

CHAPTER I

INTRODUCTION

A. Background of the Research

People nowadays named *Millennial People*, who can get a lot of informations in the world just by *one click*. It is caused by technological developments that are increasingly sophisticated. People can get anything, know everything, and communicate with everyone easily by using the internet. For communication, people use a language as a tool to communicate with each other, share information, and so on.

Language fills every part of our lives, it gives words to our thought, voice to our ideas, and expression to our feelings.¹ Language is used by humans to communicate in many aspects such as social, economic, political, and science. Science is applied in education that has been done by people since they were born. Children start learning a language from their mothers as a mother tongue or first language to understand and communicate with other people. After they grow up, they will learn and use the other language in daily which is called second language. The new second language vocabulary or structures should only

¹ Nick Cipollone, Steven Hartman Keiser and Shraavan Vasishth, *Language Files: Materials for an Introduction to Language & Linguistics*, (Columbus: Ohio State University Press, 1998), 7th Ed, 1.

be introduced after a child has learned the corresponding concepts in their first language so that they can link meaning across to the new language easily.² Then, they will find other languages used by strangers that are called foreign languages.

English is a language widely used in the world. In 2003, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million.³ It caused English is used as a foreign language in Indonesia that has been taught in schools. Four abilities are developed in teaching English; listening, speaking, reading, and writing.

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening.⁴ Listening as comprehension is the traditional way of thinking about the nature of listening.⁵ Several medias can be used to develop our listening comprehension such as television, video, DVD, radio, etc.

² Helen Pinnock, *Language and Education: The Missing Link*, (CFBT Education Trust, 2009), 14.

³ Geoffrey Broughton et al, *Teaching English as A Foreign Language, 2nd Ed*, (London and New York: Routledge), 1.

⁴ I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (UK: Routledge, 2009), 37.

⁵ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), 3.

In the way to develop listening comprehension, sometimes, students get difficulties such as unknown words (knowing the written form of a word is no guarantee that students will recognise the spoken form), lexical density (short spaces of time between content words, forcing the listener to concentrate harder), grammatical structures (listening text containing many new lexical items and high-level grammatical structures will be difficult), the familiarity of the topic (the topic of listening may be not familiar for the students), text type (some types of the text are difficult to listen), and cultural accessibility (certain concepts simply do not exist in some cultures, so the situations and contexts of some recordings may be incomprehensible).⁶

To overcome that difficulties, the teacher can use several strategies. According to Wilson, there are several strategies to improve students' listening comprehension, such as use world knowledge to predict what will be said, pick out only salient points; listening selectively and ignoring irrelevant details, take notes; writing down relevant information in shorthand, listen for keywords for topic identification and so on.⁷

⁶ J. J. Wilson, *How to Teach Listening*, (Essax: Pearson, 2008), 13.

⁷ J. J. Wilson, *How to Teach Listening*, 35-37.

Note-taking is a multi-stage process, where each stage may impose cognitive load, which can subsequently affect the availability of cognitive resources required for processing and memory encoding of the target material.⁸ In terms of improving listening skill, note-taking promotes a higher level of attention. It forces students to pick out the important points in a talk or lecture because they cannot write down everything they hear.⁹

One of note-taking types is Cornell Note-Taking, which defined as a strategy designed to condense and organize notes into our sentences that is same in the meaning.¹⁰ It involves separating paper into note-taking column, cue column, and summary column. This strategy was developed by Walter Pauk in 1940 at Cornell University.

The researcher uses the Cornell Note-Taking Strategy to solve the problem above by conduct an Experimental Research with the title **“The Effectiveness of Using Cornell Note-Taking Strategy to Improve Students’ Listening Comprehension”**.

⁸ Renee S. Jansen, Daniel Lakens and Wijnand A. IJsselsteijn, “An Integrative Review of The Cognitive Costs and Benefits of Note-Taking”, *Educational Research Review*, (October, 2017), 231.

⁹ J. J. Wilson, *How to Teach Listening*, 88.

¹⁰ Mohammad Davoudi et al, “Impact of Cornell Note-Taking Method Instruction on Grammar Learning of Iranian EFL Learners”, *Journal of Studies in Education*, Vol. 5, No. 2, (May 28, 2015), 254.

B. Identification of the Problem

The problem in this study can be identified as follows:

1. The problem of listening comprehension consists of the unknown words, lexical density, grammatical structures, the familiarity of the topic, text type, and cultural accessibility.
2. Students do not have a particular strategy to overcome the problem while listening.
3. Most of the first grade students of SMAN Cahaya Madani Banten Boarding School got less of listening comprehension.

C. Limitation of the Problem

Based on the identification of problems, the researcher limits them as follows:

1. The researcher focuses on the effectiveness of using the Cornell Note-Taking strategy to improve students' listening comprehension.
2. The sample of research is the first grade students of SMAN Cahaya Madani Banten Boarding School.
3. The research methodology that is used in this research is quantitative method through experimental research.

D. The Statement of the Problem

Based on the background of the research above, the researcher can identify the problems as follows:

1. How is the students' listening comprehension before using the Cornell Note-Taking strategy?
2. How is the Cornell Note-Taking strategy applied in improving students' listening comprehension?
3. How is the effectiveness of using the Cornell Note-Taking strategy to improve students' listening comprehension?

E. Objective of the Research

Based on the statements of problem, the objectives of the research are:

1. To know the students' listening comprehension before using the Cornell Note-Taking strategy.
2. To apply the Cornell Note-Taking strategy to improve students' listening comprehension.
3. To know the effectiveness of using the Cornell Note-Taking strategy to improve students' listening comprehension.

F. Significance of the Research

This study hoped can provide useful information for students, teacher, and institutions.

1. The Students

The result of this research hopefully can help students to have better listening comprehension. Moreover, the students can apply the Cornell Note-Taking strategy to improve their listening comprehension.

2. The Teacher

This research is hoped to can be a reference for the teacher to apply the Cornell Note-Taking strategy when teaching listening in the classroom, to improve students' listening comprehension.

3. The Institution

The researcher hoped the headmaster can support the use of Cornell Note-Taking Strategy in the classroom, especially in the listening class to make students more understand the materials.

G. Organization of Writing

This paper is divided into five chapters.

The first chapter is introduction that consists of background of the research, identification of the problem, limitation of the problem, statement of the problem, objective of the research, significance of the research, and organization of writing.

The second chapter is theoretical foundation that consists of literature review; the overview of listening comprehension, listening and

note-taking, the Cornell Note-Taking strategy, previous study, and hypothesis.

The third chapter is research methodology that consists of research method, place and time of the study, population and sample, research instrument, technique of data collecting, and technique of analyzing data.

The fourth chapter is result and discussion that consists of description of the data, analysis of the data, and interpretation of the data.

The fifth chapter is conclusion and suggestion that consists of the conclusion and suggestion of the research.