



**THE EFFECTIVENESS OF CORNELL-NOTE-
TAKING AND THINK-ASK-LISTEN-SAY
STRATEGIES FOR TEACHING LISTENING
COMPREHENSION
TO STUDENTS WITH HIGH AND LOW ANXIETY
LEVELS**
**(The Case at the Fifth Semester Accounting Management Students of Sultan
Agung Islamic University in the Academic Year of 2015/2016)**

a thesis
submitted in partial fulfillment of the requirements for Master's Degree Program
in English Language Education

by
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APPROVAL

This thesis entitled “THE EFFECTIVENESS OF CORNELL-NOTE-TAKING AND THINK-ASK-LISTEN-SAY STRATEGIES FOR TEACHING LISTENING COMPREHENSION TO STUDENTS WITH HIGH AND LOW ANXIETY LEVELS” (The Case at Fifth Semester Accounting Management Students of Islamic Sultan Agung University in the Academic Year of 2015/2016) by,

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DECLARATION

I, Dhesi Wulansari, hereby declare my thesis entitled “The Effectiveness of Cornell Note Taking and Think Ask Listen Say Strategies for Teaching Listening Comprehension to Students with High and Low Anxiety Levels” is entirely my original work and effort. It also has not been submitted to any institution for any award. I am fully aware that I have used some statements and ideas from other sources and I have properly cited all sources of information used in the thesis.

Semarang, February 2016

Dhesi Wulansari

Motto and Dedication

“And whatever you ask in prayer, you will receive it if you have faith. Believe it. “

- Anonymous -

This thesis is dedicated to:

1. English Language Education, Graduate Program of Semarang State University
2. Semarang State University

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Hopefully, findings of this study would help teachers use the strategies appropriately.

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ABSTRACT

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Keywords: teaching listening, Cornell Note Taking, Think-Ask-Listen-Say, high anxiety, low anxiety.

This quantitative research investigated the effectiveness of Cornell Note Taking and Think-Ask-Listen-Say strategies for enhancing students' listening comprehension of TOEFL mini talk test to students with high and low anxiety by using experimental factorial design 2x2. The participants of this study were 40 students of the fifth semester of Accounting Management namely 20 students of Accounting Management Class F as the first experimental group treated by Cornell Note Taking Strategy and 20 students of Accounting Management Class G as the second experimental group treated by Think-Ask-Listen-Say Strategy in teaching listening comprehension at Sultan Agung Islamic University majoring Accounting Management program.

The finding of this study showed that Cornell Note Taking and Think Ask Listen and Say strategies had no significant effect for teaching listening comprehension among the students with high anxiety. But, on the other hand, Cornell Note Taking and Think-Ask-Listen-Say strategies had significant effect for the students with low anxiety. The finding also showed Think-Ask-Listen-Say strategy had better effect than Cornell Note Taking Strategy using for teaching listening comprehension among the students with high and low anxiety. But, the low anxiety students had better effect than the students with high anxiety after being treated by using those two strategies. The last finding showed that there was no interaction between two strategies and students' anxiety level.

To sum up, there were some significant differences of the effectiveness of Cornell Note Taking and Think Ask Listen and Say strategies for enhancing students' listening comprehension among the students with high and low anxiety. But, the two strategies had better effect for the students with low anxiety. Furthermore, Think-Ask-Listen-Say strategy was better for teaching listening comprehension among the students with high and low anxiety than Cornell Note Taking strategy. Unfortunately, there was no interaction between those strategies and students' anxiety level.

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significant of the study, and limitation of the study.

1.1 Background of the Study

Every year almost a million people across one hundred sixty five countries take the TOEFL exam (Educational Testing Service, 2010) as part of their efforts to secure admission to schools of their choice, win scholarships, gain professional accreditation, apply for visas, etc. In Indonesia, it is not only used as admission to win scholarships but also as a requirement to secure the students' graduation. Moreover, the aim of taking TOEFL test is to measure the non-native speakers' English ability to communicate effectively. TOEFL becomes an accurate measurement of a learner's true command of the English language, or even whether we disagree with the whole premise of a worldwide, standardized English test or its inevitable wash back effect in language education.

Based on Educational Testing Service, TOEFL test is divided into three kinds of test namely PBT (Paper Based Test), CBT (Computer Based Test), and IBT (Internet Based Test) TOEFL. The most commonly used exam is TOEFL ITP test which is part of PBT offered by ETS (Educational Testing Service). It is because TOEFL ITP tests offer unparalleled flexibility, convenience, and reliability. They can choose when they want to test, the size of the group and

various situations in which to use the test, including placement, and monitoring progress. TOEFL ITP evaluates the English language proficiency in listening, structure and reading with 677 as maximum score.

Each institution that requires TOEFL ITP scores determines for itself what scores, or ranges of scores, are acceptable. These requirements vary from institution to institution, depending on such factors as the applicant's field of study and the level of study. There is no specific passing or failing score set by ETS for the tests. Sultan Agung Islamic University which holds TOEFL under Center for International Language Development Sultan Agung Islamic University determines 450 as the minimum score to secure the student's graduation requirement. But, according to the recent students' TOEFL score conducted in 2014, there were many students who got under the standard minimum score. Mostly, they got the lowest score in listening part. I believe there were some factors influenced their poor TOEFL listening score.

The speed of delivery and the lack of vocabulary are factors affected their score. I got a chance to observe why it happened to them. I asked them about the difficulties in doing TOEFL test. Some said that they had a problem in understanding the speaker's intention, because it is delivered too fast. Others said they heard clearly but they weren't familiar with the new terminology. Moreover, it made them trapped in misunderstanding.

Beside, the lack of teaching listening strategy used by the teacher didn't support learning listening comprehension effectively. Teaching listening is still neglected by some teachers. This could be due to the fact that listening has often

been considered as a passive skill. Whereas, listening is an active process of selecting and interpreting information in the human brain, but most EFL learners do not use their mind actively while they follow the first teaching task, thus, these students' listening comprehensive abilities does not improve with such guidance.

The third factor is the teacher paid less attention in teaching listening proficiency. It might be because the amount meeting given to the teachers. They are only given 16 meeting for preparing TOEFL test, first meeting for pretest and the last for post test which means they only have 14 meeting to cover all TOEFL ITP materials which includes listening, structure and reading skill. On the other sides, listening provides more than 45% of our total communication ability, followed by speaking (30%), reading (16%), and writing (9%). It is because listening is their first encounter with the language as they work toward becoming literate in English. Knowing of that result, listening is the important part in improving the English proficiency.

The lack of emphasis on listening skill has led to problems faced by the students. Several students have problems in comprehending listening skill. The problems in comprehending listening skill are speeds of delivery, new terminology and concepts, difficulties in concentrating, and those related to physical environment which were also faced by students of UNISSULA. The students with high and low listening skilled will be more likely utilize their memory and it is easily affected by the social factor such as anxiety. Poor listening ability results come from many factors, such as insufficient emphasis on listening by the whole society, immature teaching methodologies, ineffective

listening strategies, and students' lack of vocabulary, but the increasingly important one is that anxiety. Those factors play very important role because the anticipation of foreign language use in receiving information can provoke anxiety.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Students with high anxiety usually feel nervous, insecure, and over worried in conducting test. This condition can influence the students' performance. On the other side, the anxiety as an apprehension experienced when the students have situation in using second language. It becomes a big problem for them who are not fully proficiency in using second language. It has meaning that anxiety may contribute on the success or failure especially for the second language (L2) and foreign language learners. Among the four English skills, listening is easier to be provoked than others which can arouse feeling nervous, worry, and insecure. It means that listening comprehension is highly anxiety-provoking if the discourse is incomprehensible. Therefore, anxiety has gradually been a focus of research in the area of listening comprehension and it is a variable that must be respected in teaching and accounted for in research.

The speed delivering and new terminology in listening will be easily overcome by the students if they can interpret the information supported with their long term memory. Note-taking allows people to outsource their memories to an external source (paper), as well as make content explicit for future reference. Critically, learning can occur during both the production and review of notes by allowing the learner to make connections between idea units and engage in deep

processing of course content. Cognitively, note-taking depends upon working memory – the memory store responsible for both short-term storage (what you are currently thinking about) and the mental transformation of information (manipulating and modifying what you are currently thinking about).

Whereas, learners should focus on their learning process, arrange and plan their learning activities. Then they can also evaluate their learning progress. Teachers also should help learners develop more metacognitive knowledge for them to achieve success in listening comprehension. Moreover, through the Think, Ask why, Listen, and Say to Self (TALS) strategy, the writer hopes it can make a balance between the metacognitive and cognitive method in teaching listening skill. Think Ask Listen Say strategy incorporates metacognitive awareness of preparing for the material to come and provides external motivation for the task. It facilitates critical thinking necessary for sifting through all that is heard to locate the most important information.

Considering those student's problems which are elaborated above, the English teacher for TOEFL preparation should provide appropriate teaching strategies to improve the students' listening ability and to encounter the students' listening anxiety. Therefore, the writer attempts to examine and compare the effectiveness of two strategies namely Cornell Note Taking and Think Ask Listen and Say strategies for teaching listening particularly in teaching TOEFL preparation.

1.2 Reasons for Choosing the Topic

As I mention above, nowadays people need to get the high TOEFL score in order to convey their future dream such as taking scholarship, work or others. It's rather difficult getting a good TOEFL score for each section without a good preparation. The most difficult part is the listening comprehension section. It is because learning to listen in another language is challenging. It is also a complex, covert, and meaning-building process, yet this process has received less attention than those that develop speaking and reading skills.

In addition, Vandergrift (1997: 387) stated listening is ignored or poorly taught. The lack of strategy in teaching listening makes some teacher paying less attention in listening skill. Besides, the students' listening ability can affect the score result. The high skilled listener will be more likely to utilize more strategies. But, on the other hand the low skilled listener will be more utilize their memory and will easily affected by the social factor such as anxiety Liu (2009: 26). As a result, Cornell Note Taking and Think Ask Listen Say strategies are proposed to teach TOEFL listening comprehension for the students with high and low anxieties. This study is also conducted to find out whether the students' anxiety levels influence their listening ability or not. Hopefully, this research may illuminate the teaching listening activity.

1.3 Statements of the Problem

This research addresses the following questions:

- 1) How significant is the effect of CNT strategy used for teaching listening comprehension among students with high anxiety?
- 2) How significant is the effect of CNT strategy used for teaching listening comprehension among students with low anxiety?
- 3) How significant is the effect of TALS strategy used for teaching listening comprehension among students with high anxiety?
- 4) How significant is the effect of TALS strategy used for teaching listening comprehension among students with low anxiety?
- 5) How significant is the difference between two strategies (CNT and TALS strategies) when they are used for teaching listening comprehension among students with high and low anxieties?
- 6) How is the influence of the students' anxiety levels (high and low anxieties) on their listening comprehension when they are taught by using two strategies (CNT and TALS Strategies)?
- 7) How significant is the interaction among teaching strategies, listening comprehension, and students' anxiety in listening comprehension to the students with high and low anxieties?

1.4 Objectives of the Study

In line with the statements of the problem, the present study aims:

- 1) to measure the significant effect of CNT strategy used for teaching listening comprehension among students with high anxiety,
- 2) to measure the significant effect of CNT strategy used for teaching listening comprehension among students with low anxiety,
- 3) to measure the significant effect TALS strategy used for teaching listening comprehension among students with high anxiety,
- 4) to measure the significant effect of TALS strategy used for teaching listening comprehension among students with low anxiety,
- 5) to describe and explain which strategy that has better effect in teaching listening comprehension among students with high and low anxieties,
- 6) to describe the influence of the students' anxiety levels (high and low anxieties) on their listening comprehension when they are taught by using two strategies (CNT and TALS Strategies),
- 7) to explain the significance of the interaction among teaching strategies, listening comprehension, and students' anxiety in listening comprehension to the students with high and low anxieties.

1.5 Significance of the Study

Hopefully, the results of this study can contribute some benefits to the students, teachers, and other researchers. Theoretically, the results of this study will enrich the body of literature, specifically the literature of strategies for teaching TOEFL listening skill. Moreover, this study will provide evidence whether students' anxiety levels contribute a significant role on the students' listening ability and whether there is an interaction between those strategies (Cornell Note Taking and Think Ask Listen Say strategies) and the students' anxiety levels (high and low anxieties) on their TOEFL listening ability.

Practically, this study is expected to inspire English teachers and give them alternative strategies for teaching listening so as to improve the their students' listening skill by regarding the anxiety levels of their students during English listening classes. The results of this study will also give solutions to encourage students with high and low anxieties when realizing their strengths and weaknesses in TOEFL listening skill.

Pedagogically, the results of this study would motivate English teachers to reflect on their current strategies for teaching listening and be a beneficial knowledge which can be used in their teaching and learning process. Additionally, this study will be useful for other researchers who intend to conduct a study in the same field as one of their references.

1.6 Scope of the Study

To prevent unfocused discussion, the scope of this study needs to be organized. It helps the writer focuses on the discussion rather than regarding other factors which may be related to the topic of this study. This study emphasizes on the effect of CNT and TALS strategies for teaching TOEFL listening skill among the students with high and low anxieties. Moreover, the teaching strategies only apply on mini talk in TOEFL listening comprehension.

This study uses a purposive sampling technique in which fifth semester students in Accounting Program of Economic Faculty of Sultan Agung Islamic University. Nevertheless, the generalization of the results of this study also requires further investigation. It indicates that this study cannot be stated to represent a wide variety of students in the other faculty.

1.7 Definition of Terms

To avoid ambiguity and misunderstanding, it is important to provide definition of the main terms which are used in this study. The terms CNT Strategy, TALS Strategy, listening, TOEFL, and anxiety are defined in the following:

1.7.1 Cornell Note Taking Strategy

Cornell Note Taking Strategy is part of note taking strategy. It is a strategy that uses a note to take information from the speaker. The difference between CNT and other note takings is the form. CNT has matrices and guide form which will help students in learning better. The Cornell Note Taking is a note taking which developed by Cornell University.

Cornell notes (named for Cornell University, where the system was developed) are more learner-directed, for they do not prompt the student for information. Instead as documented by Cornell's website (2002), students divide a page into three sections: one for notes, one for questions, and one for a summary. During the lecture or reading, students write important information in the notes sections, then write questions about the information in the questions section, and finally, summarize each page of notes in the summary section (Borr et al. 2012: 30).

1.7.2 Think-Ask-Listen-Say (TALS) Strategy

Think-Ask-Why-Listen-Say is strategy in teaching listening used to focus on the metacognitive aspect of getting the brain ready to listen by describing the brain's role as it analyzes and processes the most important elements of the lesson that a student hear. TALS strategy is used for teaching listening by giving some questions which can lead students to have critical thinking while listening. Those questions will lead them to understand what they listen. They will not only know about the information, moreover they will comprehend the meaning.

The following activity is an example of what this would sound like: "Think about the story parts, Ask why a story map is important, Listen for the different parts of a story map, and Say to yourself the parts of the story." Swain, Friehe, and Harrington (2004: 58)

1.7.3 Listening Comprehension

Listening comprehension is an important part of foreign language learning process, and it has also been defined as an active process during which listeners construct and understanding meaning from oral input Bentley & Bacon (1996: 178).

1.7.4 TOEFL

The Test of English as a Foreign Language (TOEFL) is a major indicator of non-native speakers' English ability. It is used worldwide to measure the English language aptitude of students who apply to universities and colleges in countries where English is the language of instruction. Scores on the TOEFL are required by more than 4,400 universities and colleges around the world at the graduate and undergraduate levels. Heffernan (2006: 152)

TOEFL test itself is introduced by the Educational Testing Service. There are three kinds of TOEFL tests; PBT (Paper Based Test), CBT (Computer Based Test) and IBT (Internet Based Test). In this study, TOEFL ITP is used to evaluate the students' English skills. It is an Institutional TOEFL Program used paper based test.

1.7.5 Anxiety

Anxiety refers to a complex emotional state which is generally characterized by fear, nervousness, apprehension or tension. Spielberger (1983) in Horwitz et al. (1986: 125) defines that anxiety is the subjective feeling of tension, apprehension,

nervousness, and worry associated with an arousal of the autonomic nervous system.

1.8 Outline of the Thesis

This study consists of five chapters; they are introduction, review of related literature, research methodology, result and discussion, and conclusion and suggestion.

Chapter I: Introduction. This chapter presents the background of the study, reasons for choosing the topic, the research questions, objectives of the study, significance of the study, scope of the study, definition of terms, and outline of the thesis.

Chapter II: Review of Related Literature. This part contains the elaborations of the research topic and theories used to support the analysis which elaborates Review of Previous Studies, explanation of Nature of Listening, Notion of Listening, Process of Listening, Types of Listening, and Anxiety in Listening. Besides, it also explains the definition of TOEFL, Cornell Note Taking and Think Ask Listen Say strategies, and Theoretical Framework.

Chapter III: Research Methodology. The research should be supported by well planned research method. This chapter elaborates the research design, research variables, setting, subject of the research, hypothesis of the research, instruments of the research, method of data collection, and method of data analysis.