

Teaching Listening the Descriptive Text by Using Note Taking Strategy for the first grade Students of Senior High School

PAPER

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By:

**DINDA MARESA
15734/2010**

Advisors:

Dra. Aryuliva Adnan, M.Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
PADANG STATE UNIVERSITY
2018**

HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Listening the Descriptive Text by Using Note
Taking Strategy for the First Grade of Senior High School
School Students

Nama : Dinda Maresa

NIM/ BP : 15734/2010

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 14 Februari 2018

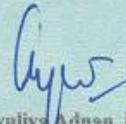
Disetujui oleh:

Ketua Jurusan,

Pembimbing,



Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003



Dra. Arvuliva Adnan, M.Pd.
NIP. 19630701 198803 2 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

Teaching Listening the Descriptive Text by Using Note Taking Strategy for
the First Grade of Senior High School School Students

Nama : Dinda Maresa

NIM/ TM : 135734/2010

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

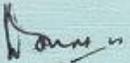
Fakultas : Bahasa dan Seni

Padang, 14 Februari 2018

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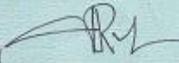
TandaTangan

1. Ketua : Drs. Don Narius, M.Si.



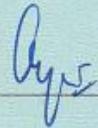
()

2. Anggota : Dr. Refnaldi, S.Pd., M.Litt.



()

3. Anggota :Dra. Aryuliva Adnan, M.Pd.



()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRES
Jl. Hellobes, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Dinda Maresa
NIM/ TM : 15734/2010
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Padang, 14 Februari 2018

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Saya yang menyatakan,

Dr. Refinaldi, S.Pd., M. Litt.
NIP. 19680301 199403 1 003



Dinda Maresa
NIM. 15734

ABSTRAK

Dinda Maresa. 2018. *Teaching Listening the Descriptive Text By Using Note Taking Strategy at the First Grade Students of Senior High School.*

Makalah ini Menjelaskan tentang penerapan note taking strategy dalam pelajaran mendengarkan sebuah teks deskriptif untuk siswa SMA. Siswa SMA sering mengalami kesulitan dalam mendengarkan teks deskriptif. Ini karena peserta didik merasa terancam, panik, dan mereka khawatir dengan ketepatan dalam mendengarkan. Dalam kegiatan mendengarkan para guru biasanya meminta siswa untuk hanya mendengarkan audio daripada membuat catatan sambil mendengarkan. Padahal, pencatatan sangat berguna untuk dilakukan sambil mendengarkan karena mereka akan menangkap gagasan tentang apa yang dikatakan pembicara. Selain itu, mencatat akan membuat siswa lebih mudah dalam mendengarkan teks deskriptif sehingga bisa meningkatkan motivasi mereka.

Kata Kunci: *Teaching Listening, Note taking, Descriptive Text*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language has a main role in the development of intellectual, social, and emotional learners. It supports the success of learning in all fields of study. Learning the language is expected to help learners to know about their culture and others. In addition, learning language also helps learners to get the ability to communicate.

English language is one example of many languages in the world. According to Crystal (1997: 139) English language spread and used by a quarter of the world's population and continues to develop into one and a half trillion in the early 2000's it. It is a language which is used by different countries in the international forum, business, and others until now. This language is also used to get information, for example in science, technology, and culture because most of the invention and scientific books are reported and written in English. In addition, Crystal (2001: 1), English is an international language. It means English is used by people in all over the world as a tool in communication.

English is the first foreign language to be taught at school in Indonesia. The government has decided that English becomes one of the compulsory subjects at junior high school, senior high school, and the university. The purpose of teaching English is to prepare the student to communicate. In curriculum 2013 the students are expected to have that communication in four basic skills, namely listening, speaking, writing and reading skill.

Listening is one of important skills in learning English for the students, especially for foreign language students (EFL). Woods (2005: 29) says that listening is a vital primary stage of language acquisition. If students do not listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (in other words, speaking and writing) in the communicative classroom will simply not happen. So, students have to follow every part in listening study in order to get understanding because if student do not pay much attention they will lose some important information that connected with the goals of the listening study. In addition, Hedge (cited in Woods, 2005: 29) states the most vital element of listening is confidence that comes with practice and achieves success from an early stage. The role of the teacher is to provide as much practice as possible by talking to learners by exposing them to a range of materials in the classroom.

Listening is the most difficult skill to be learned by English language learner especially for Senior High School students. Woods (2005: 29-30) states there are seven observations of students during controlled Listening test. First, learners feel most threatened by a taped input when they have no control over the speed of input and no control when to pause the delivery input. Second is listener panic. They need to know exactly how many times a text will be repeated and where the pause (if any) will be, so they know when to write their answer. Third, listeners tend to panic most about being lost in a fog of spoken foreign language. Fourth, listeners need to be taught listening strategies such a predictive skills, and what to do whilst listening. Fifth, post listening skills (i.e. integration with reading/writing skill) also need to be taught. Sixth, in the test situation students need to read carefully through rubrics and question in order to be able to contextualize the material that is about to follow. The last one is students respond in written form which is they worry that the accuracy or in accuracy of their written response is an issue.

Based on the explanation above, it can be concluded that listening is not easy. Many difficulties that faced by students during listening, for example listening to descriptive text which is students should listen carefully to get the idea what the text tell about. Because of that, teacher should help the students to solve their problem by using many

strategies in teaching and learning process. One of the strategies that can be used in teaching listening is note taking strategy.

Note-taking is very useful strategy in teaching listening especially teaching listening to descriptive text. According to Dougherty (2015) research shows that people tend to forget 40% of what we learn within 24 hours, even if we've written it down. People learn better and remember more when they're actually doing something with that information, and recalling it soon afterwards. So, when student listen to a record they have to take a note in order to remember what they have already heard. By using note taking strategy, it hoped the students faced the difficulties during listening to descriptive text. Thus, the writer is interested in discussing the use of note taking strategy to teach listening to descriptive text to senior high school students of this paper.

B. Limitation of the problem

Based on the explanation of the background above, the writer limits the problem on how to teach listening to descriptive text by using note taking strategy.

C. Formulation of the problem

Based on the formulation above, the problem is formulated as follows: “How does the teacher apply the note taking strategy in teaching listening the descriptive text to the first grade students of Senior High School?”

D. Purpose of the paper

The purpose of this paper is to explain how the English teacher applies the using of note taking strategy in teaching listening to descriptive text for senior high school students, especially for the first grade students.

E. Significance of the paper

The expected that finding of this paper can give contribution in theoretically and practically. Theoretically, this paper can be as references for those who will conduct further paper and can enrich our knowledge in the aspect of listening material. Practically, it might be beneficial for giving information about note-taking strategy is good for teaching listening.