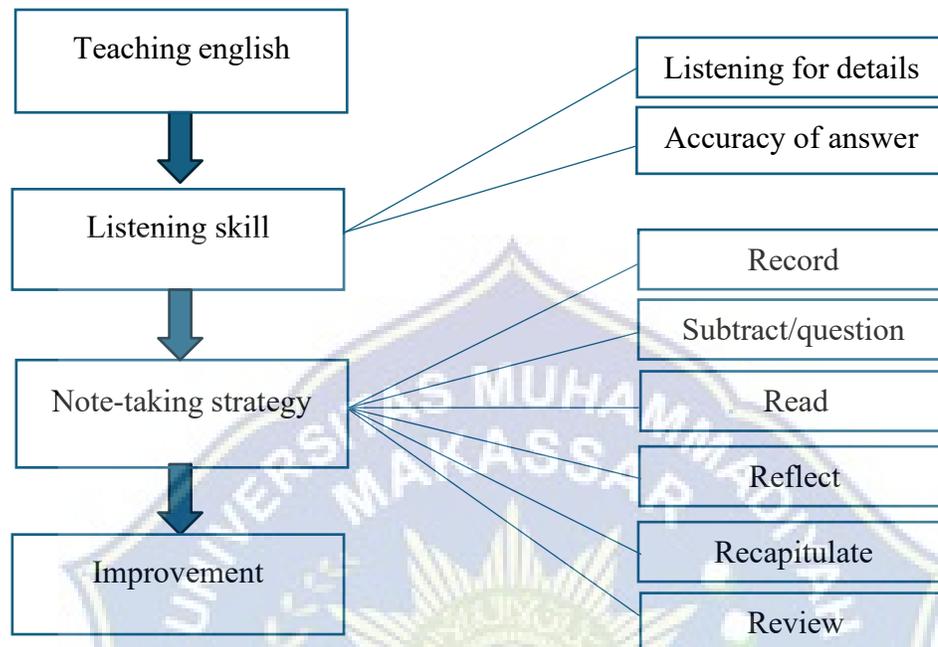
Spending a few minutes after you've simplified, spoken, and pondered to summarize the facts and ideas in your notes will help you incorporate the information. A summary shouldn't simply literally rewrite your notes. The summary should use your own words and summarize the main points you want to remember from your notes.

## 6. Review

To prevent forgetting, it's important to regularly review and read your notes. It's a good idea to review your notes every night or several times each week by reciting them, rather than simply rereading them, so that the information can be firmly embedded in your brain.



### C. Conceptual frameworks



**Figure 2.1 Conceptual Framework**

The figure above indicates that the researcher was teach English, where English is a very important language to learn, there are several skills in English, one of which is listening. The researcher teaches English, especially in listening skills. In listening, there are two aspects that were the focus of the research namely, listening for detail, and accuracy of answers. To improve students' listening skills, the researcher uses thenote taking strategy. Where in the note taking strategy, several stages will be applied that will help in listening skills namely, record, subtract / question, read, reflect, recapitulate, and Review. These stages were applied when taking notes while listening to audio that was played to students. Then finally the researcher evaluates and sees the results of how to improve students' listening skills

by using the note taking strategy method. The researcher evaluated the improvement in the results of listening to students in detail and evaluated how the improvement of students' listening in answering accurately the test related to the audio that students was listen to.



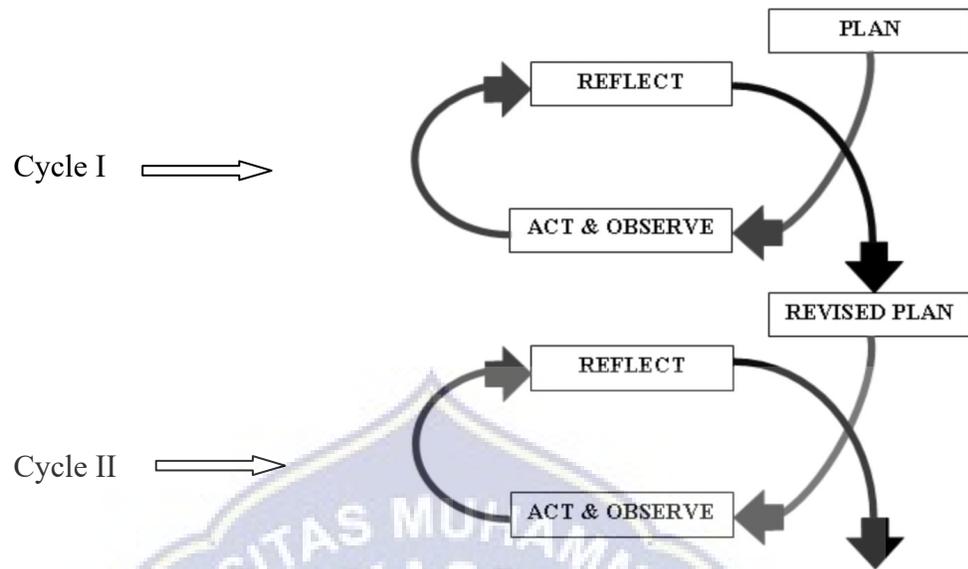
## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study used classroom action research methods (CAR). The selection of this research design was based on problems derived from classroom learning practices, with the aim of improving the quality of learning and student abilities. This research was in accordance with the characteristics commonly found in classroom action research. Action research was a form of investigation designed and used by teachers and lecturers with the aim of solving problems and improving their professional practice in the classroom (As'ari & Zulfikar, 2019). This action involved systematic observation as well as the collection of data to be used by research practitioners for reflection, decision-making, and the development of more effective classroom strategies.

This research was a collaborative design that involves all parties responsible for improving education. Improvements in learning processes and outcomes cannot be made individually by researchers outside the classroom but had involve collaboration with teachers. Classroom action research was a joint effort of different parties to achieve desired improvements. Unlike other types of research, this study focuses on practical problems to get solutions as quickly as possible, so researchers work closely with teachers.



Ahmad Muliadi (2023)

In accordance with the type of research chosen, namely the Action research model which is in the form of a spiral from the next cycle, Roesellaningtias (2019). In each cycle there are four stages that must be done:

### CYCLE I

1. planning
  - a. Identify existing problems and set goals.
  - b. Design actions to be carried out, including developing materials, strategies, and evaluation tools.
  - c. Prepare observation sheets and other data collection instruments.
2. Action (Note Taking)
  - a. Implement the plan that has been prepared in the planning stage.

- b. Using the note-taking method in a direct learning model in the teaching process.

The action taken by the researcher to build students' understanding will be using note taking as a strategy to improve listening.

Note taking strategy:

- 1) The researcher explains to students the importance of note taking and how it can help them understand and remember the material.
- 2) Students had done a short initial exercise on how to do Note Taking, for example, play a short recording and have students jot down key points.
- 3) Students apply note-taking strategies during listening lessons. Researchers will direct students to listen to the material that has been provided and record important information using the guidance that has been given.

### 3. Observation

- a. Observe the implementation of actions, record student responses, and collect data.
- b. Use observation sheets that have been prepared to record student behavior and performance during the learning process.

### 4. Reflection

- a. Analyze the data obtained from the observation stage.
- b. Assess the effectiveness of the actions performed, whether the set goals are achieved or not.
- c. Identify the weaknesses and strengths of the actions taken.

- d. Develop an improvement plan for the next cycle based on reflection findings.

## CYCLE II

### 1. Planning

- a. Improving the plan based on the results of the reflection of the first cycle.
- b. Designing a better strategy or adjusting an existing strategy.
- c. Improve evaluation instruments and observation sheets.

### 2. Action

- a. Carry out actions that have been corrected and adjusted to the results of the first cycle of reflection.
- b. Apply new or improved strategies in the learning process.

The action taken by the researcher to build students' understanding will be using note taking as a strategy to improve listening.

Note taking strategy:

- 1) The researcher has explained to students the importance of note taking and how it can help them understand and remember the material.
- 2) Students have done a short initial exercise on how to do Note Taking, for example, play a short recording and have students jot down key points.
- 3) Students apply note-taking strategies during listening lessons. Researchers will direct students to listen to the material that has been provided and record important information using the guidance that has been given.

### 3. Observation

- a. Observe the implementation of new actions.
- b. Record changes that occur, both in the learning process and student responses.
- c. Collect data to evaluate the effectiveness of changes made.

### 4. Reflection

- a. Analyze data from the observation stage of the second cycle.
- b. Assess whether changes made provide the expected improvement.

This research was conducted over two cycles, where each cycle consisted of three rounds with equal treatment and included one subject sub-chapter. Then the results were evaluated if the next cycle is needed.

### **B. Research Instrument**

This research was using test as instrument. The form of test is multiple choice and fill in the blank. The total of questions will be 20 number. Where 10 item for listening for detail and 10 item for accuracy of answer.

### **C. Population and sample**

The research was conducted at SMK Muhammadiyah 2 Bontoala. This school is in the city of Makassar, the object in this research are grade 10 students, with a total of 29 students who are studying English subjects. Because they had had teaching tactics before at the school, researchers felt the need to conduct research by applying a direct learning model to help students who had difficulty learning English.

## D. Data Collection Procedure

To obtain valid and reliable information from the implementation of this action research, completeness of data, quality of data collection tools, and accuracy of analytical tools are needed.

### 1. Data type

The data collected in this study are as next:

- a) The results of students' work in completing tests given by researchers. The results of the work are used to see the progress of students' understanding of the material.
- b) Observations results obtained from observing activities.

Data collection is a systematic and standard procedure for obtaining the necessary data.

The procedures used in data collection were tests. In this study, a pre-test was carried out as a measuring tool. The pre-test in classroom action research was conducted to measure students' initial abilities before interventions or corrective actions were applied. The pre-test aimed to collect data on the initial condition of the students before the treatment was implemented. Thus, the pre-test helped in evaluating the impact of the learning actions performed in classroom action research, allowing for an assessment of improvements in understanding and student achievement. In this study, the evaluations were based on the results of the first stage in cycle I and the second stage in cycle II.

1) Stage I evaluation

The evaluation of the first stage in the first cycle in Classroom Action Research (CAR) aims to identify the success or failure of implementing strategies or actions that have been carried out in learning. This evaluation is usually done after one learning cycle is complete.

2) Stage II evaluation

The second stage of evaluation for the second cycle is carried out after corrective actions or adjustments are made based on the results of the first stage of evaluation. This evaluation assesses the effectiveness of such corrective actions or adjustments to student learning.

In this study, tests were used to measure a student's achievement after learning something. Before being administered to the students, the researchers had conducted validation tests with supervisors and teachers who taught English at the school where the research was conducted. The validation tests related to the extent to which the test was valid or not to be used as a reference in obtaining data on student abilities. The validation criteria for this test included how students improved in listening skills.

### **E. Data analysis**

The data got from cycle I and II were analyzed using SPSS.

1. Calculating the mean score of the students' listening test was using SPSS.
2. To classify the students' score, there are seven classification which use as follow:

1) Score 9.6 – 10 is classified as excellent

- 2) Score 8.6 – 9.5 is classified as very good
- 3) Score 7.6 – 8.5 is classified as good
- 4) Score 6.6 – 7.5 is classified as fairly good
- 5) Score 5.6 – 6.5 is classified as fair
- 6) Score 3.6 – 5.5 is classified as poor
- 7) Score 0.0 – 3.5 is classified as very poor

Muliadi (2023)

3. To calculate the percentage of the students' score, by using SPSS.
4. To calculate the percentage increase from cycle I to cycle II, the formula is as follows:

$$\frac{\text{cycle value 2} - \text{cycle value 1}}{\text{cycle value 1}} \times 100\%$$

- a. Get the average or total value of each cycle.
  - For example, the average score of students in cycle I is  $N_1$ .
  - For example, the average score of students in cycle II is  $N_2$ .
- b. Use a formula to calculate the percentage increase:

$$\frac{N_2 - N_1}{N_1} \times 100\%$$

Calculates the difference in values between cycle II and cycle I, then divides the difference in values by the value of cycle I and multiplies the result by 100 to get the percentage. Haji et al., (2022).

## **F. The criteria of success**

Classroom Action Research (CAR) was considered successful if it achieves pre-set goals. This research is considered good if 60%-75% of the material taught is mastered by students. The success of this research is achieved if 60% of students can achieve scores 75 or will be adjusted to the minimum completeness criteria (KKM) at SMK Muhammadiyah 2 Bontoala, CAR was beconsidered a failure if students cannot meet the criteria set by the school.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This class action research uses the kemmis model. This research was carried out in two cycles, the implementation of each cycle consisted of four stages, namely planning, implementation of actions, observation, and reflection.

In this class action research, the researcher adjusted the student graduation criteria based on the minimum completeness criterion (KKM), which is 75. The Minimum Completeness Criteria (KKM) is a basic standard that must be met by students in each subject Subekti et al. (2019). Based on his explanation, the function of setting minimum completeness criteria is to ensure that all students achieve the desired competencies, assist teachers in assessing the effectiveness of learning, and determine actions such as remedial or enrichment for students who have not reached the standard. In addition, the KKM also acts as an encouragement for students to achieve the targets that have been set.

#### 1. Pre cycle findings (Before Action)

(Muliadi, 2023) The pre-cycle was conducted before the first cycle in Classroom Action Research (CAR) to understand the initial conditions of students and the existing problems. This was important for researchers to design actions that are aligned with the students' needs. The purpose was to gather baseline data that would be used as a reference to evaluate the effectiveness of the actions in the following cycles. Before starting the first and second cycles, the researcher carried out a pra-

cycle stage.

First, the researchers conducted an interview with Ms. Megawati, a United Kingdom teacher in grade 10, to identify the problems students face in learning United Kingdom. Based on the results of interviews and observations, it was found that students experienced difficulties in listening skills. This is because they have never been taught these skills with varied strategies. Therefore, the researcher introduced a new strategy, namely note-taking, to improve students' listening skills. The researcher decided to carry out four meetings in each cycle: three meetings for learning activities, and one meeting for listening skills tests. In addition, the researcher also prepares lesson plans and materials that are in accordance with competency standards and basic competencies at the education level.

The researcher started the learning process by inviting students to pray, then continued with attendance checks. After that, the researcher explained the purpose of the research to be carried out. After explaining the purpose of the study, the researcher continued by providing an initial test. The test involves playing audio containing descriptive text with the theme 'BALI' through prepared speakers. In this test, students are asked to take notes as well as identify the words or sentences they hear from the audio. The results of the pre-test showed that many students had scores below the success criteria (KKM), which was 75.

The results of the pre-cycle that have been carried out show that students still have many shortcomings in listening lessons. Only a few students managed to enter the success criteria at a score of 75 and above. So that researchers take corrective action through the next research cycle by implementing more effective strategies to improve

students' listening skills. To see more accurate results, you can see the appendix of the student achievement table in the pre-cycle.

**Tabel 4.1 Average score from the test in the pre-test**

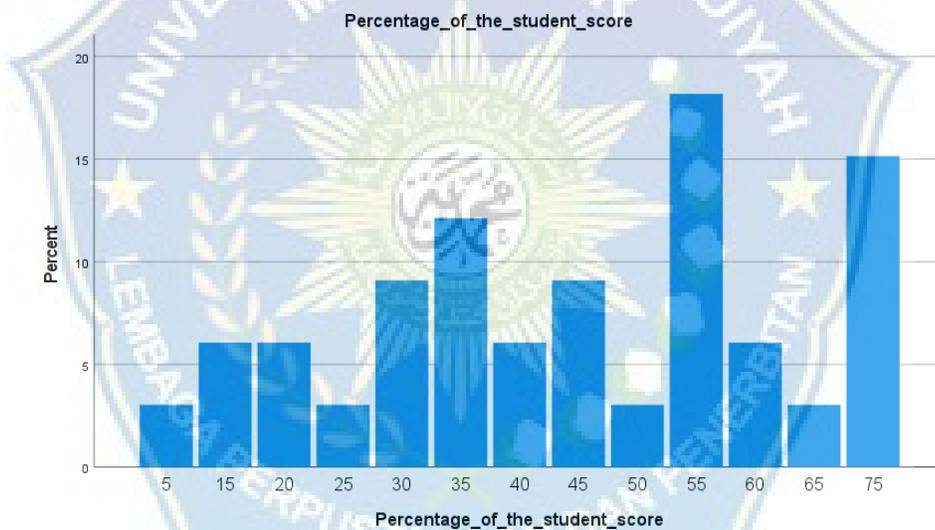
|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| listening_score    | 33 | 5       | 75      | 45.00 | 19.486         |
| Valid N (listwise) | 33 |         |         |       |                |

This table shows that from 33 students, a minimum score of 5 and a maximum of 75 were obtained, with an average score of 45.00. The standard deviation obtained was 19,486, which shows that the students' grades are quite spread out from the average score. Most student grades tend to vary around an average of 45, with some students obtaining significantly higher or lower grades. This spread of scores reflects significant variation among students in terms of their achievement on the test.

**Table 4.2 Percentage of student grades**

|         | Frequency | Percent | Valid Percent | Cumulative |
|---------|-----------|---------|---------------|------------|
| Valid 5 | 1         | 3.0     | 3.0           | 3.0        |
| 15      | 2         | 6.1     | 6.1           | 9.1        |
| 20      | 2         | 6.1     | 6.1           | 15.2       |
| 25      | 1         | 3.0     | 3.0           | 18.2       |
| 30      | 3         | 9.1     | 9.1           | 27.3       |
| 35      | 4         | 12.1    | 12.1          | 39.4       |
| 40      | 2         | 6.1     | 6.1           | 45.5       |
| 45      | 3         | 9.1     | 9.1           | 54.5       |
| 50      | 1         | 3.0     | 3.0           | 57.6       |
| 55      | 6         | 18.2    | 18.2          | 75.8       |
| 60      | 2         | 6.1     | 6.1           | 81.8       |
| 65      | 1         | 3.0     | 3.0           | 84.8       |
| 75      | 5         | 15.2    | 15.2          | 100.0      |
| Total   | 33        | 100.0   | 100.0         |            |

In the percentage table of student scores, in frequency, namely how many students get the same score, then in the percent column displays the percentage of the total number of students who fall into the category. The valid percent column displays the same percentage as "Percent", but only for valid data. If all the data is valid, then the valid percent will be equal to the percent. However, if there is missing data, then this column is calculated only based on valid data. In the cumulative column, calculate the percentage in stages by adding the percentages from each previous category. The cumulative percentage shows the accumulation or gradual total of the categories that have been calculated.



**Diagram 4.1 Percentage of the student pra-test score**

In this part of the diagram, you can see the results of the percentage of student scores. The lowest score of students is 5 to the highest score of students is 75, the percentage of student scores can also be seen in the bar chart above.

**Table 4.3 Student learning achievement score**

|       |      | Frequency | Percent | Valid Percent | Cumulative |
|-------|------|-----------|---------|---------------|------------|
| Valid | .00  | 28        | 84.8    | 84.8          | 84.8       |
|       | 1.00 | 5         | 15.2    | 15.2          | 100.0      |
| Total |      | 33        | 100.0   | 100.0         |            |

The table above shows only how many students can enter the criteria for passing the KKM score (75). Namely only 5 students out of 33 students who entered the criteria and 28 students who failed to enter the criteria with low scores.

Based on the data above, it is concluded that students have not received the completeness of listening learning in English subjects so that researchers improve and implement more effective planning based on the results of the pre-test that has been carried out.

## 2. Research Findings in Cycle 1

The process of teaching in the cycle 1, there were four stages of planning, acting, observing and reflecting. The details of the activity stages in cycle 1 were below:

### a. Planning

Hidayati (2023) Planning is by designing a learning model with an appropriate approach, which includes the selection of strategies, methods, and learning materials that aim to achieve optimal learning outcomes. Researchers

have prepared learning lesson plans, PPT descriptive text materials, speakers, and test questions. Researchers carry out note-taking strategies to help students improve listening and direct students to answer test questions to measure students' abilities.

## **b. Action**

The stage in this action is the implementation of the planning that It has been planned by the researcher. The researcher became a teacher who taught in the classroom and carried out learning actions in class X TKR using the Note-taking strategy.

Activities in the classroom consist of three stages, namely, induction activities of setting or opening such as greetings, praying, and checking attendance, the main activities such as carrying out Note-taking strategies, and closing activities, namely reviewing student learning outcomes and describing the actions that have been implemented.

### **1) Finding of the First Meeting in cycle 1**

On the first day, the researcher planned and an Action in accordance with the problems faced by students in learning listening skills. The researcher chooses the materials, strategies, and media used in the teaching and learning process, namely descriptive text material that explains in detail how to use it, and what the function of the descriptive text is, then after that the researcher explains Note-taking as a strategy used in listening lessons. The researcher conveys to students how to take good notes.

In taking notes, there are 6 good processes to do, the first **(Record)** is that students need to focus on listening to the audio being played by recording important parts. **(subtract / question)** Students identify things that are not clear or are asked, at this stage students can also compose questions that can help them understand more deeply about the discussion that is being listened to through the audio that is played., **(read)** students read their notes carefully, **(reflect)** at this stage students reflect on what they have learned by rereading the material to strengthen their understanding and mastery of the material. , **(recapitulate)** at this stage students rearrange the main points of the notes briefly, as well as summarizing the information in a more concise form so that it is easy to remember and understand, **(Review)** this last stage is students conducting a review to ensure that the information is still remembered and understood properly.

In addition, the researcher also established success criteria for this study, where the study is considered successful if more than 70% of students achieve the minimum score. After preparing all the materials, the researcher began learning by greeting the students, inviting them to pray together, and checking the attendance of the students. Then, the researcher explained the purpose of the meeting. To start the material, the researcher asked students questions about the meaning of descriptive text. After that, the researcher played the audio of the descriptive text sample and noted some important points on the board.

Furthermore, the researcher explained the plan of activities that will be carried out in the classroom starting from the first meeting to the last meeting. This explanation attracts the attention of students. The researcher then prepared a topic of descriptive text that was played through a speaker and asked students to take note of the key points of the audio they listened to. In addition, the researcher invited students to ask if there were things they did not understand. This first step is done until the break. When the break time arrives, the researcher gives students the opportunity to ask questions. After answering the question, the researcher closed the meeting with a joint prayer and allowed the students to rest.

## **2) Finding of the Second Meeting in cycle 1**

In the second meeting, the researcher entered the classroom and started the learning process by giving greetings, leading prayers, and checking student attendance. Before explaining the activity plan at the second meeting, the researcher invited students to brainstorm together to ensure that they still remember the material presented at the first meeting. Researchers asked students about what they had learned before, and some students still remembered the material. In this second meeting, the researcher asked students to form a study group consisting of two people per group. As in the first meeting, the researcher played an audio on the topic of descriptive text and asked students to record the key points they captured from the audio. Students then discuss with their

group partners to study together. After that, the researcher asked students to summarize the results of their discussion. Before the learning time ended, the researcher and the students discussed the content of the audio that had been played, and finally closed the meeting with a joint prayer.

### **3) Finding of the Third meeting in cycle 1**

At this third meeting, as usual, the researcher directed students to read the prayer first and check attendance. Before entering the discussion that was carried out next, the researcher first repeats the material and asks the students about the topic of the material that has been studied in the previous meeting. Then the researcher asked again how the students' understanding of the Note-taking strategy was. The researcher asked students to ask questions about the Note-taking strategy. After it was deemed sufficient to discuss the explanation of the note-taking strategy, the researcher conducted an exercise to answer test questions to students by giving a question sheet to each student. The type of test questions is multiple choice and fill in the blank with the theme of the topic being *Tiger* and *Deer*.

The researcher played an audio that discussed the tiger and deer and then asked the students to listen carefully and take notes as they had done before. Each audio is played 3 times to make it easier for students to take notes and make it easier to capture the content of the audio. After the audio is played 3 times and the student has made a note, the student

fills out the test according to the audio they are listening to. The researcher gave time to students to improve the answers to the questions given. Afterwards, before the bell rang for break, the researcher and students discussed together what the answers to the test were and listened to the audio recording again to discuss taking notes and looking for answers to the test questions. After the time had run out, the researcher directed the students to read the prayer as a closing.

#### **4) Finding of the fourth meeting in cycle 1**

The researcher prepares the media to be used in the learning process. Learning begins by giving greetings, leading prayers, checking student attendance, providing motivation, and reviewing previous material to help students remember it. The researcher asked the students to pay attention and then begin to explain the purpose of the listening test, as was done in the previous meeting. In this listening test, researchers set up speakers and laptops, and played short audio recordings of bears and pandas. Students are required to prepare a note paper. The audio recording was played three times. After completion, students work on the test questions that have been given. After they completed the test, the researcher collected answer sheets and question sheets. The results of the test were used by researchers to measure the improvement of students' listening skills in this study. At the end of the meeting, the researcher re-explained the purpose of the test, provided additional motivation, and closed the class with a joint prayer.

The results of the test cycle 1 that have been carried out show that students still have many shortcomings in listening lessons, although not as low as in the pre-test that has been carried out previously, but the test results in cycle 1 have not reached the desired results. Only a few students managed to enter the success criteria at a score of 75 and above. Namely 12 students who passed and 21 students who were in the lack category. So, researchers need to take corrective action through the 2nd cycle by improving the strategy and explaining more about the note taking strategy carried out. To see more accurate results, you can see the appendix of the student achievement table in cycle 1.

**Table 4.4 Average score from the test cycle 1**

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Listening score    | 33 | 15      | 85      | 56.52 | 22.061         |
| Valid N (listwise) | 33 |         |         |       |                |

From the analysis of data on 33 students, the minimum score obtained was 15 and the maximum score was 85. The average student score was 56.52%. The standard deviation of 22.061% shows that there is a considerable variation among students' grades, with a score distribution that is quite far from the average.

**Table 4.5 Average student score on the listening test for detail and accuracy of answer**

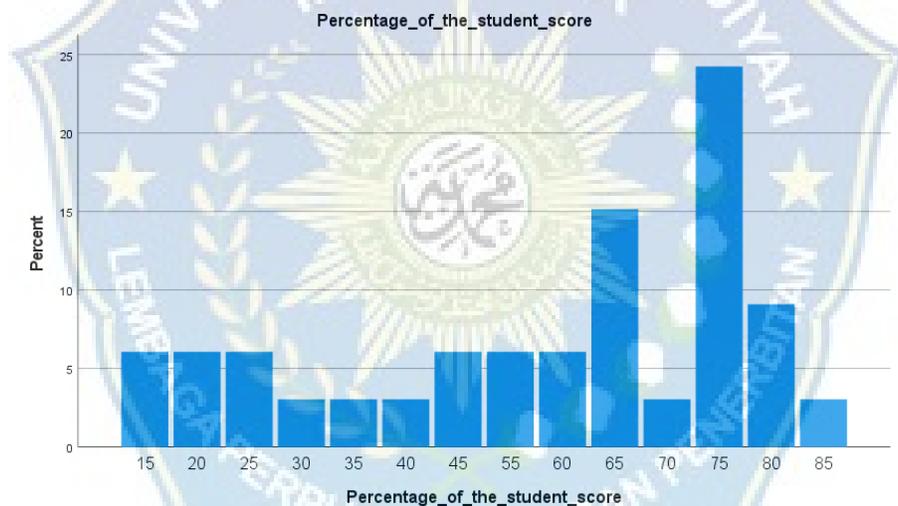
|                      | N  | Minimum | Maximum | Mean  | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| listening_for_detail | 33 | 10      | 40      | 27.12 | 9.273          |
| accuracy_of_answer   | 33 | 0       | 50      | 29.09 | 14.112         |
| Valid N (listwise)   | 33 |         |         |       |                |

From the analysis of 33 students, the results of the 'Listening for Detail' test showed a minimum score of 10 and a maximum score of 40, with an average of 27.12 and a standard deviation of 9.273, indicating a moderate variation among the students' grades. For the 'Accuracy of Answer' test, the minimum score is 0 and the maximum is 50, with an average of 29.09 and a standard deviation of 14.112, indicating greater variation in the accuracy of students' answers.

**Table 4.6 Percentage of student scores cycle 1**

|          | Frequency | Percent | Valid Percent | Cumulative |
|----------|-----------|---------|---------------|------------|
| Valid 15 | 2         | 6.1     | 6.1           | 6.1        |
| 20       | 2         | 6.1     | 6.1           | 12.1       |
| 25       | 2         | 6.1     | 6.1           | 18.2       |
| 30       | 1         | 3.0     | 3.0           | 21.2       |
| 35       | 1         | 3.0     | 3.0           | 24.2       |
| 40       | 1         | 3.0     | 3.0           | 27.3       |
| 45       | 2         | 6.1     | 6.1           | 33.3       |
| 55       | 2         | 6.1     | 6.1           | 39.4       |
| 60       | 2         | 6.1     | 6.1           | 45.5       |
| 65       | 5         | 15.2    | 15.2          | 60.6       |
| 70       | 1         | 3.0     | 3.0           | 63.6       |
| 75       | 8         | 24.2    | 24.2          | 87.9       |
| 80       | 3         | 9.1     | 9.1           | 97.0       |
| 85       | 1         | 3.0     | 3.0           | 100.0      |
| Total    | 33        | 100.0   | 100.0         |            |

In the percentage table of student scores, in frequency, namely how many students get the same score, then in the percent column displays the percentage of the total number of students who fall into the category. The valid percent column displays the same percentage as "Percent", but only for valid data. If all the data is valid, then the valid percent will be equal to the percent. However, if there is missing data, then this column is calculated only based on valid data. In the cumulative column, calculate the percentage in stages by adding the percentages from each previous category. The cumulative percentage shows the accumulation or gradual total of the categories that have been calculated.



**Diagram 4.2 Percentage of student scores cycle 1**

In this part of the diagram, you can see the results of the percentage of student scores. The lowest score of students is 15 to the highest score of students is 85, the percentage of student scores can also be seen in the bar chart above.

**Table 4.7 Completeness of student learning outcomes in cycle 1**

|       |      | Frequency | Percent | Valid Percent | Cumulative |
|-------|------|-----------|---------|---------------|------------|
| Valid | .00  | 21        | 63.6    | 63.6          | 63.6       |
|       | 1.00 | 12        | 36.4    | 36.4          | 100.0      |
| Total |      | 33        | 100.0   | 100.0         |            |

The table above shows how many total students can enter the criteria for passing the KKM score (75). Namely only 12 students out of 33 students who entered the criteria and 21 students who failed to enter the criteria with low scores.

Based on the data above, it is concluded that students have not received the completeness of listening learning in English subjects, so the researcher designs improvements and implements planning on the strategies carried out based on the results of test cycle 1 that has been carried out.

### **c. Observing**

#### **1) Student learning activity observation checklist**

In the observation results, there are several cutting points that are noted, namely:

##### **a) Pre-Learning**

In pre-learning, students occupy their respective seats, and can be directed well. As well as in the observation results, students can be seen to be ready to learn by enthusiastically responding positively to the direction from the researcher.

##### **b) Early Learning Activities**

In the initial learning activity, some students had difficulty understanding the content of the explanation and needed to be explained in more detail. In the learning activities, students listened well when explaining, but there were some of them who had difficulty understanding the explanation from the researcher.

### **c) Core Learning Activities**

In the explanation of the learning material, only a few students do not pay attention to the explanation of the material. In the explanation of note-taking, some students are less than optimal and understand in the form of how to take note-taking. When explaining the material, students have the activity of asking questions, as well as positive interactions among students regarding material that they do not understand. Students also have a similar understanding of note-taking strategies.

### **d) Learning Method Approach**

In the approach of the learning method, only a few of the students frequently ask questions and belong to the active category. In the question session, students play an active role and express their opinions when given the opportunity to ask questions. Students are actively involved when applying the note-taking method and follow the learning casually.

### **e) Utilization of Learning Media**

In the use of learning media, students are said to be actively involved and have a positive interaction with the learning strategies used. In addition, the topic material given increases students' interest in learning. However, in this first cyclical test, some students still sometimes have difficulty taking notes.

### **f) Assessment of Learning Outcomes Process**

In the results of the learning process, students feel guided by explanations from teachers on learning English, especially listening. Students also answered questions from teachers or researchers well even though there were still some that were not suitable for their answers.

### **g) Use of Language**

In the use of the language used by the researcher, it can be easily understood by students, but there are still difficulties that students are worried about in carrying out

learning strategies.

#### **h) Closing Activities**

Students summarize the learning outcomes well, and the tests given have been reviewed and re-studied to reinforce understanding.

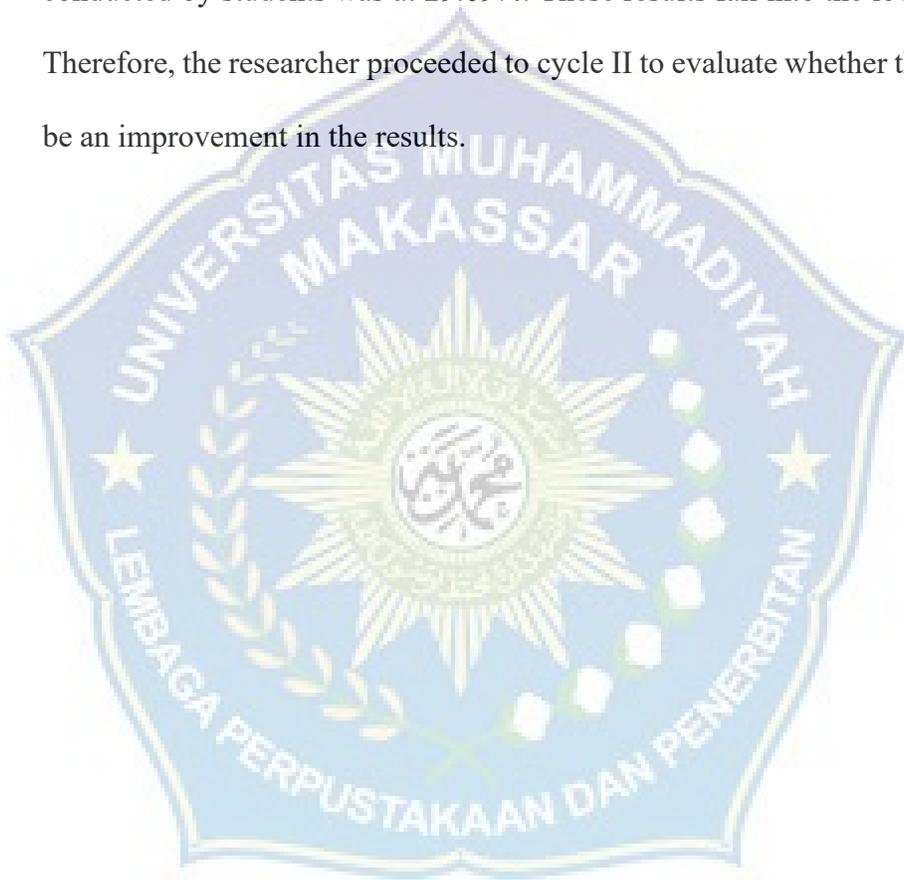
Based on the observation checklist above which can be seen in the appendix 8, Student /learning activity observation checklist it can be concluded that students show interest in learning activities that present new experiences, and they are enthusiastic in completing the tasks given. The teaching and learning process runs smoothly, and students seem to enjoy learning activities.

#### **2) List of observations of teacher teaching and learning activities**

In the initial activity, the teacher started learning by giving greetings, attending to students, and giving appreciation, all of which were done well. The technique of opening lessons is also carried out effectively, creating a conducive atmosphere to start learning. In the core activities, teachers explain learning topics clearly and guide students in the implementation of learning strategies well. Classroom mastery and teacher voice control are also well carried out, and teachers' ability to provide statements and evaluations is carried out effectively. At the end of the activity, the teacher gives students the opportunity to ask questions, summarize the material that has been taught, and close the learning in a good way. Further details about the observation results can be found in the appendix of the table of observation results of teacher teaching and learning activities.

#### **d. Reflecting**

Based on observation instruments during the learning process with Using the note-taking strategy to improve students' listening skills in cycle I, the average student activity reached 56.52%, while the level to focus of students listening in detail was at 27.12% and the accuracy of answer in the test conducted by students was at 29.09%. These results fall into the low category. Therefore, the researcher proceeded to cycle II to evaluate whether there would be an improvement in the results.



### **3. Research Findings in Cycle 2**

#### **a. Planning**

At this stage, the researcher has designed a plan for the second cycle. In this phase of cycle II, learning activities are a continuation of from cycle I, with the aim of further improving students' listening skills in United Kingdom. In detail, the planning for the first meeting in cycle II is the researcher will repeat the material that has been taught previously by re-presenting the descriptive text PPT and re-discussing the note-taking learning strategy. At the second meeting, the researcher will discuss the note-taking strategy and observe that many students have understood and paid attention to the explanation of note taking. For the third meeting, listening test practice was carried out while taking notes to test students' understanding, then at the last meeting was to take samples for the results of data analysis by looking at the improvement of students' ability in the listening test using the note-taking strategy and seeing how much percent increase in students who meet the KKM criteria.

#### **b. Action**

##### **1) Findings the First Meeting in Cycle 2**

As usual, researchers began learning with giving greetings, leading prayers, checking students' attendance, and asking them how

they feel about the teaching and learning process. Before proceeding to the core activity, the researcher asked students to ask questions related to the learning discussed last week. Some students voluntarily re-delivered the material they still remembered. Researchers explained that last week's hearing test results showed a slight improvement, but there is still much to improve. After that, learning continues by mixing the use of United Kingdom and Indonesian to familiarize students with hearing United Kingdom. The researcher then began to explain the material about comparative, followed by the application of the note-taking strategy.

The researcher re-explained the 6 steps in taking Note-taking while listening. The researcher suggested to students to listen carefully while listening to the audio. Students must focus on the audio being played and only note the keywords that are listened to through the audio. Audio that is played 3 times must be used as well as possible, namely by keeping a focus on the audio and doing the recording technique as before.

After feeling sufficient in the explanation related to the note-taking strategy, before closing the meeting, the researcher asked for advice to students to always do the way that the researcher taught during the listening learning process so that they could improve their learning outcomes in the listening material. Finally, the researcher directs students to read a prayer and then close the lesson with a greeting.

## 2) Finding the Second Meeting in Cycle 2

The researcher began the meeting by giving greetings, checking the attendance of students, and checking their condition. Before starting learning, researchers make funny moments as icebreaking to make students happier and ready to continue learning.

Learning begins by continuing the material from last week. Researchers asked students about note-taking strategies and gave them small exercises to practice their skills. The researcher played an audio recording about the descriptive text and conducted note-taking exercises with students. Researchers explain how to take notes by writing the results on a whiteboard, searching for keywords from the audio, and telling students that note-taking only needs to take notes on keywords. Students are then directed to continue taking notes from the audio being played. After the audio was finished, the researcher asked the students about their notes and gave them the opportunity to ask questions.

Next, the researcher asked students to cooperate with their bench mates in taking notes on the topic of 'Panda' from the audio recordings played. After the note-taking exercise, the researcher and students jointly reviewed the results of the notes that had been made. The meeting closed after a while with a prayer reading.

### 3) Finding the Third Meeting in Cycle 2

In this third meeting, the researcher directed students to read the prayer first and check attendance. Before entering the discussion that was carried out next, the researcher first repeats the material and asks the students about the topic of the material that has been studied in the previous meeting. Then the researcher asked again how the students' understanding of the Note-taking strategy was.

The researcher gave the exercise to answer the listening descriptive text test with the theme 'Losari Beach' and 'Bira Beach'. The researcher conducted the practice of answering test questions to students by giving question sheets to each student. The types of test questions are multiple choice and fill in the blank. Students observe the test questions while listening to the audio that is played and taking notes. The audio is played for 3 times. The researcher encouraged students to stay focused and not fuss during the test. After the audio was played 3 times, the researcher gave time to students to improve the answers to the questions given. Afterwards, before the bell rang for break, the researcher and students discussed together what the answers to the test were and listened to the audio recording again to discuss taking notes and looking for answers to the test questions. After the time had run out, the researcher directed the students to read the prayer as a closing.

#### 4) Finding of the fourth meeting in cycle 2

The researcher prepares the media to be used in the learning process. Learning begins by giving greetings, leading prayers, checking student attendance, providing motivation, and reviewing previous material to help students remember it. In this meeting, the researcher will conduct a listening test again as in the first cycle with multiple choice and fill in the blank questions with a total of 20 questions. In this listening test, researchers set up speakers and laptops, and played short audio recordings of bears and pandas. Students are required to prepare a note paper. The audio recording was played three times. The researcher asked students to pay close attention to the audio being played and analyze what they were listening to. The researcher distributed test sheets to each student. The researcher will use the results to check the improvement of students' listening starting from the questions by listening in detail to the multiple-choice question test and answering accurately on the fill in the blank question type. The results of the second cycle test are as follows.

Based on the results of the second cycle, from the first meeting to the last meeting, it can be said that the note-taking strategy can improve students' listening skills, compared to cycle 1, the second cycle shows that the average test score is 66.97. Of the 33 students, there were 22 students who achieved students who were above the success criteria. Meanwhile, there are 12 students who are below the criteria. In the listening for detail test, the average score of students was 32.73%,

while in the accuracy of answer results in the test, students had an average score of 34.45%. It was concluded that cycle II had reached the success criteria.

**Table 4.8 Average score from the test cycle 2**

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| listening_score    | 33 | 35      | 85      | 66.97 | 14.358         |
| Valid N (listwise) | 33 |         |         |       |                |

Based on the results of the SPSS analysis of the average score of students consisting of 33 students, it is known that the minimum score obtained is 35 and the maximum score is 85. The average overall student score was 66.97%, with a standard deviation of 14.358%. This shows that there is a significant variation in student scores, with a wide spread of scores between the highest and lowest scores.

**Table 4.9 Average student score on the listening test for detail and accuracy of answer**

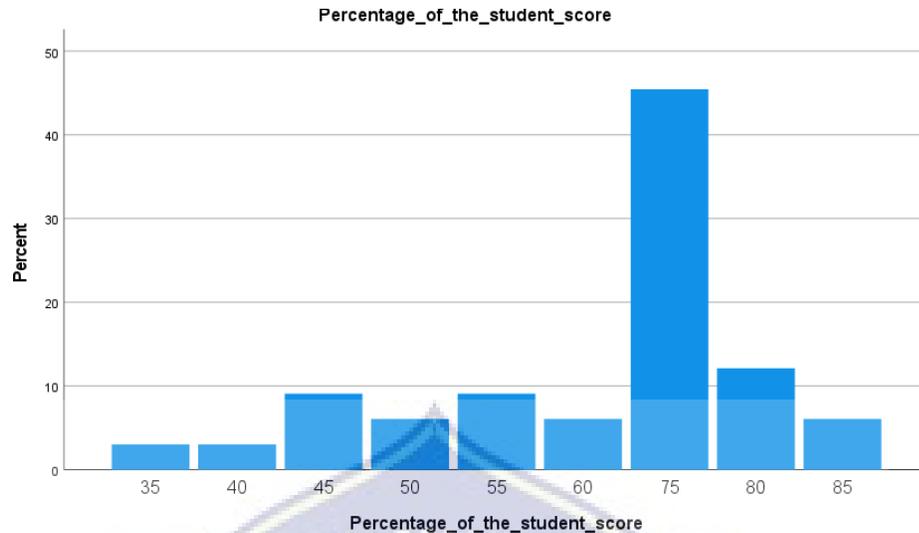
|                      | N  | Minimum | Maximum | Mean  | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| listening_for_detail | 33 | 20      | 45      | 32.73 | 6.742          |
| accuracy_of_answer   | 33 | 5       | 50      | 34.45 | 10.583         |
| Valid N (listwise)   | 33 |         |         |       |                |

Based on the results of the analysis of the average score of students on the ability to listen for details from 33 students, the minimum score obtained was 20 and the maximum score was 45, with an average (mean) of 32.73% and a standard deviation of 6.742%. Furthermore, for the accuracy of answer category, out of 33 students, the minimum score obtained was 5 and the maximum score was 50. The mean of this category is 34.5% with a standard deviation of 10.583%.

**Table 4.10 Percentage of student scores cycle 2**

|       |       | Frequency | Percent | Valid Percent | Cumulative |
|-------|-------|-----------|---------|---------------|------------|
| Valid | 35    | 1         | 3.0     | 3.0           | 3.0        |
|       | 40    | 1         | 3.0     | 3.0           | 6.1        |
|       | 45    | 3         | 9.1     | 9.1           | 15.2       |
|       | 50    | 2         | 6.1     | 6.1           | 21.2       |
|       | 55    | 3         | 9.1     | 9.1           | 30.3       |
|       | 60    | 2         | 6.1     | 6.1           | 36.4       |
|       | 75    | 15        | 45.5    | 45.5          | 81.8       |
|       | 80    | 4         | 12.1    | 12.1          | 93.9       |
|       | 85    | 2         | 6.1     | 6.1           | 100.0      |
|       | Total | 33        | 100.0   | 100.0         |            |

In the percentage table of student scores, in frequency, namely how many students get the same score, then in the percent column displays the percentage of the total number of students who fall into the category. The valid percent column displays the same percentage as "Percent", but only for valid data. If all the data is valid, then the valid percent will be equal to the percent. However, if there is missing data, then this column is calculated only based on valid data. In the cumulative column, calculate the percentage in stages by adding the percentages from each previous category. The cumulative percentage shows the accumulation or gradual total of the categories that have been calculated.



**Diagram 4.3 Percentage of student scores cycle 2**

In this part of the diagram, you can see the results of the percentage of student scores. The lowest score of students is 35 to the highest score of students is 85, the percentage of student scores can also be seen in the bar chart above.

**Table 4.11 Completeness of student learning outcomes in cycle 2**

|       |      | Frequency | Percent | Valid Percent | Cumulative |
|-------|------|-----------|---------|---------------|------------|
| Valid | .00  | 12        | 36.4    | 36.4          | 36.4       |
|       | 1.00 | 21        | 63.6    | 63.6          | 100.0      |
| Total |      | 33        | 100.0   | 100.0         |            |

The status of achievement of KKM scores can be seen in the table above where there are 21 people who get or enter the passing criteria (63.6%). and 12 people who were not included in the criteria for achieving KKM scores (36.4%)

### **c. Observing the Action**

#### **1) Student learning activity observation checklist**

In the observation results, there are several cutting points that are noted, namely:

##### **a) Pre-Learning**

In pre-learning, students occupy their respective seats, and can be directed well. As well as in the observation results, students can be seen to be ready to learn by enthusiastically responding positively to the direction from the researcher.

##### **b) Early Learning Activities**

In the initial learning activity, many of the students were able to understand the content of the explanation. In the learning activity, students listened well when explaining, only a few of them had difficulty understanding the explanation from the researcher.

##### **c) Core Learning Activities**

In the explanation of the learning material, only a few students do not pay attention to the explanation of the material. In the explanation of note-taking, students already have a good understanding of how to take note-taking.

When explaining the material, students have the activity of asking questions, as well as positive interactions among students regarding material that they do not understand. Students also have a similar understanding of note-taking strategies.

##### **d) Learning Method Approach**

In the approach of the learning method, only a few of the students frequently ask questions and belong to the active category. In the question session, students play an active role and express their opinions when given the opportunity to ask questions. Students are actively involved when applying the note-taking method and follow the

learning casually.

**e) Utilization of Learning Media**

In the use of learning media, students are said to be actively involved and have a positive interaction with the learning strategies used. In addition, the material topic given increases students' interest in learning. In this cycle test, some students have been able to apply good learning strategies after doing a lot of exercises to hone their skills.

**f) Assessment of Learning Outcomes Process**

In the results of the learning process, students feel guided by explanations from teachers on learning English, especially listening. Students also answer questions from teachers or researchers well.

**g) Use of Language**

In the use of the language used by the researcher, it can be easily understood by students. Only a few of them still have difficulties in carrying out learning strategies.

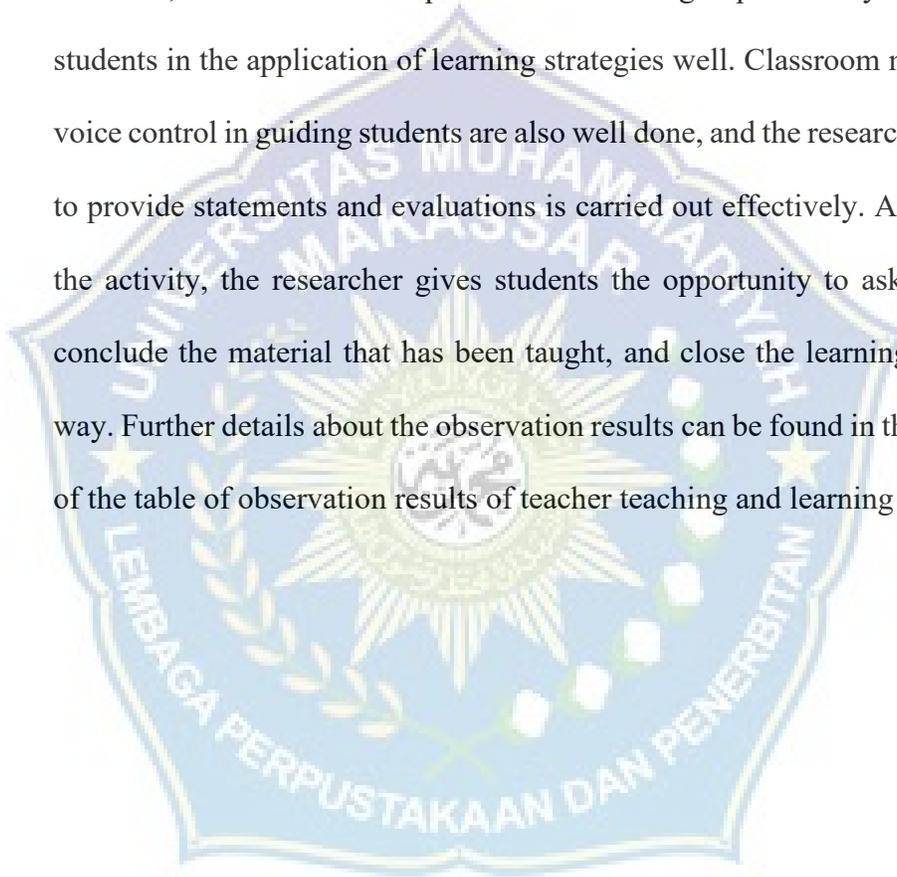
**h) Closing Activities**

In this activity, students provide a summary of the listening topics they have listened to and review the results of the tests that have been taken.

Based on the observation checklist that can be seen in the attachment of the observation checklist of student learning activities, it can be concluded that students show increased interest in learning activities, they are enthusiastic in completing the assigned tasks very well. The teaching and learning process runs smoothly and students seem to enjoy learning activities.

## 2) List of observations of teacher teaching and learning activities

In the initial activity, the teacher started learning by giving greetings, attending to students, and giving appreciation, all of which were done very well. The technique of opening lessons is also carried out effectively, researchers can create a conducive atmosphere to start learning. In the core activities, the researcher explained the learning topic clearly and guided students in the application of learning strategies well. Classroom mastery and voice control in guiding students are also well done, and the researcher's ability to provide statements and evaluations is carried out effectively. At the end of the activity, the researcher gives students the opportunity to ask questions, conclude the material that has been taught, and close the learning in a good way. Further details about the observation results can be found in the appendix of the table of observation results of teacher teaching and learning activities.



#### **d. Reflecting**

At this stage, the researcher reflects on the use of a note-taking strategy as a medium to improve students' listening skills. It took eight meetings to achieve a significant improvement in students' listening achievement. This approach and evaluation clearly affect students' attitudes and behaviors in listening.

Based on field notes at the first meeting of cycle II, there was an improvement in students' listening skills. Compared to cycle I, where many students were less confident in their United Kingdom language skills, particularly in listening, the researchers encouraged students to keep practicing. This helps them get used to listening to United Kingdom more, so their confidence increases, and they hear words in United Kingdom more often.

The researchers then examined the records from the second meeting in cycle II, where there was a lot of progress compared to the previous meeting. Students can understand the researcher's explanation and capture information from what they hear. This is evident in the continuation of classes in cycle II, with a student completion rate of 63.6% or 21 students, who have achieved the success of completing KKM scores. This increase is significant compared to the first cycle, where the average completeness only reached 36.4%. These results are further explained in the comparison table between pre-cycle, cycle I, and cycle II, which shows the improvement of United Kingdom listening skills of students in class X of TKRSMK Muhammadiyah 2 Bontoala through note-taking strategy.

#### 4. Results of score percentage and improvement from pre cycle to cycle 1, cycle 1 to cycle 2, and pre cycle to cycle 2.

##### 1. Results of student score percentage

**Table 4.12 Percentage of the score on the "Listening for detail" test**

| No    | Classification | Score | Listening for detail |       |           |       |           |       |
|-------|----------------|-------|----------------------|-------|-----------|-------|-----------|-------|
|       |                |       | D1                   |       | C1        |       | C2        |       |
|       |                |       | Frequency            | %     | Frequency | %     | Frequency | %     |
| 1.    | Very good      | 86-95 | 0                    | 0%    | 0         | 0%    | 2         | 6.1%  |
| 2.    | Good           | 76-85 | 2                    | 6.1%  | 6         | 18.2% | 5         | 15.2% |
| 3.    | Fairly good    | 66-75 | 5                    | 15.2% | 6         | 18.2% | 13        | 39.4% |
| 4.    | Fair           | 56-65 | 5                    | 15.2% | 6         | 18.2% | 5         | 15.2% |
| 5.    | Poor           | 36-55 | 13                   | 39.4% | 9         | 27.3% | 8         | 24,3% |
| 6.    | Very poor      | 0-35  | 8                    | 24.3% | 7         | 21.3% | 0         | 0%    |
| Total |                |       | 33                   | 100%  | 33        | 100%  | 33        | 100%  |

The table shows that there is a good improvement in the results of the "listening for detail" test. There were 2 students who received the "very good" classification, 5 students who obtained the "good" classification, 13 students who obtained the "fairly good" classification, 5 students who obtained the "fair" classification, and 8 students who obtained the "poor" classification.

**Table 4.13 percentage of score on the "Accuracy of answer" test**

| No    | Classification | Score | Accuracy of answer |       |           |       |           |       |
|-------|----------------|-------|--------------------|-------|-----------|-------|-----------|-------|
|       |                |       | D1                 |       | C1        |       | C2        |       |
|       |                |       | Frequency          | %     | Frequency | %     | Frequency | %     |
| 1.    | Very good      | 86-95 | 0                  | 0%    | 3         | 9.1%  | 7         | 21.2% |
| 2.    | Good           | 76-85 | 3                  | 9.1%  | 9         | 27.3% | 10        | 30.3% |
| 3.    | Fairly good    | 66-75 | 3                  | 9.1%  | 8         | 24.2% | 5         | 15.5% |
| 4.    | Fair           | 56-65 | 4                  | 12.1% | 2         | 6.1%  | 4         | 12.1% |
| 5.    | Poor           | 36-55 | 10                 | 30.3% | 1         | 3.0%  | 4         | 12.2% |
| 6.    | Very poor      | 0-35  | 9                  | 27.3% | 10        | 30.3  | 3         | 9.1%  |
| Total |                |       | 33                 | 100%  | 33        | 100%  | 33        | 100%  |

The table shows that there is a good improvement in the student listening test, especially in the "accuracy of answer" test. 7 students obtained the "Very Good" classification, 10 students obtained the "Good" classification, 5 students obtained the "Fairly Good" classification, 4

students obtained the "Fair" classification, 4 students obtained the "Poor" classification, and 3 students obtained the "Very Poor" classification.

## 2. Average results and improvements each cycle

**Table 4.14 Average results and improvements each cycle**

|                       | Mean Score |       |       | Improvement |        |       |
|-----------------------|------------|-------|-------|-------------|--------|-------|
|                       | D1         | C1    | C2    | D1-C1       | C1-C2  | D1-C2 |
| Listening for details | 24.24      | 27.12 | 32.73 | 11.8%       | 0.0%   | 35%   |
| Accuracy for          | 20.76      | 29.09 | 34.45 | 0.0%        | 25%    | 75.1% |
| Listening             | 45         | 56.52 | 66.97 | 25.5%       | 18.49% | 48.8% |

The table shows the average results of the listening for detail test and the test for accuracy for answer. Which (D1) is the pre cycle, (C1) is the first cycle, and (C2) is the second cycle. The increase experienced from pre-cycle to cycle 1 is 25.5%, while cycle 1 to cycle 2 has increased by 18.49%, and pre-cycle to cycle 2 has increased by 48.8%. so, for the study, class actions in the application of the note-taking method in class X students of TKR SMK Muhammadiyah 2 Bontoala have been successfully implemented.

After the implementation of the note-taking strategy as an independent variable, there was a significant increase in students' listening skills, which is a dependent variable. In the pre-cycle, most students have difficulty understanding the information they hear, indicated by low listening test scores. However, after the first cycle, the results showed that the use of note-taking strategies helped students in organizing and remembering information more effectively. This is evidenced by an average increase in listening test scores of 56.52% compared to pre-cycle. In the second cycle, there was a further improvement in listening skills, with most students achieving higher scores, suggesting that note-taking strategies had a positive effect on students' listening skills.

## **B. Discussion**

### **1. The process of teaching in the cycle 1**

Each cycle consists of 4 stages, namely planning, action, observation, and reflection.

#### **a) Planning**

(Hoeriyah, 2022) Planning is the first step in each cycle, where teachers determine goals, choose teaching methods, and design strategies to be applied. Its function is to provide clear guidance in the learning process, ensure that each stage is organized, and reduce potential obstacles during implementation. In addition, planning serves as an evaluation guideline to assess the success of the learning process that has been carried out.

Meisani, (2022) The planning step focuses on how to implement the teaching and learning methods that will be applied to overcome problems in the classroom. This planning includes the selection of strategies, techniques, and media that suit the needs of students, as well as the preparation of clear steps to achieve learning goals. In addition, researchers or teachers must also consider various possible obstacles that may arise, as well as prepare appropriate solutions to ensure that the learning process runs effectively and efficiently. The meter test in this study is descriptive text with the topic 'Bear' and 'Panda' in the first cycle test and the topic 'Borobudur Temple' and 'Kuta beach' in the second cycle test.

This research consists of two cycles, but before the first cycle action is carried out, students will be tested for their initial ability, namely a pra-test

before the first cycle. Pra-tests are conducted to measure students' initial competency baselines before they receive learning interventions Mastiara et al. (2024). The test conducted was descriptive text with a total of 20 number questions, namely 10 multiple choice questions and 10 fill in the blank questions.

In this cycle, the researcher has designed the planning carried out for the first system. There are 4 meetings in each cycle. The first meeting of this study the researcher explained the material, namely descriptive text. The researcher explains in depth what an example of descriptive text looks like and what its purpose is. To explain the material, the researcher explained it through PPT. In the second meeting, the researcher discussed what students understood related to descriptive text. Then he began to explain the strategy that will be used in listening learning, namely using the Note-taking strategy. Afifah et al. (2022) The importance of the Note-taking strategy as a note-taking technique is the activity of writing or recording core information from a certain source in a concise, clear, and concise way, aiming to improve understanding in depth. Based on his argument regarding the importance of the note-taking strategy, the researcher also used the strategy in the listening test.

In the third meeting, the researcher repeated the explanation of the note-taking strategy, then gave a small exercise and played the audio recording of the descriptive text to further strengthen the students' understanding of the strategies to be used. In the final meeting in cycle 1, the researcher took a sample that would be used as material for data processing by giving a listening

test to the students. (Muhammad et al. 2022) The function of the test given by students is to measure students' abilities before and after being given learning in addition to obtaining valid data. Like the opinion, the test has a purpose that serves to measure students' abilities. So, in this test, the researcher provides a test that is in accordance with the needs that are sought. The test given was descriptive text with the title Bear and Panda. 10 multiple choice questions to see listening for student details, and 10 fill in the blank questions to see the accuracy of student answers.

**b) Action**

The action in this study is to use the Note-taking strategy. Taking notes has a crucial role in the process of listening to students because it allows them to absorb information more regularly Ngwoke et al. (2022). His opinion explained that through this activity, students can concentrate and be more involved in understanding the material presented. In addition, notes made while listening help students to remember and review information, thereby improving comprehension and memory. Taking notes also supports the organization of key ideas, so students can build a deeper understanding of the topic being studied.

(Universitesi et al., n.d.) Taking notes is one of the most effective cognitive techniques in strengthening understanding. Listening comprehension is often a challenge for students in United Kingdom subjects and note-taking is considered a potential solution. Therefore, this study aims to use this technique to measure students' listening comprehension ability.

As'ari & Zulfikar (2019) There are six steps for a good note-taking system to use: record, reduce (or question), recite, reflect, recapitulate, and review. So, researchers have applied this step to train students in listening lessons. First, (Record) is recording important information during listening. Second, (Substrate/Question), where students make questions or add brief explanations from notes that have been taken to deepen understanding. Third, (Read) is to re-read the notes to ensure a good understanding of the material. The fourth step, (Reflect), involves reflecting on the relevance and importance of information in the context of the lesson. Then, in the (Recapitulate) step, students summarize the main information in a more concise and easy-to-understand way. Lastly, (Review), which means reviewing notes periodically to keep the information fresh in the memory. The combination of these steps helps improve students' comprehension and memory of the material they are listening to.

1. First meeting

The researcher explained related to descriptive text material. Then give a little explanation about the note-taking strategy until the time for the English subject is finished.

2. Second meeting

The researcher again discussed the note-taking strategy, in the second meeting, the researcher clarified more deeply about how to take good notes using 6 steps of sequencing and related to listening. researcher provides examples written on the board to make it easier for students and provides

opportunities for students to propose their roles that they do not understand.

### 3. Third meeting

The researcher gave a listening test to strengthen students' understanding of the strategies to be used before sampling at the last meeting in cycle 1. The researcher plays the audio through the speaker then directs students to capture the content of the audio by taking notes, after which students will answer the test questions that have been provided. Then the researcher reviewed the results of the Exercise test that had been done to evaluate the way the students worked.

### 4. Fourth meeting

The fourth meeting of the researcher took a sample from the explanation of the note taking strategy that the researcher had explained. The researcher gave a listening test to students consisting of 10 multiple choice numbers and 10 fill in the blank numbers. The topic of the test material is 'Bear' and 'Panda'. Students apply Step by Step to the note-taking strategy while listening to audio through speakers.

## c) Observation

In the observation stage, the researcher will observe the ongoing learning process. The purpose of this observation is to collect information about students' behavior, their reactions to the teaching methods applied, and their level of participation in teaching and learning activities Meisani, (2022). In this study, the researcher made observations during learning to see the extent of

students' seriousness in learning. In this observation activity, the researcher collaborated with the teacher, while the researcher continued teaching.

#### **d) Reflection**

In the Reflection section in the context of Classroom Action Research (CAR) is the stage where the researcher analyzes and evaluates the results of actions that have been carried out previously. At this stage, the researcher assesses the effectiveness of the strategies applied and how students respond to the teaching method. Pramilaga et al. (2023) Reflection aims to identify successes, obstacles, or problems that occur during the learning process. What the researcher did in the reflection part was to evaluate the student score on the results of the 1st cycle test and continue to the 2nd cycle because there has been no improvement.

### **2. the process of teaching in the cycle 2**

The 2nd cycle consists of 4 stages, namely planning, action, observation, and reflection.

#### **a) Planning**

According to the results in cycle 1, the researcher has arranged a plan to improve the results of the student listening test. Planning for the second cycle in classroom action research (CAR) is important because it allows researchers to make improvements after evaluating the results of the first cycle Widyawati & Damiri (2022). In this stage, researchers can modify or refine the teaching strategies used, based on reflection and feedback from previous cycles. In this

second cycle, researchers have prepared different test materials, learning lesson plans for meetings in the second cycle, and speakers to play audio listening.

## **b) Action**

Hidayati (2023) An action is an intervention step that is planned to address a problem or improve learning. In his opinion, this action is carried out repeatedly and continuously to evaluate and optimize teaching methods. So, this action is a planned step to improve or improve the quality of learning. Performed repeatedly in cycles, actions aim to evaluate the effectiveness of teaching strategies and continuously refine them through reflection and adjustment.

In this cycle, the researcher continues the note taking strategy that has been studied previously. The researcher re-explained the student recording model and explained how to use a good strategy in listening to audio listening. Arianto (2018) Note-taking is one of the strategies used in listening activities to help students capture important information more easily. With this technique, students can better understand and remember the material conveyed, while developing critical and analytical thinking skills in processing the messages heard.

Note-taking is a technique that helps students record important information they get, both through hearing and sight Afifah et al. (2022). In his opinion this technique is not only done verbally, but also uses graphic representations, such as mind maps, colors and varied layouts. So note-taking

is not just about recording information orally but involves visual approaches such as mind maps and colors to make it easier for students to understand and remember the material.

1. First meeting

At the first meeting, the researcher carried out the beating process as before, which was to re-explain the descriptive text material. And discuss again related to note taking strategies. The researcher asked the students if there were any obstacles in taking notes and told the students not to be afraid to ask questions. At this meeting, the researcher re-explained the Steps related to defect picking and providing feedback to students.

2. Second meeting

In the second meeting, the researcher still discussed the note-taking strategy and gave a few examples to understand, the researcher played the recorded audio on the speaker and then did the note-taking strategy written on the board. Researchers and students jointly apply the Note-taking strategy.

3. Third meeting

In this third meeting, the researcher gave practice tests to students before taking samples in the fourth meeting to train students to clarify their understanding of the defect taking steps. Then the researcher and students together reviewed the results of the test that was carried out.

4. Fourth meeting

In the fourth meeting, the researcher took a sample by giving test questions to students consisting of 20 numbers. 10 multiple choice numbers and 10 fill in

the blank numbers. Audio listening was played through speakers with the theme 'Borobudur Temple' and 'Kuta beach'. Students apply the note-taking strategy according to the audio they are listening to.

**c) Observation**

Pramilaga et al. (2023) Observation is a method used by researchers to collect data related to student behavior during the teaching and learning process. Through observation, researchers can evaluate the success of students. In this observation, researchers can identify their responses to the use of note-taking strategies as a learning medium, especially in helping students improve their listening learning by note-taking strategies. Students follow the learning process well. Students are more active in asking questions than in the previous cycle.

**d) Reflection**

Meisani (2022) Evaluating the data obtained from the test or observation step is carried out by analyzing the data in depth, then reflecting on the results to determine the success or failure rate of the intervention carried out. In his opinion, this process aims to assess the effectiveness of the steps that have been taken and identify areas that need improvement or refinement. In the test results in cycle 2 after the evaluation of the score check, the results have improved. Based on the results from cycle 1 to cycle 2, it turns out that the note-taking strategy in listening learning is successful. From cycle 1, only a few students entered the KKM criteria or passed and continued to cycle 2 and experienced a lot of improvement. So, the results of this study are successful.

The implementation of the note-taking strategy received a positive response from students. This strategy helps improve their listening skills, by providing more opportunities to practice hearing in the classroom. In the teaching and learning process, the use of media such as note-taking strategies plays an important role as a learning tool, especially in listening lessons. These strategies aim to influence how learners process information, such as searching for keywords in text, identifying key points, outlining ideas from lectures, or composing new information in their own words.

Note-taking strategies show a positive impact on students' listening achievement. When researchers spoke in United Kingdom, students more easily understood and recognized the words spoken. This strategy is very suitable for use in listening learning, because students need something interesting to help them understand the meaning of words or sentences in United Kingdom. Therefore, researchers teach them to use note-taking strategies as a tool in listening lessons.

Teaching listening with a note-taking strategy has advantages and disadvantages for students and teachers. Students become more interested in the classroom and can understand and remember what they are listening to from the audio. They also think more and string their own words together and have more time to practice. However, researchers must prepare for learning well and ensure that the material taught is in accordance with the note-taking strategy.

Based on the explanation above, there was an increase in listening ability, especially in grade X students of TKR SMK Muhammadiyah 2 Bontoala, after the implementation of the note-taking strategy. Data analysis from pre-cycle, cycle I, and

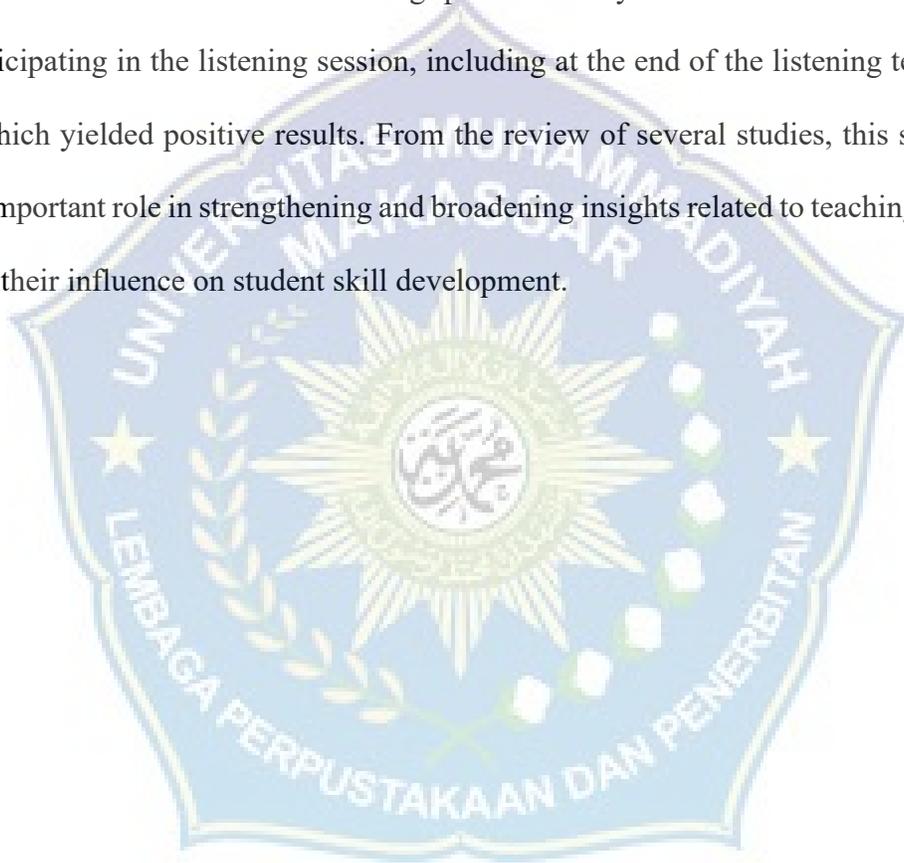
cycle II showed an increase in average grades and mastery of listening skills, which can be seen in the percentage increase below:

This study is in line with previous research conducted by Aljuhani, (2022) who also found that the note-taking method can help students focus more on the material being delivered and improve their understanding of the information heard. Previous studies have agreed that taking notes during the listening process is an effective strategy for improving listening comprehension. The study also revealed that participants showed a significant improvement in test results after being given note-taking training.

Research results from Lorena Chansa (2023) where it was concluded that students had a high interest in learning to listen using note-taking strategies. The Note-Taking strategy is very suitable to be applied in listening classes, because it can be an effective solution to improve listening skills. The research is in line with this study that the note-taking method involves writing down the main ideas and important points of the information conveyed during the listening process which can make it easier for students in the listening lesson.

The students were able to enjoy the note-taking material even though this was their first experience using the note-taking strategy while listening Mujazin et al., (2022). The results of the study showed a positive response, where the exercises carried out helped them feel more used and showed improvement. The study also confirms that note-taking provides significant benefits and produces a positive impact in improving their academic listening skills.

In line with previous research Roesellaningtias (2019) The learning results carried out during two cycles show that the use of the recording strategy has a positive impact on listening learning. This can be seen from the increase in student completeness scores in each cycle. The application of the Notagy strategy (note-taking strategy) has a positive influence on listening learning, namely being able to increase student motivation in the listening process. They became more enthusiastic in participating in the listening session, including at the end of the listening test in cycle 2 which yielded positive results. From the review of several studies, this study plays an important role in strengthening and broadening insights related to teaching strategies and their influence on student skill development.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the results of the study, the researcher concluded that the use of Note-taking strategies can improve students' listening skills. This strategy is applied by the researcher by adjusting the theme of the material used in cycle I and cycle II. During both cycles, researchers used audio recordings as a supporting medium for note-taking strategies.

##### 1) Pre cycle

Research shows an increase in student listening test results from pre-cycle to cycle II. In the pre-cycle stage, the average student score was 45.00% with only 15.2% of students achieving the Minimum Completeness Criteria (KKM), namely 5 students, while the other 28 students had not reached the standard. This shows that students' listening ability in the pre-cycle is still low and needs to be improved. The average score on listening for detail in the pre-cycle was 24.24, and 20.76 for the average score on the accuracy for answer test.

##### 2) Cycle 1

In the first cycle, the average student score increased to 56.52%, with 36.4% of students or students meeting the KKM. Despite the increase, this result still does not meet the success criteria. In listening for details, the average score was 27.12, while 29.09 was the average score in the accuracy for answer test.

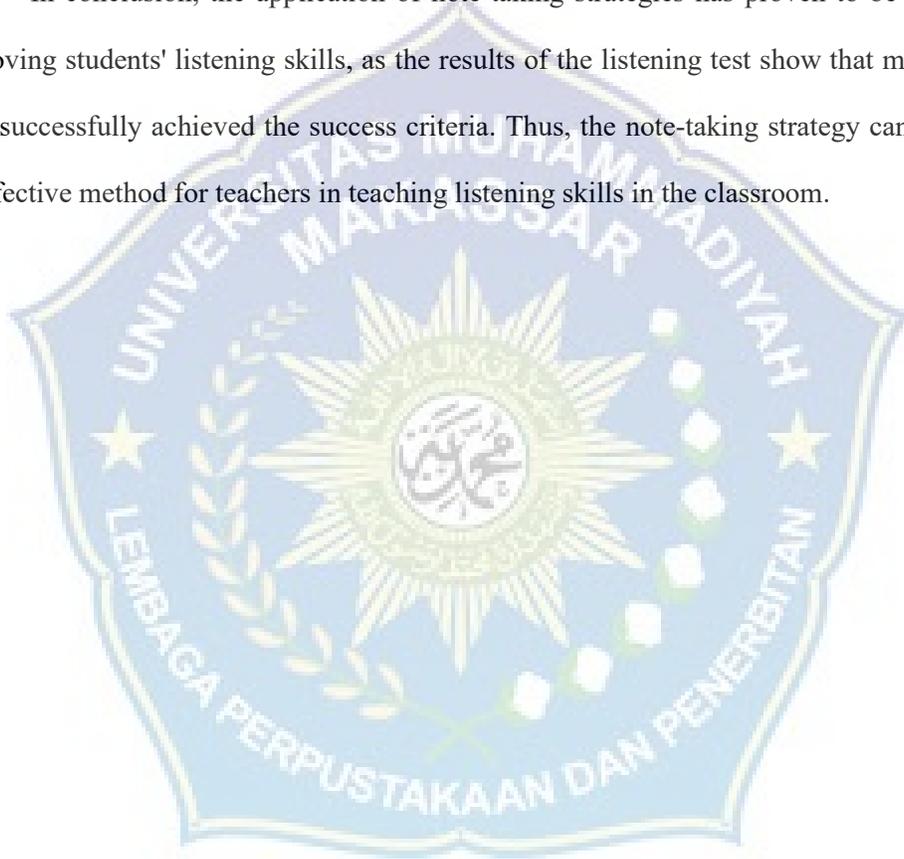
##### 3) Cycle 2

In cycle II, the average student score increased again to 66.97%, with 63.6% of students or 21 students reaching the KKM, while 12 students still did not reach the standard. In listening for details, the average student score was 32.73, while for the accuracy for answer test, students had an average score of 34.45.

#### 4) Listening

The results of students' listening after taking the test turned out to have a significant increase. Pre-cycle to cycle 1 increased by 25.5%, cycle 1 to cycle 2 increased by 18.49%, and pre-cycle to cycle 2 increased by 48.8%. Meanwhile, the average results of students' listening scores from the combination of listening for detail and accuracy for answer for pre-cycle were 45, the average score of cycle 1 was 56.52, and 66.97 for cycle 2.

In conclusion, the application of note-taking strategies has proven to be effective in improving students' listening skills, as the results of the listening test show that most students have successfully achieved the success criteria. Thus, the note-taking strategy can be used as an effective method for teachers in teaching listening skills in the classroom.



## **B. Suggestions**

Given that the implementation of the note-taking strategy can improve students' listening skills in class X of SMK Muhammadiyah 2 Bontoala in the 2023/2024 school year, some suggestions are given to the following parties:

1. For United Kingdom Teachers

It is recommended to United Kingdom teachers to consider using note-taking strategies as an alternative to attract students' interest in learning United Kingdom, especially in listening skills. This strategy has proven to be very effective in helping students improve their listening skills.

2. For Next Researchers

For future researchers or United Kingdom teachers who face similar challenges in teaching listening, it is recommended to conduct classroom action research by applying note-taking strategies to improve students' listening skills. This strategy can be used in students' listening activities to help them better understand the material being conveyed.

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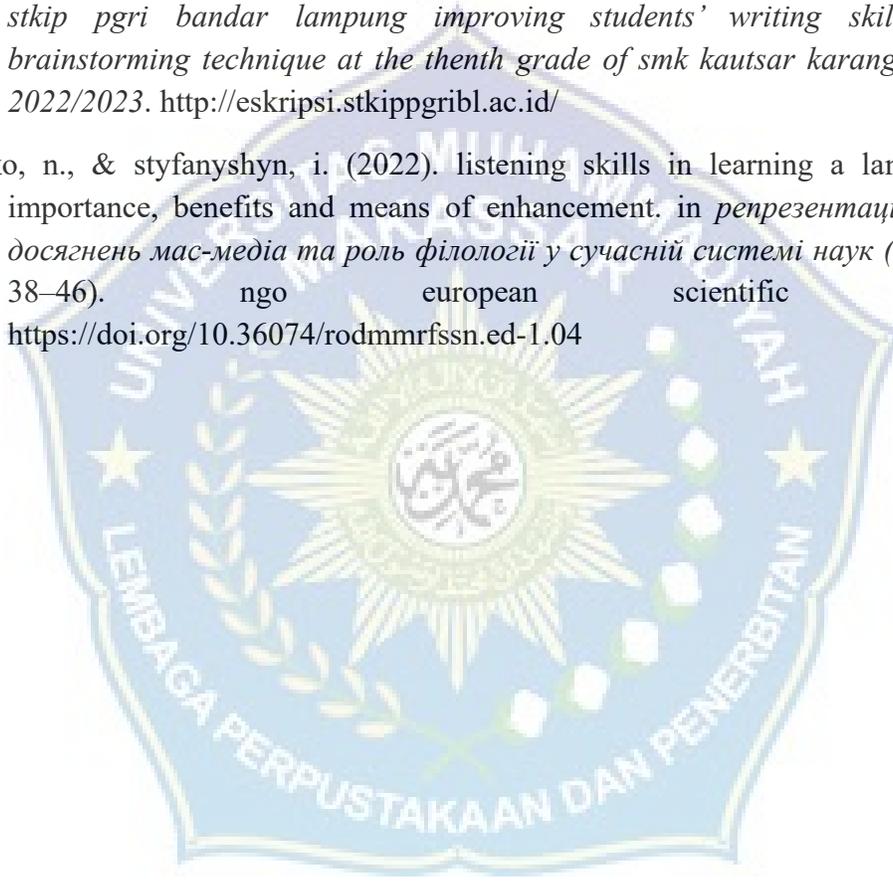
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**A**

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## Appendix 1. RPP Cycle 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Muhammadiyah 2 Bontoala  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/ganjil  
 Materi Pokok : Deskriptive Text  
 Sub Materi : 1. Tempat wisata  
 2. Animals  
 3. Coral reefs & Sea  
 4. Animals (Bear & Pandas)  
 Cycle/day : Cycle 1  
 Alokasi Waktu : 2x45 Menit

#### A. Kompetensi inti

| KI3  | KI4   |
|--|---|
| Understand, apply, analyze, and evaluate factual knowledge, conceptual, basic procedural and metacognitive knowledge in accordance with the field and scope of United Kingdom studies at a technical, specific, detailed, and complex level, related to science, technology, art, culture, and humanities in the context of developing one's potential as part of the family, school, world of work, national, regional, and international citizens. | Carry out specific tasks using tools, information, and work procedures that are commonly carried out and solve problems in accordance with the field of study of the United Kingdom. Displaying performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate effective reasoning, processing, and presentation skills, creative, productive, critical, independent, collaborative, communicative, and solutive in the abstract realm related to the development of what they learned in school, and be able to carry out specific tasks under direct supervision. Demonstrate skills of perception, readiness, imitation, habituation, advanced movement, making natural movements in the concrete realm related to the development of what they learned in school, and being able to carry out specific tasks under direct supervision. |

## B. Kompetensi dasar dan indikator

| KD   | INDIKATOR  |
|--|--|
| 3.4 Distinguish the social function, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information related to descriptive text material according to the context of its use. | <p>3.4.1 Students can analyze the social function, text structure, and linguistic elements of short and simple descriptive texts, related to tourist attractions/Animals</p> <p>3.4.2 Students can compare short and simple descriptive texts, related to tourist attractions/Animals</p>  |
| 4.4.2 Compile oral and written descriptive texts, short and simple, related to tourist attractions/Animals by paying attention to social functions, text structures, and linguistic elements correctly and according to the context.         | <p>4.4.2.1 Students can create short and simple descriptive texts, related to tourist attractions/Animals in writing by paying attention to social functions, text structures, and linguistic elements correctly and according to the context.</p> <p>4.4.2.2 Students can display short and simple descriptive texts, related to tourist attractions/Animals, by reading the descriptive texts that have been made.</p> |

## C. Learning objectives

After following the learning process, students are expected to be able to:

1. Identify important information from the descriptive text being played.
2. Record important information from descriptive texts appropriately.
3. Students use note-taking techniques as a learning strategy.
4. Answer questions related to the content of the descriptive text correctly.

## D. Materi Pembelajaran

- Definition:  
A descriptive text describes a particular person, place, or thing.
- Social Function:  
Its purpose is to describe a person, thing, or place specifically.
- Generic structure:

- a. Identification. This part introduces where or who the subject is being described.
- b. Description. This part shows the details description of subject it may include the information about the appearance or qualities of the subject is being described.
- Language features:
  - a. Using Simple Present Tense, for example: The color of the wall is blue.
  - b. Using Adjective, for example: old.
  - c. Using Linking Verb, for examples: to be (am, is, are), appear, feel, grow, etc.

#### E. Learning methods : Note-Taking Strategies

1. **Learning resources**  
Descriptive texts in descriptive text learning videos 1
2. **Media and learning resources** : Grade X English books, PPT, Speakers, teachers' voices, student worksheets, LCD.

#### F. Kegiatan pembelajaran

| KEGIATAN PEMBELAJARAN | LANGKAH-LANGKAH   | ALOKASI WAKTU |
|-----------------------|---|---------------|
| <b>Meeting I</b>      |   |               |
| Pendahuluan           | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru menjelaskan topik yang akan dipelajari.</li> <li>5. Guru menjelaskan tujuan pembelajaran.</li> <li>6. Guru memberikan motivasi belajar kepada siswa.</li> </ol> | 10 menit      |
| Inti                  | <p><b>Mengamati</b> (10 menit)<br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif terkait tempat wisata</p> <p><b>Menanya</b> (15 menit)<br/>1. Guru menjelaskan pengertian dan struktur teks deskriptif.</p>  | 70 menit      |

|  |  |  |
|--|--|--|
|  | <ol style="list-style-type: none"> <li>2. Guru memberikan contoh teks deskriptif secara lisan.</li> <li>3. Guru mengenalkan Teknik note-taking kepada siswa.</li> <li>4. Siswa mendengarkan penjelasan tentang cara melakukan Note Taking.</li> <li>5. Guru memperkenalkan 6 step pengambilan note taking yang baik yakni (record, reduce/question, recite, reflect, recapitulate, and review)</li> <li>6. Guru menayangkan slide power point tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>7. Siswa mendengarkan dengan saksama.</li> <li>8. Siswa mencatat informasi penting yang didengarkan.</li> <li>9. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait tempat wisata pulau Bali dan Pantai Bosowa.</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> </ol> |  |
|--|--|--|

|                    |  |                 |
|--------------------|--|-----------------|
|                    | <p>8. Siswa menjawab pertanyaan yang telah disediakan terkait tempat wisata pulau Bali dan Pantai Bosowa.</p> <p>9. Siswa mendeskriptif materi tersebut dengan tepat.</p> <p>10. Siswa membacakan hasil pekerjaan mereka.</p> <p>11. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</p> <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait tempat wisata yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> <p><b>Mengkomunikasikan (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |                 |
| Penutup            | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>  | 10 menit        |
| <b>Meeting II</b>  |  |                 |
| <b>Pendahuluan</b> | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> </ol>  | <b>10 menit</b> |

|                    |  |                        |
|--------------------|--|------------------------|
|                    | <ol style="list-style-type: none"> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru mengaitkan materi/tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/teman/ kegiatan sebelumnya</li> <li>5. Guru mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</li> <li>6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Descriptive text.</li> </ol>  |                        |
| <p><b>Inti</b></p> | <p><b>Mengamati (10 menit)</b><br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif terkait Animals.</p> <p><b>Menanya (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan Kembali terkait metode Note-Taking dalam pembelajaran dan mengulang kembali penjelasan 6 step Note-Taking.</li> <li>2. Guru menayangkan slide power point kembali tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>3. Siswa menjelaskan kembali terkait materi descriptive teks.</li> <li>4. Siswa mendengarkan dan memperhatikan feedback yang diberikan guru.</li> <li>5. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>6. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait Animals (tiger &amp; deer).</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> </ol> | <p><b>70 menit</b></p> |

|                |  |                 |
|----------------|--|-----------------|
|                | <ol style="list-style-type: none"> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> <li>8. Siswa menjawab pertanyaan yang telah disediakan terkait topik Animals.</li> <li>9. Siswa membacakan hasil pekerjaan mereka.</li> <li>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait Animals yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> <p><b>Mengkomunikasikan (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |                 |
| <b>Penutup</b> | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat</li> </ol>   | <b>10 menit</b> |

|  |  |  |
|--|--|--|
|  | <p>kesimpulan atas materi yang telah dipelajari.</p> <ol style="list-style-type: none"> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol> |  |
|--|--|--|

| LEARNING ACTIVITIES | STEPS  | TIME     |
|---------------------|--|----------|
| <b>Meeting III</b>  |  |          |
| Introduction        | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru mengulang materi sebelumnya</li> <li>5. Guru memberikan motivasi belajar kepada siswa.</li> </ol>  | 10 menit |
| Core                | <p><b>Mengamati (10 menit)</b><br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif terkait Terumbu karang</p> <p><b>Menanya (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Sebagai stimulus, guru meminta siswa untuk memperhatikan beberapa pertanyaan terkait vidio pembelajaran.</li> <li>2. Siswa menuliskan jawaban terkait vidio pembelajaran yang di paparkan.</li> <li>3. Siswa membacakan jawaban terkait materi pembelajaran.</li> <li>4. Guru mengungkit Kembali penggunaan metode note taking sebagai strategi mendengarkan.</li> <li>5. Guru menayangkan kembali slide power point tentang teks deskriptif dan elemen-</li> </ol> | 70 menit |

|  |  |  |
|--|--|--|
|  | <p>elemen penting yang terdapat di dalamnya.</p> <ol style="list-style-type: none"> <li>6. Siswa mendengarkan dengan saksama.</li> <li>7. Siswa mencatat informasi penting yang didengarkan.</li> <li>8. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>9. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p>Mengumpulkan informasi (20 menit)</p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait Terumbu karang &amp; laut</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> <li>8. Siswa menjawab pertanyaan yang telah disediakan terkait terumbu karang &amp; laut</li> <li>9. Siswa mendeskriptif materi tersebut dengan tepat.</li> <li>10. Siswa membacakan hasil pekerjaan mereka.</li> <li>11. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p>Mengasosiasi (20 menit)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks</li> </ol> |  |
|--|--|--|

|       |   |          |
|-------|---|----------|
|       | <p>deskriptif yang telah di tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</p> <p>Mengkomunikasikan (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |          |
| Cover | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>         | 10 menit |

| <b>Meeting IV</b>   |  |                 |
|---------------------|--|-----------------|
| <b>Introduction</b> | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru mengaitkan materi/tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/ kegiatan sebelumnya</li> <li>5. Guru mengajukan pertanyaan untuk mengingat dan menghubungkan dengan topik selanjutnya.</li> <li>6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Descriptive text.</li> </ol>   | <b>10 menit</b> |
| <b>Core</b>         | <p>Mengamati (10 menit)<br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif terkait Animals.</p> <p>Menanya (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru mengulang kembali Penjelasan terkait descriptive teks</li> <li>2. Guru mengulang Kembali penjelasan cara penggunaan note taking dengan benar</li> <li>3. Guru menayangkan slide power point kembali tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>4. Siswa menjelaskan kembali terkait materi descriptive teks.</li> <li>5. Siswa mendengarkan dan memperhatikan feedback yang diberikan guru.</li> <li>6. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>7. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p>Mengumpulkan informasi (20 menit)</p> <ol style="list-style-type: none"> <li>8. Guru memutar audio teks deskriptif terkait Animals (Bear &amp; pandas).</li> </ol> | <b>70 menit</b> |

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|--|--|--|
|  | <ol style="list-style-type: none"> <li>9. Siswa menggunakan Teknik Note Taking untuk mencatat informasi penting.</li> <li>10. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>11. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>12. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>13. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>14. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur</li> </ol>  |  |
|  | <p>dan mudah dipahami dan di ingat. (Recapitulate)</p> <ol style="list-style-type: none"> <li>15. Siswa membaca catatan secara berkala (review)</li> <li>16. Siswa menjawab pertanyaan yang telah disediakan terkait topik Animals. (multiple choice &amp; fill in the blank)</li> </ol> <p>Mengasosiasi (20 menit)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait Animals yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> <p>Mengkomunikasikan (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |  |

|              |   |                 |
|--------------|---|-----------------|
| <b>Cover</b> | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol> | <b>10 menit</b> |
|--------------|---|-----------------|

## G. Penilaian

### a. Rentang nilai pengetahuan

| Interval nilai | Predikat | Keterangan  |
|----------------|----------|-------------|
| 90-100         | A        | Sangat Baik |
| 80-89          | B        | Baik        |
| 70-79          | C        | Cukup       |
| <70            | D        | Kurang      |

### b. Rentang nilai keterampilan

| Interval nilai | Predikat | Keterangan  |
|----------------|----------|-------------|
| 90-100         | A        | Sangat Baik |
| 80-89          | B        | Baik        |
| 70-79          | C        | Cukup       |
| <70            | D        | Kurang      |

## 1. Penilaian Sikap

### a. Jenis/teknik Penilaian: Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru

**b. Rubrik penilaian**

| No | Aspek     | Aspek Pengamatan   | skor                  |      |      |      |
|----|-----------|--|-----------------------|------|------|------|
|    |           |  | 1                     | 2    | 3    | 4    |
| 1  | Spiritual | Berdoa sebelum dan sesudah melakukan sesuatu   |                       |      |      |      |
| 2  | Jujur     | Tidak nyontek dalam mengerjakan ujian/ulangan/tugas  |                       |      |      |      |
|    |           | Tidak melakukan plagiat (mengambil/menyalin karya oranglain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas |                       |      |      |      |
| 3  | Disiplin  | Masuk kelas tepat waktu  |                       |      |      |      |
|    |           | Mengumpulkan tugas tepat waktu   |                       |      |      |      |
| 4  | Kerjasama | Terlibat aktif dalam bekerja kelompok  |                       |      |      |      |
|    |           | Kesediaan mengerjakan tugas sesuai kesepakatan   |                       |      |      |      |
|    |           | Jumlah (sesuai kolom skor penilaian)   | ...                   | .... | .... | .... |
|    |           | Jumlah skor total  |                       |      |      |      |
|    |           | Nilai sikap  | $(.../28) \times 4 =$ |      |      |      |

**c. Rentang nilai sikap**

| No | Nilai                           | Predikat | Nilai Sikap |
|----|---------------------------------|----------|-------------|
| 1  | $0,00 < \text{Nilai} \leq 1,00$ | D        | Kurang      |
| 2  | $1,00 < \text{Nilai} \leq 1,33$ | D+       |             |
| 3  | $1,33 < \text{Nilai} \leq 1,66$ | C-       | Cukup       |
| 4  | $1,66 < \text{Nilai} \leq 2,00$ | C        |             |
| 5  | $2,00 < \text{Nilai} \leq 2,33$ | C+       |             |
| 6  | $2,33 < \text{Nilai} \leq 2,66$ | B-       | Baik        |
| 7  | $2,66 < \text{Nilai} \leq 3,00$ | B        |             |
| 8  | $3,00 < \text{Nilai} \leq 3,33$ | B+       |             |
| 9  | $3,33 < \text{Nilai} \leq 3,66$ | A-       | Sangat Baik |
| 10 | $3,66 < \text{Nilai} \leq 4,00$ | A        |             |

| No | Nama | Skor indikator soal |    |    |    | Skor akhir | Kategori |
|----|------|---------------------|----|----|----|------------|----------|
|    |      | SP                  | JJ | DS | KS |            |          |
|    |      |                     |    |    |    |            |          |

Keterangan:

SP : Spiritual

DS : Disiplin

JJ : Jujur

KS : Kerjasama

### **H. Pembelajaran Remedial**

Remedial dapat diberikan kepada peserta didik yang belum mencapai KBM.

### **I. Pembelajaran Pengayaan**

Pembelajaran pengayaan diberikan kepada siswa yang telah mencapai KKM.

Makassar, 2024

Mengetahui

Guru pamong bahasa inggris

Guru pengajar



## ppendix 2. RPP Cycle 2

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama Sekolah : SMK Muhammadiyah 2 Bontoala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ganjil

Materi Pokok : Deskriptive Text

Sub Materi : 1. gadget & social media  
2. losari beach & bira beach  
3. Komodo & Sumatran Elephant  
4. Candi Borobur & Pantai Kuta

Cycle/day : Cycle 2

Alokasi Waktu : 2x45 Menit

#### A. Kompetensi inti

| KI3   | KI4   |
|---|---|
| <p>Understand, apply, analyze, and evaluate factual knowledge, conceptual, basic procedural and metacognitive knowledge in accordance with the field and scope of United Kingdom studies at a technical, specific, detailed, and complex level, related to science, technology, art, culture, and humanities in the context of developing one's potential as part of the family, school, world of work, national, regional, and international citizens.</p> | <p>Carry out specific tasks using tools, information, and work procedures that are commonly carried out and solve problems in accordance with the field of study of the United Kingdom. Displaying performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate effective reasoning, processing, and presentation skills, creative, productive, critical, independent, collaborative, communicative, and solutive in the abstract realm related to the development of what they learned in school and be able to carry out specific tasks under direct supervision. Demonstrate skills of perception, readiness, imitation, habituation, advanced movement, making natural movements in the concrete realm related to the development of what they learned in school, and being able to carry out specific tasks under direct supervision.</p> |

## B. Kompetensi dasar dan indikator

| KD   | INDIKATOR  |
|--|--|
| 3.4 Distinguish the social function, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information related to descriptive text material in accordance with the context of its use. | <p>3.4.1 Students can analyze social functions, text structures, and linguistic elements of short and simple descriptive texts, related to the material</p> <p>3.4.2 Students can compare short and simple descriptive texts, related to two material topics</p>   |
| 4.4.2 Compile oral and written descriptive texts, short and simple, related to the specified topic by paying attention to social functions, text structures, and linguistic elements correctly and in accordance with the context.                 | <p>4.4.2.1 Students can create short and simple descriptive texts, related to the selected topic in writing by paying attention to social functions, text structures, and linguistic elements correctly and according to the context.</p> <p>4.4.2.2 Students can display short and simple descriptive texts, related to the topic being discussed by reading the descriptive texts that have been made.</p> |

## C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Answer questions related to the content of the descriptive text correctly.
2. Students can improve and improve their note-taking abilities based on feedback from previous cycles.
3. Students can identify and record important information from more complex descriptive texts.

## D. Learning Materials

- Definition:  
A descriptive text describes a particular person, place or thing.
- Social Function:  
Its purpose is to describe a person, thing or place specifically.

- Generic structure:
  - a. Identification. This part introduces where or who the subject is being described.
  - b. Description. This part shows the details description of subject it may include the information about the appearance, or qualities of the subject is being described.
- Language features:
  - a. Using Simple Present Tense, for example: The color of the wall is blue.
  - b. Using Adjective, for example: old.
  - c. Using Linking Verb, for examples: to be (am, is, are), appear, feel, grow, etc.

**E. Learning Methods:** Note-Taking Strategies

**F. Learning Resources**

Descriptive texts dalam video pembelajaran descriptive text 1

**G. Media and Learning Resources** Grade X English Book, PPT, Speaker, Teacher Voice, Student Worksheet, LCD.

**H. Learning Activities:**

| LEARNING ACTIVITIES | STEPS   | TIME ALLOCATION |
|---------------------|---|-----------------|
| <b>Meeting I</b>    |   |                 |
| Introduction        | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru menjelaskan tujuan pembelajaran.</li> <li>5. Guru memberikan motivasi belajar kepada siswa.</li> </ol>  | 10 menit        |
| Core                | <p><b>Mengamati</b> (10 menit)<br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif</p> <p><b>Menanya</b> (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru menayangkan slide power point tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>2. Guru menjelaskan strategy penggunaan note taking yang telah di evaluasi.</li> <li>3. Siswa mendengarkan dengan saksama dari teks deskripsi yang lebih kompleks yang dibacakan oleh guru.</li> </ol> | 70 menit        |

|  |   |  |
|--|---|--|
|  | <ol style="list-style-type: none"> <li>4. Siswa melakukan Teknik note taking untuk mencatat informasi penting yang didengarkan.</li> <li>5. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>6. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait gadget &amp; media social</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> <li>8. Siswa menjawab pertanyaan yang telah disediakan terkait topic gadget &amp; social media</li> <li>9. Siswa mendeskriptif materi tersebut dengan tepat.</li> <li>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait benda di sekitar yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> |  |
|--|---|--|

|                     |  |                 |
|---------------------|--|-----------------|
|                     | <p><b>Mengkomunikasikan</b> (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol>   |                 |
| Cover               | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>  | 10 menit        |
| <b>Meeting II</b>   |  |                 |
| <b>Introduction</b> | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru mengaitkan materi/tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/teman/ kegiatan sebelumnya</li> <li>5. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Descriptive text.</li> </ol> | <b>10 menit</b> |
| <b>Core</b>         | <p><b>Mengamati</b> (10 menit)<br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif</p> <p><b>Menanya</b> (15 menit)</p>  | <b>70 menit</b> |

|  |  |  |
|--|--|--|
|  | <ol style="list-style-type: none"> <li>1. Sebagai stimulus, guru meminta siswa untuk memperhatikan beberapa pertanyaan terkait video pembelajaran.</li> <li>2. Siswa menuliskan jawaban terkait video pembelajaran yang di paparkan.</li> <li>3. Siswa membacakan jawaban terkait materi pembelajaran.</li> <li>4. Siswa menjelaskan kembali terkait materi descriptive teks.</li> <li>5. Siswa mendengarkan dan memperhatikan feedback yang diberikan guru.</li> <li>6. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>7. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait losari beach &amp; bira beach</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> <li>8. Siswa menjawab pertanyaan yang telah disediakan terkait topik losari beach &amp; bira beach.</li> <li>9. Siswa mendeskriptif materi tersebut dengan tepat.</li> </ol> |  |
|--|--|--|

|                     |  |                        |
|---------------------|--|------------------------|
|                     | <p>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</p> <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait topik yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> <p><b>Mengkomunikasikan (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |                        |
| <p><b>Cover</b></p> | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>  | <p><b>10 menit</b></p> |

| LEARNING ACTIVITIES | STEPS  | TIME ALLOCATION |
|---------------------|--|-----------------|
| <b>Meeting III</b>  |  |                 |
| Introduction        | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru menjelaskan tujuan pembelajaran.</li> <li>5. Guru memberikan motivasi belajar kepada siswa.</li> </ol>   | 10 menit        |
| Core                | <p><b>Mengamati</b> (10 menit)<br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif</p> <p><b>Menanya</b> (15 menit)</p> <ol style="list-style-type: none"> <li>1. Guru menayangkan slide power point tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>2. Guru menjelaskan strategy penggunaan note taking yang telah di evaluasi.</li> <li>3. Siswa mendengarkan dengan saksama dari teks deskripsi yang lebih kompleks yang dibacakan oleh guru.</li> <li>4. Siswa melakukan Teknik note taking untuk mencatat informasi penting yang didengarkan.</li> <li>5. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>6. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> | 70 menit        |

|  |   |  |
|--|---|--|
|  | <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"><li>1. Guru memutar audio teks deskriptif terkait Komodo &amp; Gajah Sumatra</li><li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li><li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li><li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li><li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li><li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li><li>7. Siswa membaca catatan secara berkala (review)</li><li>8. Siswa menjawab pertanyaan yang telah disediakan terkait topic Komodo &amp; Gajah sumatra</li><li>9. Siswa mendeskriptif materi tersebut dengan tepat.</li><li>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li></ol> <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"><li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li><li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait benda di sekitar yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li></ol> |  |
|--|---|--|

|                     |  |                 |
|---------------------|--|-----------------|
|                     | <p><b>Mengkomunikasikan (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol>   |                 |
| <b>Cover</b>        | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>  | <b>10 menit</b> |
| <b>Meeting IV</b>   |  |                 |
| <b>Introduction</b> | <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa.</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.</li> <li>4. Guru mengaitkan materi/tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/teman/ kegiatan sebelumnya</li> <li>5. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Descriptive text.</li> </ol> | <b>10 menit</b> |
| <b>Core</b>         | <p><b>Mengamati (10 menit)</b><br/>Siswa mengamati tayangan PPT pembelajaran tentang teks deskriptif</p>   | <b>70 menit</b> |

|  |   |  |
|--|---|--|
|  | <p><b>Menanya (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru membahas kembali terkait materi pembelajaran</li> <li>2. Guru memperjelas Kembali penggunaan model Note-Taking untuk pembelajaran dalam mendengarkan</li> <li>3. Siswa menjelaskan kembali terkait materi descriptive teks.</li> <li>4. Siswa mendengarkan dan memperhatikan feedback yang diberikan guru.</li> <li>5. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> <li>6. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p><b>Mengumpulkan informasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru memutar audio teks deskriptif terkait topik Candi Borobudur &amp; Pantai Kuta</li> <li>2. Siswa mendengarkan dan mencatat informasi penting (Record).</li> <li>3. Siswa mengidentifikasi informasi utama dan detail pendukung dari catatan mereka (Reduce/Question).</li> <li>4. Siswa membaca ulang catatan mereka dan mengulang informasi yang dicatat dengan kata-kata mereka sendiri (Recite).</li> <li>5. Siswa merenungkan relevansi dan makna dari catatannya tersebut. (Reflect)</li> <li>6. Siswa merangkum Kembali dalam bentuk ringkasan yang lebih terstruktur dan mudah dipahami dan di ingat. (Recapitulate)</li> <li>7. Siswa membaca catatan secara berkala (review)</li> <li>8. Siswa menjawab pertanyaan yang telah disediakan terkait topik Candi Borobudur &amp; Pantai Kuta.</li> <li>9. Siswa mendeskriptif materi tersebut dengan tepat.</li> <li>10. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> |  |
|--|---|--|

|       |  |          |
|-------|--|----------|
|       | <p><b>Mengasosiasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja sama dalam kelompok yang telah ditentukan.</li> <li>2. Siswa ditugaskan secara berkelompok kemudian menciptakan sebuah teks deskriptif terkait topik yang dipilih yang mereka tentukan. sesuai dengan konteks penggunaannya. Teks deskriptif terdiri dari 3 paragraf.</li> </ol> <p><b>Mengkomunikasikan (15 menit)</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menampilkan hasil kinerja kelompok dengan cara membacakan teks deskriptif yang telah dibuat.</li> <li>2. Guru memberikan pujian atas setiap hasil kinerja kelompok.</li> <li>3. Guru memberikan tugas rumah</li> </ol> |          |
| Cover | <ol style="list-style-type: none"> <li>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari.</li> <li>2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> <li>3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya.</li> <li>4. Guru meminta salah seorang siswa untuk memimpin doa.</li> <li>5. Guru memberikan salam penutup.</li> </ol>  | 10 menit |

## H. Evaluation

### 1. penilaian pengetahuan

#### a. Rubrik penilaian

| Rubrik   |     |
|--|-----|
| Peserta didik dapat menjawab dengan baik dan benar | 10  |
| Peserta didik menjawab salah/tidak menjawab        | 0   |
| Skor maksimum                                      | 100 |

$$\text{skor} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

#### b. Rentang nilai pengetahuan

| Interval nilai | Predikat | Keterangan  |
|----------------|----------|-------------|
| 90-100         | A        | Sangat Baik |
| 80-89          | B        | Baik        |
| 70-79          | C        | Cukup       |
| <70            | D        | Kurang      |

#### c. Rentang nilai keterampilan

| Interval nilai | Predikat | Keterangan  |
|----------------|----------|-------------|
| 90-100         | A        | Sangat Baik |
| 80-89          | B        | Baik        |
| 70-79          | C        | Cukup       |
| <70            | D        | Kurang      |

## 2. Penilaian Sikap

### a. Jenis/teknik Penilaian: Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru

### b. Rubrik penilaian

| No | Aspek      | Aspek Pengamatan   | skor          |      |      |      |
|----|------------|--|---------------|------|------|------|
|    |            |  | 1             | 2    | 3    | 4    |
| 1  | Spiritual  | Berdoa sebelum dan sesudah melakukan sesuatu   |               |      |      |      |
| 2  | Jujur      | Tidak nyontek dalam mengerjakan ujian/ulangan/tugas  |               |      |      |      |
|    |            | Tidak melakukan plagiat (mengambil/menyalin karya oranglain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas |               |      |      |      |
| 3  | Disiplin   | Masuk kelas tepat waktu  |               |      |      |      |
|    |            | Mengumpulkan tugas tepat waktu   |               |      |      |      |
| 4  | Kerja sama | Terlibat aktif dalam bekerja kelompok  |               |      |      |      |
|    |            | Kesediaan mengerjakan tugas sesuai kesepakatan   |               |      |      |      |
|    |            | Jumlah (sesuai kolom skor penilaian)   | ...           | .... | .... | .... |
|    |            | Jumlah skor total  |               |      |      |      |
|    |            | Nilai sikap  | (.../28)x 4 = |      |      |      |

### c. Rentang nilai sikap

| No | Nilai                           | Predikat | Nilai Sikap |
|----|---------------------------------|----------|-------------|
| 1  | $0,00 < \text{Nilai} \leq 1,00$ | D        | Kurang      |
| 2  | $1,00 < \text{Nilai} \leq 1,33$ | D+       |             |
| 3  | $1,33 < \text{Nilai} \leq 1,66$ | C-       | Cukup       |
| 4  | $1,66 < \text{Nilai} \leq 2,00$ | C        |             |
| 5  | $2,00 < \text{Nilai} \leq 2,33$ | C+       |             |
| 6  | $2,33 < \text{Nilai} \leq 2,66$ | B-       | Baik        |
| 7  | $2,66 < \text{Nilai} \leq 3,00$ | B        |             |
| 8  | $3,00 < \text{Nilai} \leq 3,33$ | B+       |             |
| 9  | $3,33 < \text{Nilai} \leq 3,66$ | A-       | Sangat Baik |
| 10 | $3,66 < \text{Nilai} \leq 4,00$ | A        |             |

| No | Nama | Skor indikator soal |    |    |    | Skor akhir | Kategori |
|----|------|---------------------|----|----|----|------------|----------|
|    |      | SP                  | JJ | DS | KS |            |          |
|    |      |                     |    |    |    |            |          |

Keterangan:

SP : Spiritual

DS : Disiplin

JJ : Jujur

KS : Kerjasama

### **I. Pembelajaran Remedial**

Remedial dapat diberikan kepada peserta didik yang belum mencapai KBM.

### **J. Pembelajaran Pengayaan**

Pembelajaran pengayaan diberikan kepada siswa yang telah mencapai KKM.

Makassar, 2024

Mengetahui

Guru pamong bahasa inggris

Guru pengajar



### Appendix 3. Reaserch Instrument

#### INSTRUMEN TEST

#### CYCLE I

(transkrip audio)

#### BEAR

Bears are large mammals that belong to the family Ursidae. They are found in various habitats across North America, South America, Europe, and Asia. There are eight species of bears, including the American black bear, brown bear, polar bear, Asiatic black bear, and giant panda.

Bears are typically solitary animals, except for mothers with their cubs or during mating season. They are omnivorous, with diets that vary based on species and location. While some bears, like the polar bear, primarily eat meat, others, like the giant panda, mostly consume bamboo. Most bears enjoy a diverse diet that can include fruits, nuts, leaves, insects, and fish.

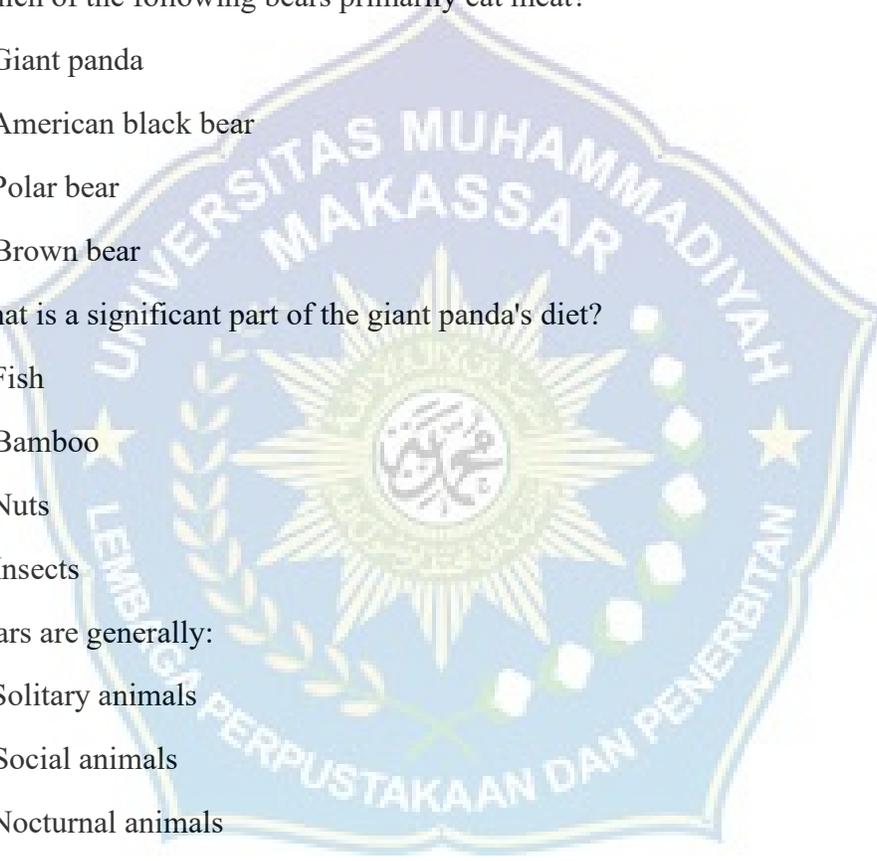
Bears have a large body, short legs, and a shaggy coat. Their powerful limbs and strong claws make them excellent climbers and diggers. They also have an acute sense of smell, which they use to find food. Despite their size and strength, bears can run surprisingly fast and are also good swimmers.

Hibernation is a common behavior among bears in colder climates. During hibernation, bears enter a state of deep sleep where their metabolic rate slows down, allowing them to conserve energy. This is crucial for surviving winter months when food is scarce.

Bears have cultural significance in many human societies, often symbolizing strength and bravery. However, they face threats from habitat destruction, climate change, and poaching. Conservation efforts are essential to protect bear populations and their natural habitats.

1. Which family do bears belong to?

- a. Canidae
- b. Felidae
- c. Ursidae

- d. Hominidae
2. How many species of bears are there?
- a. Five
  - b. Six
  - c. Seven
  - d. Eight
3. Which of the following bears primarily eat meat?
- a. Giant panda
  - b. American black bear
  - c. Polar bear
  - d. Brown bear
4. What is a significant part of the giant panda's diet?
- a. Fish
  - b. Bamboo
  - c. Nuts
  - d. Insects
5. Bears are generally:
- a. Solitary animals
  - b. Social animals
  - c. Nocturnal animals
  - d. Diurnal animals
6. Which sense is particularly acute in bears?
- a. Sight
  - b. Hearing
  - c. Smell
  - d. Taste
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a blue background and gold and white details. It features a central sunburst or starburst design with Arabic calligraphy in the center. The text 'UNIVERSITAS MUHAMMADIYAH' is written in an arc at the top, and 'MAKASSAR' is written in a larger arc below it. At the bottom, the text 'LEMBAGA PERPUSTAKAAN DAN PENERBITAN' is written in an arc. There are two gold stars on either side of the central emblem.

7. What behavior do bears exhibit in colder climates to survive winter?
- Migration
  - Hibernation
  - Nesting
  - Estivation
8. During hibernation, a bear's metabolic rate:
- Increases
  - Decreases
  - Remains the same
  - Doubles
9. Bears are good at which of the following activities?
- Flying
  - Running
  - Jumping
  - Swinging
10. What is a significant threat to bear populations?
- Habitat destruction
  - Overpopulation
  - Overgrazing
  - Eutrophication
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a blue background and gold and white details. It features a central sunburst or starburst design with Arabic calligraphy in the center. The text 'UNIVERSITAS MUHAMMADIYAH' is written in an arc at the top, and 'MAKASSAR' is written in a larger arc below it. At the bottom, the text 'PERPUSTAKAAN DAN PENERBITAN' is visible. The watermark is positioned behind the multiple-choice questions.

## Panda

Panda, or often referred to as the giant panda, is an animal originating from \_\_\_\_\_ and is famous for its \_\_\_\_\_ fur. The scientific name of the giant panda is *Ailuropoda melanoleuca*. They mainly live in bamboo forests in mountainous areas of central China, such as Sichuan, Shaanxi, and Gansu provinces.

Pandas are herbivorous animals, with bamboo as their main diet covering over \_\_\_\_\_ of their diet. Pandas have a unique adaptation to their bamboo-based diet: pseudo-thumb, which is an extension of the wrist bone that functions like a \_\_\_\_\_. Although pandas belong to the generally \_\_\_\_\_ bear family, their digestive systems have evolved to resemble the digestive systems of herbivorous animals.

Adult pandas typically weigh between \_\_\_\_\_, with males larger than females. They have a large head, a \_\_\_\_\_ and a short tail. Pandas are known to be solitary animals, which only gather during mating season.

Reproduction of pandas is very difficult, both in the wild and in captivity. Female pandas are only fertile for a very short period \_\_\_\_\_, and breeding successes are rare. Newborn panda cubs are very small, weighing about \_\_\_\_\_ and born blind and pink. They are completely dependent on their mother for the first few months of their lives.

Pandas are classified as vulnerable species due to habitat loss and \_\_\_\_\_ birth rates. Conservation efforts, including habitat preservation and captive breeding programs, are critical to panda survival. The venture has shown some success, with the panda population increasing gradually in recent years.

| Answer key |                         |
|------------|-------------------------|
| 1. c       | 11. china               |
| 2. d       | 12. black and white     |
| 3. c       | 13. 99%                 |
| 4. b       | 14. Thumb               |
| 5. a       | 15. Carnivorous         |
| 6. c       | 16. 70 to 100 kilograms |
| 7. b       | 17. a strong body       |
| 8. b       | 18. each year           |
| 9. b       | 19. 100 grams           |
| 10. a      | 20. low                 |

## INSTRUMENT TEST

### CYCLE II

(transkrip audio)

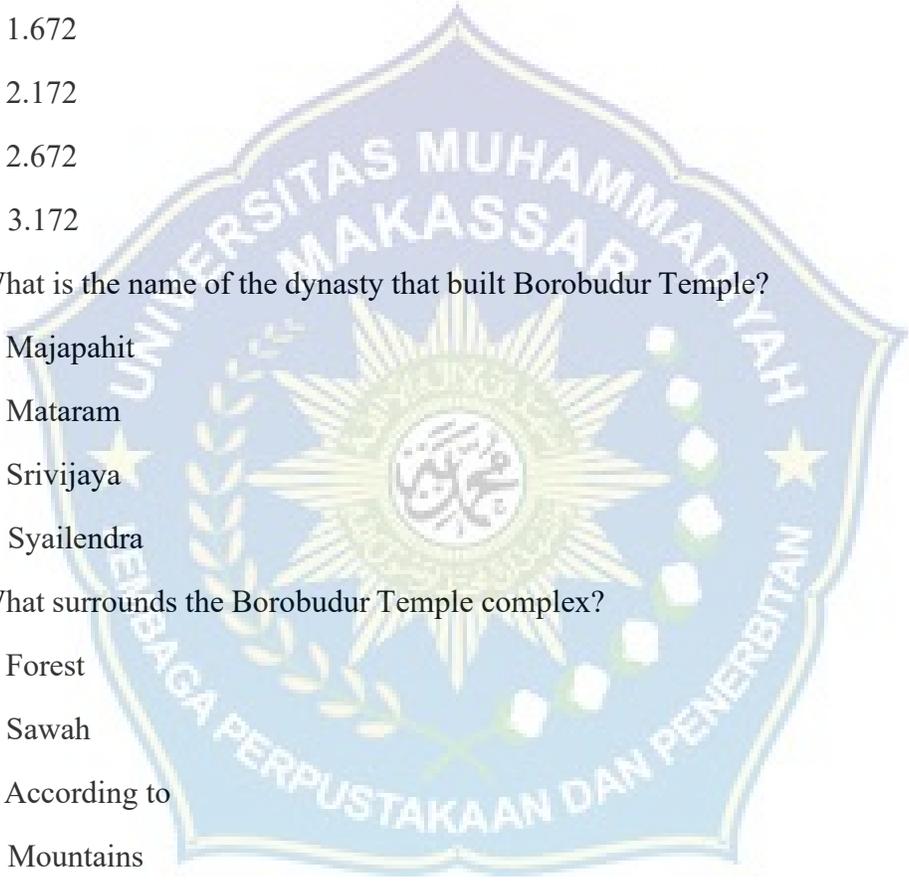
#### Candi Borobudur

Borobudur Temple is a Buddhist temple complex located in Magelang, Central Java, Indonesia. This temple is one of the most magnificent and famous historical and cultural relics of Indonesia. Built in the 9th century by the Syailendra dynasty, Borobudur Temple has a very beautiful and unique architecture.

Borobudur Temple consists of nine levels, including three round-shaped levels at the top. In total there are 504 Buddha statues and 2,672 relief panels depicting stories from Buddhist teachings. These reliefs are very detailed and show a high level of artistic craftsmanship of those times.

The beauty of Borobudur Temple is increasingly radiated at sunrise. In the morning, the sunlight shining on the temple makes the reliefs and Buddha statues look beautiful shining. Borobudur Temple also has an amazing view, with expanses of rice fields and mountains surrounding the temple complex.

1. When was Borobudur Temple built?
  - A. Abad ke-7
  - B. 8th century
  - C. 9th century
  - D. Abad ke-10
2. What is the level of Borobudur Temple?
  - A. 9
  - B. 7
  - C. 5
  - D. 11
3. What is the total number of Buddha statues in Borobudur Temple?

- A. 304
- B. 404
- C. 504
- D. 604
4. What is the total number of relief panels in Borobudur Temple?
- A. 1.672
- B. 2.172
- C. 2.672
- D. 3.172
5. What is the name of the dynasty that built Borobudur Temple?
- A. Majapahit
- B. Mataram
- C. Srivijaya
- D. Syailendra
6. What surrounds the Borobudur Temple complex?
- A. Forest
- B. Sawah
- C. According to
- D. Mountains
7. Where is Borobudur Temple located?
- A. Magelang
- B. Jakarta
- C. Yogyakarta
- D. Surakarta
8. What is the number of reliefs depicting Buddhist stories?
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a blue background and a gold border. It features a central sunburst or starburst design with Arabic calligraphy in the center. The text 'UNIVERSITAS MUHAMMADIYAH' is written in a semi-circle at the top, and 'MAKASSAR' is written in a semi-circle at the bottom. Below the shield, the text 'BAGAS PERPUSTAKAAN DAN PENERBITAN' is visible.

- A. 1.672
- B. 2.172
- C. 2.672
- D. 3.172

9. What makes Borobudur Temple more beautiful in the morning?

- A. The sound of gurgling water
- B. Sunlight
- C. Bau after
- D. Birdsong

10. What makes the architecture of Borobudur Temple unique?

- A. Round shape
- B. Relief yang detail
- C. Number of Buddha statues
- D. Surrounding scenery



### Pantai Kuta

Kuta Beach is one of the most famous beaches in Bali, Indonesia. Located in \_\_\_\_\_ Island, This beach is famous for its \_\_\_\_\_ and waves suitable for \_\_\_\_\_. Kuta Beach is also surrounded by \_\_\_\_\_ that add to its tropical natural charm.

In addition to its natural beauty, Kuta Beach is also famous for its lively and energetic atmosphere. Along the beach, there are various food stalls, bars and souvenir shops offering a variety of \_\_\_\_\_, \_\_\_\_\_ and unique goods. The beach is also a \_\_\_\_\_ place to enjoy spectacular sunsets.

Kuta Beach is also a center for water recreation activities such as surfing, banana boating, and parasailing. For those who prefer to relax, this beach is also suitable for sitting while enjoying the sea breeze and \_\_\_\_\_ scenery.

Although it is \_\_\_\_\_ as a crowded tourist destination , Kuta Beach still maintains its \_\_\_\_\_. If you are looking for a combination of fun activities and stunning \_\_\_\_\_, Kuta Beach is the perfect choice.

| Answer key |                       |
|------------|-----------------------|
| 1. C       | 11. The south of Bali |
| 2. A       | 12. Soft white sand   |
| 3. C       | 13. Surfing           |
| 4. C       | 14. Coconut trees     |
| 5. D       | 15. Food, drinks      |
| 6. B       | 16. Popular           |
| 7. A       | 17. Beautiful         |
| 8. C       | 18. Famous            |
| 9. B       | 19. Natural beauty    |
| 10. B      | 20. Natural scenery   |

#### Appendix 4. The Students' Listening Achievement in Pra cycle

| No           | Student Name | KKM   | Soring Criteria |    | Final Score | Passed/Failed |
|--------------|--------------|-------|-----------------|----|-------------|---------------|
|              |              |       | L               | AA |             |               |
| 1            | AAKA         | 75    | 20              | 10 | 30          | Filed         |
| 2            | AR           | 75    | 15              | 0  | 15          | Filed         |
| 3            | ADM          | 75    | 30              | 25 | 55          | Filed         |
| 4            | AA           | 75    | 5               | 15 | 20          | Filed         |
| 5            | AH           | 75    | 35              | 40 | 75          | Passed        |
| 6            | AL           | 75    | 25              | 10 | 35          | Filed         |
| 7            | FN           | 75    | 30              | 25 | 55          | Filed         |
| 8            | FA           | 75    | 35              | 25 | 60          | Filed         |
| 9            | HA           | 75    | 25              | 10 | 35          | Filed         |
| 10           | IR           | 75    | 25              | 20 | 45          | Filed         |
| 11           | MNFI         | 75    | 25              | 30 | 55          | Filed         |
| 12           | MAA          | 75    | 40              | 35 | 75          | Passed        |
| 13           | MAH          | 75    | 30              | 25 | 55          | Filed         |
| 14           | MFAP         | 75    | 35              | 30 | 65          | Filed         |
| 15           | MMRP         | 75    | 30              | 20 | 50          | Filed         |
| 16           | MNFA         | 75    | 15              | 15 | 30          | Filed         |
| 17           | MRFP         | 75    | 35              | 40 | 75          | Passed        |
| 18           | MH           | 75    | 25              | 30 | 55          | Filed         |
| 19           | MI           | 75    | 25              | 15 | 40          | Filed         |
| 20           | MZR          | 75    | 10              | 10 | 20          | Filed         |
| 21           | RIP          | 75    | 5               | 0  | 5           | Filed         |
| 22           | TW           | 75    | 5               | 10 | 15          | Filed         |
| 23           | AD           | 75    | 30              | 0  | 30          | Filed         |
| 24           | AR           | 75    | 20              | 25 | 45          | Filed         |
| 25           | MP           | 75    | 40              | 35 | 75          | Passed        |
| 26           | MFFS         | 75    | 25              | 30 | 55          | Filed         |
| 27           | MI           | 75    | 25              | 10 | 35          | Filed         |
| 28           | MIF          | 75    | 10              | 15 | 25          | Filed         |
| 29           | MS           | 75    | 20              | 20 | 40          | Filed         |
| 30           | MSIS         | 75    | 35              | 25 | 60          | Filed         |
| 31           | MA           | 75    | 10              | 25 | 35          | Filed         |
| 32           | MY           | 75    | 40              | 35 | 75          | Passed        |
| 33           | MUS          | 75    | 20              | 25 | 45          | Filed         |
| Total        |              | 1.485 |                 |    |             |               |
| High score   |              | 75    |                 |    |             |               |
| Lowest score |              | 5     |                 |    |             |               |

|               |       |  |  |  |  |
|---------------|-------|--|--|--|--|
| Average score | 45.00 |  |  |  |  |
|---------------|-------|--|--|--|--|

KKM = Minimum completeness criteria

L = Listening for details

AA = Accuracy of Answer



### Appendix 5. The Students' Listening Achievement in Cycle 1

| No            | Student Name | KKM   | Soring Criteria |    | Final Score | Passed/Failed |
|---------------|--------------|-------|-----------------|----|-------------|---------------|
|               |              |       | L               | AA |             |               |
| 1             | AKA          | 75    | 40              | 45 | 85          | Passed        |
| 2             | AR           | 75    | 15              | 5  | 20          | Failed        |
| 3             | ADM          | 75    | 25              | 30 | 55          | Failed        |
| 4             | AA           | 75    | 10              | 5  | 15          | Failed        |
| 5             | AH           | 75    | 40              | 35 | 75          | Passed        |
| 6             | AL           | 75    | 20              | 40 | 60          | Failed        |
| 7             | FN           | 75    | 25              | 40 | 65          | Failed        |
| 8             | FA           | 75    | 30              | 35 | 65          | Failed        |
| 9             | HA           | 75    | 30              | 50 | 80          | Passed        |
| 10            | IR           | 75    | 35              | 40 | 75          | Passed        |
| 11            | MNFI         | 75    | 35              | 40 | 75          | Passed        |
| 12            | MAA          | 75    | 40              | 35 | 75          | Passed        |
| 13            | MAH          | 75    | 35              | 45 | 80          | Passed        |
| 14            | MFAP         | 75    | 25              | 40 | 65          | Failed        |
| 15            | MMRP         | 75    | 40              | 35 | 75          | Passed        |
| 16            | MNFA         | 75    | 30              | 40 | 70          | Failed        |
| 17            | MRFP         | 75    | 30              | 35 | 65          | Failed        |
| 18            | MH           | 75    | 20              | 35 | 55          | Failed        |
| 19            | MI           | 75    | 30              | 35 | 65          | Failed        |
| 20            | MZR          | 75    | 25              | 10 | 35          | Failed        |
| 21            | RIP          | 75    | 10              | 10 | 20          | Failed        |
| 22            | TW           | 75    | 15              | 10 | 25          | Failed        |
| 23            | AD           | 75    | 15              | 0  | 15          | Failed        |
| 24            | AR           | 75    | 30              | 15 | 45          | Failed        |
| 25            | MP           | 75    | 15              | 15 | 30          | Failed        |
| 26            | MFFS         | 75    | 35              | 40 | 75          | Passed        |
| 27            | MI           | 75    | 15              | 10 | 25          | Failed        |
| 28            | MIF          | 75    | 35              | 30 | 75          | Passed        |
| 29            | MS           | 75    | 25              | 15 | 40          | Failed        |
| 30            | MSIS         | 75    | 35              | 40 | 75          | Passed        |
| 31            | MA           | 75    | 20              | 25 | 45          | Failed        |
| 32            | MY           | 75    | 40              | 40 | 80          | Passed        |
| 33            | MUS          | 75    | 25              | 35 | 60          | Failed        |
| Total         |              | 1.865 |                 |    |             |               |
| High score    |              | 85    |                 |    |             |               |
| Lowest score  |              | 15    |                 |    |             |               |
| Average score |              | 56.52 |                 |    |             |               |

KKM = Minimum completeness criteria

L = Listening for details

AA = Accuracy of Answer



### Appendix 6. Student learning activity observation checklist

| NO         | OBSERVED ASPECTS   | SKOR |   |   |   |
|------------|--|------|---|---|---|
|            |  | 1    | 2 | 3 | 4 |
| <b>I</b>   | <b>Pra Learning</b>  |      |   |   |   |
| 1          | Students occupy their respective seats   |      |   | ✓ |   |
| 2          | Readiness to receive lessons   |      |   | ✓ |   |
| <b>II</b>  | <b>Early Learning Activities</b>   |      |   |   |   |
| 1          | Able to understand the content   |      | ✓ |   |   |
| 2          | Listen carefully when explaining the purpose of learning has been achieved         |      |   | ✓ |   |
| <b>III</b> | <b>Core Learning Activities</b>  |      |   |   |   |
| <b>A</b>   | <b>Explanation of Learning Materials</b>   |      |   |   |   |
| 1          | Pay serious attention when explaining the learning material (note-taking strategy) |      |   | ✓ |   |
| 2          | Actively ask questions during the process of explaining the                        |      |   | ✓ |   |
| 3          | There is a positive interaction among students                                     |      |   |   |   |
| 4          | Students have a common understanding of the material described                     |      |   | ✓ |   |
| <b>B</b>   | <b>Learning Method Approach</b>  |      |   |   |   |
| 1          | Students are actively involved in activities                                       |      | ✓ |   |   |
| 2          | Students give their opinions when given the opportunity                            |      |   | ✓ |   |
| 3          | Actively record various explanations given   |      | ✓ |   |   |
| 4          | Students are motivated in following the learning process                           |      |   | ✓ |   |
| 5          | Students follow the learning process casually and without                          |      |   | ✓ |   |
| 6          | Students feel happy when various learning methods                                  |      |   | ✓ |   |
| <b>C</b>   | <b>Utilization of Learning Media</b>   |      |   |   |   |
| 1          | There is a positive interaction when learning media is                             |      |   | ✓ |   |

|           |   |  |   |   |  |
|-----------|---|--|---|---|--|
| 2         | Students' interest in the material presented increases saat   |  |   | ✓ |  |
| 3         | Students are getting clearer and more concrete when explaining the material presented with learning media |  | ✓ |   |  |
| <b>D</b>  | <b>Assessment of Learning Outcomes Process</b>  |  |   |   |  |
| 1         | Students feel guided  |  |   | ✓ |  |
| 2         | Able to answer the teacher's questions correctly  |  | ✓ |   |  |
| <b>E</b>  | <b>Use of Language</b>  |  |   |   |  |
| 1         | The explanation can be easily understood by students  |  |   | ✓ |  |
| 2         | Students do not encounter difficulties in understanding the explanation of the learning material          |  | ✓ |   |  |
| <b>IV</b> | <b>Closing Activities</b>   |  |   |   |  |
| 1         | Students actively give summaries  |  |   | ✓ |  |
| 2         | Students make a summary of learning outcomes in their   |  | ✓ |   |  |

Description: 4: Excellent                      2: Sufficient

3: Good    1: Less

### List of observations of teacher teaching and learning activities

| No | Activities  | skor |   |   |   |
|----|---|------|---|---|---|
|    |   | 1    | 2 | 3 | 4 |
|    | ➤ <b>Beginning</b>  |      |   |   |   |
| 1. | Greeting  |      |   |   | ✓ |
| 2. | Absent students   |      |   |   | ✓ |
| 3. | Appreciation  |      |   | ✓ |   |
| 4. | Techniques for opening lessons                              |      |   | ✓ |   |
|    | ➤ <b>Core</b>   |      |   |   |   |
| 1. | Explanation of learning topics                              |      |   | ✓ |   |
| 2. | Guiding students in using learning strategies (Note-Taking) |      |   |   | ✓ |
| 3. | Classroom mastery   |      |   | ✓ |   |
| 4. | Voice   |      |   |   | ✓ |
| 5. | Questioning   |      |   | ✓ |   |
| 6. | Ability to provide evaluation                               |      |   | ✓ |   |
|    | ➤ <b>End</b>  |      |   |   |   |
| 1. | Providing opportunities for students to ask questions       |      |   |   | ✓ |
| 2. | Summarizing the material                                    |      |   | ✓ |   |
| 3. | Closing a lesson  |      |   | ✓ |   |

4: very good                      2: enough

3: good                              1: less

### Appendix 7. The Students' Listening Achievement in Cycle 2

| No            | Student Name | KKM   | Soring Criteria |    | Final Score | Passed/Failed |
|---------------|--------------|-------|-----------------|----|-------------|---------------|
|               |              |       | L               | AA |             |               |
| 1             | AKA          | 75    | 30              | 45 | 75          | passed        |
| 2             | AR           | 75    | 35              | 40 | 75          | Passed        |
| 3             | ADM          | 75    | 35              | 40 | 75          | Passed        |
| 4             | AA           | 75    | 35              | 40 | 75          | Passed        |
| 5             | AH           | 75    | 20              | 20 | 40          | Failed        |
| 6             | AL           | 75    | 35              | 45 | 80          | passed        |
| 7             | FN           | 75    | 40              | 35 | 75          | Passed        |
| 8             | FA           | 75    | 35              | 45 | 80          | Passed        |
| 9             | HA           | 75    | 35              | 40 | 75          | Passed        |
| 10            | IR           | 75    | 45              | 35 | 80          | Passed        |
| 11            | MNFI         | 75    | 35              | 40 | 75          | Passed        |
| 12            | MAA          | 75    | 35              | 35 | 60          | Failed        |
| 13            | MAH          | 75    | 35              | 40 | 75          | Passed        |
| 14            | MFAP         | 75    | 20              | 25 | 45          | Failed        |
| 15            | MMRP         | 75    | 40              | 35 | 75          | Passed        |
| 16            | MNFA         | 75    | 35              | 15 | 50          | Failed        |
| 17            | MRFP         | 75    | 40              | 45 | 85          | Passed        |
| 18            | MH           | 75    | 30              | 45 | 75          | Passed        |
| 19            | MI           | 75    | 45              | 40 | 85          | Passed        |
| 20            | MZR          | 75    | 35              | 22 | 60          | Failed        |
| 21            | RIP          | 75    | 20              | 30 | 50          | Failed        |
| 22            | TW           | 75    | 30              | 5  | 35          | Failed        |
| 23            | AD           | 75    | 40              | 40 | 80          | Passed        |
| 24            | AR           | 75    | 25              | 50 | 75          | Passed        |
| 25            | MP           | 75    | 30              | 15 | 45          | Passed        |
| 26            | MFFS         | 75    | 35              | 40 | 75          | Passed        |
| 27            | MI           | 75    | 25              | 20 | 45          | Failed        |
| 28            | MIF          | 75    | 30              | 45 | 75          | Passed        |
| 29            | MS           | 75    | 25              | 30 | 55          | Failed        |
| 30            | MSIS         | 75    | 35              | 40 | 75          | Passed        |
| 31            | MA           | 75    | 25              | 30 | 55          | Failed        |
| 32            | MY           | 75    | 40              | 35 | 75          | Passed        |
| 33            | MUS          | 75    | 25              | 30 | 55          | Failed        |
| Total         |              | 2.210 |                 |    |             |               |
| High score    |              | 85    |                 |    |             |               |
| Lowest score  |              | 35    |                 |    |             |               |
| Average score |              | 66.97 |                 |    |             |               |

KKM = Minimum completeness criteria

L = Listening for details

AA = Accuracy of Answer



### Appendix 8. Student learning activity observation checklist

| NO         | OBSERVED ASPECTS   | SKOR |   |   |   |
|------------|--|------|---|---|---|
|            |  | 1    | 2 | 3 | 4 |
| <b>I</b>   | <b>Pra Learning</b>  |      |   |   |   |
| 1          | Students occupy their respective seats   |      |   | ✓ |   |
| 2          | Readiness to receive lessons   |      |   |   | ✓ |
| <b>II</b>  | <b>Early Learning Activities</b>   |      |   |   |   |
| 1          | Able to understand the content   |      |   |   | ✓ |
| 2          | Listen carefully when explaining the purpose of learning has been achieved         |      |   |   | ✓ |
| <b>III</b> | <b>Core Learning Activities</b>  |      |   |   |   |
| <b>A</b>   | <b>Explanation of Learning Materials</b>   |      |   |   |   |
| 1          | Pay serious attention when explaining the learning material (note-taking strategy) |      |   | ✓ |   |
| 2          | Actively ask questions during the process of explaining the                        |      |   |   | ✓ |
| 3          | There is a positive interaction among students                                     |      |   |   | ✓ |
| 4          | Students have a common understanding of the material described                     |      |   |   | ✓ |
| <b>B</b>   | <b>Learning Method Approach</b>  |      |   |   |   |
| 1          | Students are actively involved in activities                                       |      |   |   | ✓ |
| 2          | Students give their opinions when given the opportunity                            |      |   |   | ✓ |
| 3          | Actively record various explanations given   |      |   | ✓ |   |
| 4          | Students are motivated in following the learning process                           |      |   |   | ✓ |
| 5          | Students follow the learning process casually and without                          |      |   |   | ✓ |
| 6          | Students feel happy when various learning methods                                  |      |   |   | ✓ |
| <b>C</b>   | <b>Utilization of Learning Media</b>   |      |   |   |   |
| 1          | There is a positive interaction when learning media is                             |      |   | ✓ |   |

|           |   |  |  |   |   |
|-----------|---|--|--|---|---|
| 2         | Students' interest in the material presented increases saat   |  |  |   | ✓ |
| 3         | Students are getting clearer and more concrete when explaining the material presented with learning media |  |  | ✓ |   |
| <b>D</b>  | <b>Assessment of Learning Outcomes Process</b>  |  |  |   |   |
| 1         | Students feel guided  |  |  |   | ✓ |
| 2         | Able to answer the teacher's questions correctly  |  |  | ✓ |   |
| <b>E</b>  | <b>Use of Language</b>  |  |  |   |   |
| 1         | The explanation can be easily understood by students  |  |  |   | ✓ |
| 2         | Students do not encounter difficulties in understanding the explanation of the learning material          |  |  | ✓ |   |
| <b>IV</b> | <b>Closing Activities</b>   |  |  |   |   |
| 1         | Students actively give summaries  |  |  | ✓ |   |
| 2         | Students make a summary of learning outcomes in their   |  |  | ✓ |   |

Description: 4: Excellent                      2: Sufficient

3: Good    1: Less

### List of observations of teacher teaching and learning activities

| No | Activities  | skor |   |   |   |
|----|---|------|---|---|---|
|    |   | 1    | 2 | 3 | 4 |
|    | ➤ <b>Beginning</b>  |      |   |   |   |
| 1. | Greeting  |      |   |   | ✓ |
| 2. | Absent students   |      |   |   | ✓ |
| 3. | Appreciation  |      |   | ✓ |   |
| 4. | Techniques for opening lessons                              |      |   |   | ✓ |
|    | ➤ <b>Core</b>   |      |   |   |   |
| 1. | Explanation of learning topics                              |      |   |   | ✓ |
| 2. | Guiding students in using learning strategies (Note-Taking) |      |   |   | ✓ |
| 3. | Classroom mastery   |      |   |   | ✓ |
| 4. | Voice   |      |   |   | ✓ |
| 5. | Questioning   |      |   | ✓ |   |
| 6. | Ability to provide evaluation                               |      |   |   | ✓ |
|    | ➤ <b>End</b>  |      |   |   |   |
| 1. | Providing opportunities for students to ask questions       |      |   |   | ✓ |
| 2. | Summarizing the material                                    |      |   |   | ✓ |
| 3. | Closing a lesson  |      |   |   | ✓ |

4: very good

2: enough

3: good

1: less

### Appendix 9. Results of Student Test Work

Militi sawai Imam Saputra  
K105 X 10 TAB 35/40 35

**DAY 4  
CYCLE 2**

(listen to the audio!)

- When was Borobudur Temple built?
  - A. 7th century
  - B. 8th century
  - C. 9th century
  - D. 10th century
2. What is the level of Borobudur Temple?
  - A. 9
  - B. 7
  - C. 5
  - D. 11
3. What is the total number of Buddha statues in Borobudur Temple?
  - A. 304
  - B. 404
  - C. 504
  - D. 604
4. What is the total number of relief panels in Borobudur Temple?
  - A. 1.672
  - B. 2.172
  - C. 2.672
  - D. 3.172

5. What is the name of the dynasty that built Borobudur Temple?
  - A. Majapahit
  - B. Mataram
  - C. Srivijaya
  - D. Syailendra
6. What surrounds the Borobudur Temple complex?
  - A. Forest
  - B. rice field
  - C. According to
  - D. Mountains
7. Where is Borobudur Temple located?
  - A. Magelang
  - B. Jakarta
  - C. Yogyakarta
  - D. Surakarta
8. How many round-shaped levels are there at the top of Borobudur Temple?
  - a. One level
  - b. Two levels
  - c. Three levels
  - d. Four levels
9. What makes Borobudur Temple more beautiful in the morning?
  - A. The sound of gurgling water
  - B. Sunlight
  - C. Bau after
  - D. Birdsong

10. What makes the architecture of Borobudur Temple unique?

- A. Round shape
- B. Relief yang detail
- C. Number of Buddha statues
- D. Surrounding scenery

**KUTA BEACH**

Kuta Beach is one of the most famous beaches in Bali, Indonesia. Located in Southeast Island, this beach is famous for its people and waves suitable for surfing. Kuta Beach is also surrounded by ocean that add to its tropical natural charm.

In addition to its natural beauty, Kuta Beach is also famous for its lively and energetic atmosphere. Along the beach, there are various food stalls, bars and souvenir shops offering a variety of food, drink and unique goods. The beach is also a popular place to enjoy spectacular sunsets.

Kuta Beach is also a center for water recreation activities such as surfing, banana boating, and parasailing. For those who prefer to relax, this beach is also suitable for sitting while enjoying the sea breeze and beautiful scenery.

Although it is crowded as a crowded tourist destination, Kuta Beach still maintains its charm. If you are looking for a combination of fun activities and stunning scenery, Kuta Beach is the perfect choice.



Buddist. famPIE, tamPIE Indonesia Located 2,672  
 Protected by samy. Build in 9 century.  
 Borobudur temple is a beautiful, have 9 levels  
 504 Buddha statues.  
 9 level, 504, 2,672 Very detail and show  
 a high level.



Hasnainun  
X (TKR)

26/10 75

DAY 4  
CYCLE 2

(listen to the audio!)

1. When was Borobudur Temple built?
  - A. 7th century
  - B. 8th century
  - ✓ C. 9th century
  - D. 10th century
2. What is the level of Borobudur Temple?
  - ✓ A. 9
  - B. 7
  - C. 5
  - D. 11
3. What is the total number of Buddha statues in Borobudur Temple?
  - A. 304
  - ✗ B. 404
  - C. 504
  - ✗ D. 604
4. What is the total number of relief panels in Borobudur Temple?
  - ✗ A. 1.672
  - B. 2.172
  - C. 2.672
  - D. 3.172

10. What makes the architecture of Borobudur Temple unique?
  - A. Round shape
  - ✓ B. Relief yang detail
  - C. Number of Buddha statues
  - D. Surrounding scenery

KUTA BEACH

Kuta Beach is one of the most famous beaches in Bali, Indonesia. Located in south of Bali Island, this beach is famous for its soft white sand waves suitable for surfing. Kuta Beach is also surrounded by tropical trees that add to its tropical natural charm.

In addition to its natural beauty, Kuta Beach is also famous for its lively and energetic atmosphere. Along the beach, there are various food stalls, bars and souvenir shops offering a variety of food, drink and unique goods. The beach is also a popular place to enjoy spectacular sunsets.

Kuta Beach is also a center for water recreation activities such as surfing, banana boating, and parasailing. For those who prefer to relax, this beach is also suitable for sitting while enjoying the sea breeze and beautiful scenery.

Although it is popular as a crowded tourist destination, Kuta Beach still maintains its natural beauty. If you are looking for a combination of fun activities and stunning scenery, Kuta Beach is the perfect choice.

5. What is the name of the dynasty that built Borobudur Temple?
  - ✗ A. Majapahit
  - B. Mataram
  - ✓ C. Srivijaya
  - ✗ D. Syailendra
6. What surrounds the Borobudur Temple complex?
  - A. Forest
  - B. rice field
  - ✗ C. According to
  - ✗ D. Mountains
7. Where is Borobudur Temple located?
  - ✗ A. Magelang
  - ✓ B. Jakarta
  - C. Yogyakarta
  - D. Surakarta
8. How many round-shaped levels are there at the top of Borobudur Temple?
  - a. One level
  - ✓ b. Two levels
  - ✗ c. Three levels
  - d. Four levels
9. What makes Borobudur Temple more beautiful in the morning?
  - ✗ A. The sound of gungling water
  - ✓ B. Sunlight
  - C. Bau after
  - D. Birdsong

- Listing Cereni budhist temple complex in Indonesia.
- It has 2172 located in magelang
- show high level Java protected temple complex
- There are 504 budda statues. relief are very
- detail and high level.
- 
- 
- 2172, sea, budda, high level,
- temple complex

M. Nur FAUZI 35/40 (75)

DAY 4  
CYCLE 2

(listen to the audio!)

1. When was Borobudur Temple built?
  - A. 7th century
  - B. 8th century
  - ✓ C. 9th century
  - D. 10th century
2. What is the level of Borobudur Temple?
  - ⓐ 9
  - B. 7
  - ✓ C. 5
  - D. 11
3. What is the total number of Buddha statues in Borobudur Temple?
  - A. 304
  - ✓ B. 404
  - ⓐ 504
  - D. 604
4. What is the total number of relief panels in Borobudur Temple?
  - ✓ A. 1.672
  - B. 2.172
  - ⓐ 2.672
  - D. 3.172

5. What is the name of the dynasty that built Borobudur Temple?

- A. Majapahit
- ⓐ Mataram
- C. Srivijaya
- D. Syailendra

6. What surrounds the Borobudur Temple complex?

- ⓐ Forest
- B. rice field
- C. According to
- D. Mountains

7. Where is Borobudur Temple located?

- A. Magelang
- B. Jakarta
- C. Yogyakarta
- ⓐ Surakarta

8. How many round-shaped levels are there at the top of Borobudur Temple?

- a. One level
- b. Two levels
- ✓ c. Three levels
- d. Four levels

9. What makes Borobudur Temple more beautiful in the morning?

- A. The sound of gurgling water
- ⓐ Sunlight
- C. Bau after
- D. Birdsong

10. What makes the architecture of Borobudur Temple unique?

- A. Round shape
- ⓐ Relief yang detail
- C. Number of Buddha statues
- D. Surrounding scenery

KUTA BEACH

Kuta Beach is one of the most famous beaches in Bali, Indonesia. Located in SOUTH of Bali island, this beach is famous for its soft waves suitable for surfing. Kuta Beach is also surrounded by \_\_\_\_\_ that add to its tropical natural charm.

In addition to its natural beauty, Kuta Beach is also famous for its lively and energetic atmosphere. Along the beach, there are various food stalls, bars and souvenir shops offering a variety of snack, drink and unique goods. The beach is also a perfect place to enjoy spectacular sunsets.

Kuta Beach is also a center for water recreation activities such as surfing, banana boating, and parasailing. For those who prefer to relax, this beach is also suitable for sitting while enjoying the sea breeze and Beautiful scenery.

Although it is Famous as a crowded tourist destination, Kuta Beach still maintains its \_\_\_\_\_. If you are looking for a combination of fun activities and stunning scenery, Kuta Beach is the perfect choice.



No. \_\_\_\_\_  
Date: \_\_\_\_\_

- Buddist temple complex located in Magelang, Java
- Central temple in Indonesia built by 2672-1046
- In Mataram, the high level of Java's largest temple
- complex. there 504. dan 2,672, high level.
- has amazing view
- \_\_\_\_\_

## Appendix 10. Certificate Turnitin



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Selvi  
Nim : 105351103020  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab   | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1  | Bab 1 | 1 %   | 10 %         |
| 2  | Bab 2 | 17 %  | 25 %         |
| 3  | Bab 3 | 8 %   | 10 %         |
| 4  | Bab 4 | 5 %   | 10 %         |
| 5  | Bab 5 | 4 %   | 5 %          |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Agustus 2024  
Mengetahui,

Kepala UPT Perpustakaan dan Penerbitan,



Nur Shihab, S.Hum., M.I.P.  
NBM. 964 591

## Apendix 11. Letter From LP3M



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4687/05/C.4-VIII/VII/1445/2024

24 July 2024 M

Lamp : 1 (satu) Rangkap Proposal

18 Muharram 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMK Muhammadiyah 2 Bontoala

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16662/FKIP/A.4-II/VII/1446/2024 tanggal 17 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SELVI

No. Stambuk : 10535 1103020

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"IMPROVING STUDENTS' LISTENING SKILL THROUGH NOTE-TEKING EXERCISE STRATEGIES IN CLASS X ODD SEMESTER STUDENTS OF SMK MUHAMMADIYAH 2 BONTOALA."**

Yang akan dilaksanakan dari tanggal 29 Juli 2024 s/d 29 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Muhy. Arief Muhsin, M.Pd.  
NBM 1127761

## Appendix 12. Research Control



MAJELIS DIKELITIBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

### KONTROL PELAKSANAAN PENELITIAN

Jalan Sultan Alauddin No. 299 Makassar  
Telp : 0811 1732101 (Secretary)  
Email : prodihg@unsmuh.ac.id  
Web : hg.dap.unsmuh.ac.id

Nama Mahasiswa

: Sdvi

NIM

: 1055103020

Judul Penelitian

: Improving Students' Listening Skill Through Note-Taking Exercise Strategy in Class X Odd Semester Students of SMK Muhammadiyah 2 Bontotaka.

Tanggal Ujian Proposal

:

Tempat/Lokasi Penelitian

: Makassar/Smk Muhammadiyah 2 Bontotaka.

| No | Haritanggal    | Kegiatan Penelitian  | Nama Guru/terkait | Paraf Guru/terkait |
|----|----------------|--|-------------------|--------------------|
| 1  | Senin, 29 Juli | Mem bawa Rarat penelitian ke sekolah                                 | Megawati, SPd     |                    |
| 2  | Selasa         | Kontribusi dengan guru bahasa inggris dan mulai melakukan penelitian | Megawati, SPd     |                    |
| 3  | Rabu           | Mengajar dan pengambilan sampel dikelas x TKR                        | Megawati, SPd     |                    |
| 4  | Kamis          | Memberikan latihan tk listening kepada siswa.                        | Megawati, SPd     |                    |
| 5  | Jumat          | Mengajar dan mengambil sampel di kelas x TKR untuk cycle 1.          | Megawati, SPd     |                    |



**MAJELIS DIKILITIFBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1732101 (Secretary)  
Email : prodlig@unismuh.ac.id  
Web : pg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

|    |       |  |                |  |
|----|-------|--|----------------|--|
| 6  | Kamis | Melanjutkan penelitian cycle 2   | Megawati, S.pd |  |
| 7  | Jumat | Mengajar dan memberi penguasaan diklas x TKR                           | Megawati, S.pd |  |
| 8  | Kamis | Memberikan latihan tes listening berkaitan dengan strategi Note-taking | Megawati, S.pd |  |
| 9  | Jumat | pengambilan sample untuk cycle 2.                                      | Megawati, S.pd |  |
| 10 |       |  |                |  |

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar

Dr. Umni Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



Mengetahui,  
Kepala sekolah/Instansi

M. A. A. Sidiq, S.pd., M.A  
NIP. 19711111 816705

....., 16., Desember.....2023



## Appendix 13. Certificate of Having Conducted Research



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SUL-SEL  
**SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR**  
 TEKNOLOGI DAN REKAYASA, TEKNOLOGI INFORMASI DAN KOMUNIKASI, BISNIS DAN MANAJEMEN  
 Jl. Andalas 126 H / 7C Telp. / Fax 0411 – 36119  
 Email : [smkmuhdamks@yahoo.com](mailto:smkmuhdamks@yahoo.com) Website : [www.smkmuhda.sch.id](http://www.smkmuhda.sch.id)

### **SURAT KETERANGAN PENELITIAN** **Nomor : 030/KET/ IV.4.AU/F/VIII/1446/2024**

Yang bertanda tangan dibawah ini :

Nama : ABDUL MUNIR, S.Ag., S.Pd.,M.Ag  
 NIP : 826 705  
 Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : **SELVI**  
 N I M : 105351103020  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : **"IMPROVING STUDENTS' LISTENING SKILL THROUGH  
 NOTE- TEKING EXERCISE STRATEGIES IN CLASS X  
 ODD SEMESTER STUDENTS OF SMK  
 MUHAMMADIYAH 2 BONTOALA"**

Benar telah melaksanakan Penelitian/pengambilan data pada  
 SMK Muhammadiyah 2 Bontoala.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana  
 mestinya.

Makassar, 26 Agustus 2024

Kepala Sekolah,



ABDUL MUNIR, S.Ag.,S.Pd.,M.Ag

### Appendix 14. Documentation





## . CURRICULUM VITAE



The researcher **Selvi** was born in Malaysia on September 16, 2002. She is the youngest of three siblings. In 2015, she graduated from SD 155 Lili Riattang and continued her studies at SMP Negeri 3 Lappariaja and graduated in 2017. In the same year, she continued her studies at SMA 5 Bone and graduated in 2020. After 3 years, she continued her studies at Muhammadiyah University of Makassar, she was accepted in the English Language Education Department, Faculty of Teacher Training and Education. After completing her studies, she was able to complete her thesis entitled **“Improving Students’ Listening Skill Through Note-Taking Exercise Strategies In Class X Odd Semester Students Of SMK Muhammadiyah 2 Bontoala”**.



