

**THE EFFECT OF CORNELL NOTE-TAKING METHOD ON 8TH
GRADE STUDENTS' LISTENING ACHIEVEMENT AT
SMP NEGERI 24 BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the Sarjana
Pendidikan Program in English Language Education Study Program**

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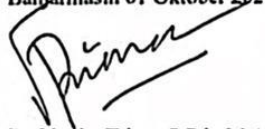
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LETTER OF APPROVAL

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This is to certify that the Sarjana's thesis proposal of Alifa Qonita Roihana reg. number 2110117320003 entitled "THE EFFECTIVENESS OF ENGLISH SONGS TO IMPROVE STUDENTS' LISTENING COMPREHENSION IN ENGLISH CLUB EXTRACURRICULAR AT SMP NEGERI 24 BANJARMASIN" has been approved by the advisors for oral examination.

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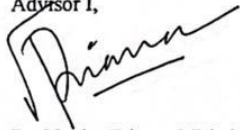
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ABSTRACT

Roihana, Alifa Qonita. 2025. The Effect of Cornell Note-Taking not on 8th Grade Students' Listening Achievement at SMP Negeri 24 Banjarmasin. Sarjana's Thesis. English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Novita Triana, S.Pd., M.A., the second advisor: Raisa Fadilla, S.Pd., M.Pd.

Keywords: cornell note-taking, listening achievement, note-taking method, teaching listening

Listening is an essential component of language learning that helps students understand spoken information effectively. However, many students still face difficulties in listening due to limited and less engaging teaching methods. Therefore, teachers need to apply appropriate methods to improve students' listening achievement, such as effective note-taking methods that help learners organize and recall information more easily.

This study aimed to determine whether there is a significant difference in listening achievement between students taught using the Cornell note-taking method and those taught using the Mapping note-taking method. This research employed a quantitative approach with a quasi-experimental design. The population consisted of eighth-grade students of SMP Negeri 24 Banjarmasin, with two classes selected through cluster random sampling as the experimental and control groups. Data were collected through listening achievement tests administered as pre-test and post-test. The data were analyzed using the Mann–Whitney U Test with the assistance of SPSS version 21.

The results showed a significance value of 0.329, which is higher than 0.05. It indicates that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, it can be concluded that there was no significant difference in listening achievement between students taught using the Cornell note-taking method and those taught using the Mapping note-taking method.

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The Researcher

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